

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Madison Middle School.

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

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



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: James Madison Middle School

6066450

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

James Madison School is a 6th through 8th grade middle school serving the East Oakland community since 1959. It was named after President James Madison, the 4th president of the United States. James Madison was considered the most influential contributor of the United States Constitution. The school colors are blue and gold. The school mascot is the Trojan (Warriors) whose strength is symbolic of the school's spirit. According to the Student Accountability Report Card (SARC) Madison is comprised of Latino 49.7%, African American 45.9%, Pacific Islanders 2.3%, and Asians 2.1%. The cultural impact of our community is a significant strength at Madison. Students, staff, and community have helped to create a secure, safe, lively and nurturing environment which promotes mutual respect and self-esteem. Students new to the school come from several feeder schools from around the district, or from any part of the world. Our students speak a variety of languages. We have worked this year to create a strong English Language Learners (ELL) Program for students whose families speak a language other than English and who do not yet have adequate reading and writing skills. We will offer a self-contained New-Comer Program for students new to this country, in addition to intermediate and advanced English Language Development classes for those students prior to reclassification. We will engage our Gifted and Talented (GATE) students by developing a comprehensive Gate Program. We are proud of our interventions classes, given to all students needing support. We are committed to the process of restructuring. Our school environment and delivery of instruction has changed to reflect the developmental levels of our students. All staff, students, and parents are members of ONE team, creating a "school within a school." Staff development in all areas has focused on increasing our repertoire of age-appropriate strategies. We will continue to train staff in teaching of reading comprehension, differentiated instruction, integrated writing, the use of technology, cross-curricular collaboration, teacher accountability, district and state standards, collaboration around our school-wide focus

on ?literacy ? reading and writing,? and building strong PLC teams. We will incorporate new strategies in interpreting data, and using this valued information to drive instruction, increase rigor, and support curriculum an engage students. We will expose our student to the college going culture through college days, and college fieldtrip. We want them to achieve beyond high school. The district?s position regarding retention and remediation policies will cause us to re-double our efforts to more fully motivate and involve under-achieving students and their parents. We have implement extended-day school activities for all students, and skill-boosting programs which we will continue to revise and refine. We will continue to manage and expand existing service programs on site. We offer a comprehensive Safe Passage Program complete with a case manager, psychologist, therapist, and counselors to address the needs of our students in the areas of their psychological, emotional, as well as, their social and ethical needs. Our campus has also been selected to house a comprehensive community clinic. School improvement efforts are guided by the School Site Council, which will meet monthly to formulate, implement, and evaluate our School?s Plan for Student Achievement. Throughout the year the faculty and parents will examine the school achievement data, interpret it, and use it to evaluate our progress, set goals, and revise programs. Based on the data, one of our areas of emphasis is improving the skills of our English learners. The Mathematics department will re-design their courses to include Algebra and Geometry classes in eighth grade. We are pleased to embrace our school-wide theme for this year:

VISION

We are committed to the process of restructuring. Our school environment and delivery of instruction has changed to reflect the developmental levels of our students. All staff, students, and parents are members of ONE team, creating a ?school within a school.? Staff development in all areas has focused on increasing our repertoire of age-appropriate strategies. We will continue to train staff in teaching of reading comprehension, differentiated instruction, integrated writing, the use of technology, cross-curricular collaboration, teacher accountability, district and state standards, collaboration around our school-wide focus on ?literacy ? reading and writing,? and building strong PLC teams. We will incorporate new strategies in interpreting data, and using this valued information to drive instruction, increase rigor, and support curriculum an engage students. We will expose our student to the college going culture through college days, and college fieldtrip. We want them to achieve beyond high school.

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

2011-12 School-Wide Targets: ELA - - School will meet Annual Measurable Objectives for 2011-12 in ELA (78.4) -55% of 7th grade students will score proficient to advanced on CST Writing 2011 -Increase percentage of ELA proficiency by 10% -School will meet Safe Harbor targets to exit program improvement EL- -100% of EL students will advance 2 proficiency levels per year on CELDT. -Coordinated support of Newcomer Program, CELDT Testing across campus Science- -8th Grade, 80% of students will score basic or above on Science CST 2011 -90% of students school-wide will design/participate in the campus Science Expo SDC- -SDC students attendance will increase by 20% -SDC will increase score by 20% in Reading, Writing, and Math using Voyager Math - -School will meet Annual Objectives for 2011-12 in Math (79.0) -50% of our 8th grade students will leave proficient or advanced -90% of students Basic or below will increase at least one band -95% of students coming in Proficient/Advanced remain Proficient/Advance -School will meet Safe Harbor targets to exit program improvement History - -8th Grade, 80% of students will score basic or above on History CST 2011 -By the end of 7th grade, students will participate in an end-of-year assessment PE- -90% of 7th graders will score in the Healthy Fitness Zone -50% reduction in disciplinary issues from Physical Education for 2011 Our Leadership Team meets twice monthly to establish school priorities, and monitor progress, make adjustments, and discuss progress to help support our school community. SSC Committee meets monthly to support campus vision. Weekly Faculty Meetings: 1st Wednesday - Staff Meeting 2nd Wednesday - District Professional Development 3rd Wednesday - Campus Department PLC's (Department Heads/Coaches) 4th Wednesday - Team PLC's (Common student planning/support) Leadership Team Meetings - 4th Wednesday - Leadership Team Meeting These meetings are used to engage staff, support teacher leadership, and ensure that staff have in upcoming events, and have an opportunity to give feedback.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

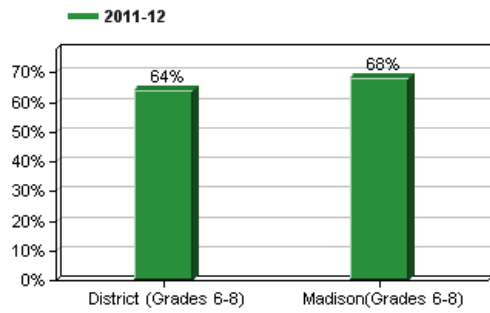
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Developing\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn [\[2011-2012: Developing\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Sustaining\]](#)

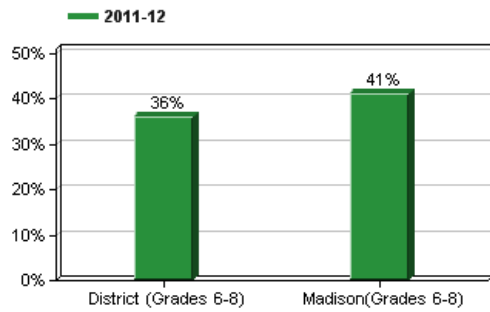
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

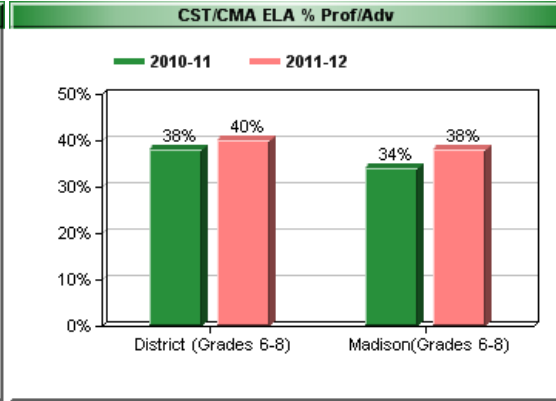
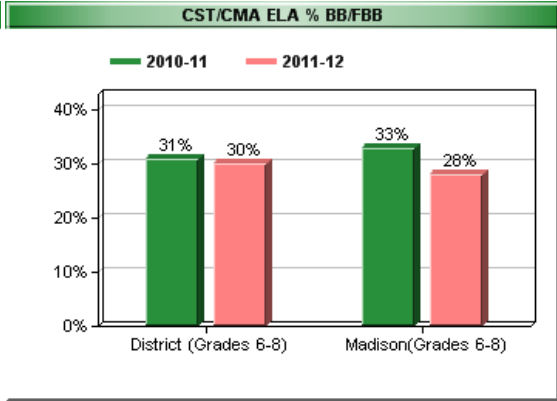
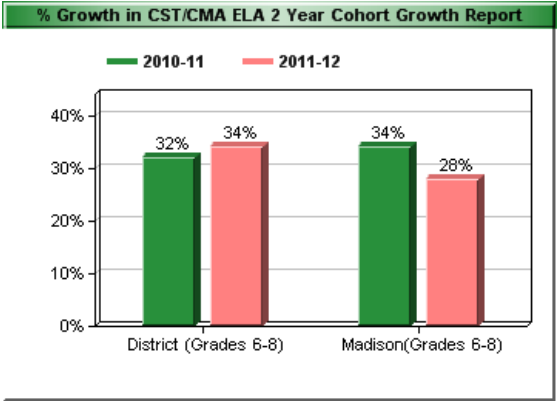


CELDT

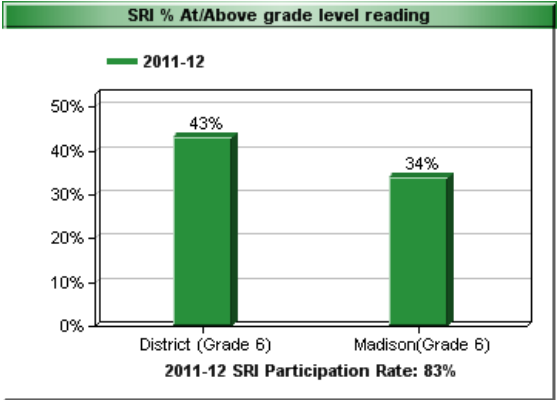
% Growth in CELDT 2 Year Cohort Growth Report



CST



SRI



School Data

- 38% (123) of all Madison middle school students are P/A on the ELA CST. 28% (92) of all Madison middle school students are FBB/BB on the ELA CST.
- 31% (40) 6th graders- are P/A on CST 2011-12/ 33% (31) 7th graders- are P/A on CST 2011-12/ while 49% (52) 8th graders- are P/A on CST 2011-12. AAM should significant growth on CST up 15% or (17) students P/A. Madison Latino student had a 4.7% growth on the ELA CST.

Data Analysis

- School-wide rates for CST 2011-12 by ethnicity - Latino 38% (87)P/A, African American 39% (35)P/A.
- However, Madison did a good job of moving our Afr. American males out of FBB/BB. We attributed this to excellent teaching, partnerships with Elev8, and Academic support during our extended day which allows for 1:5 tutoring, SpringBoard, BL.

Theory of Action

- MPA's literacy effort will be grounded in actionable assessment data for students, teachers, and administrators. MPA will provide a professional development calendar to support common core alignment.
- MPA will continue to use Springboard ELA/MATH to impact rigor, while supporting grammar. Blended Learning rotations will foster an environment of differentiation using academic software, and vocabulary for all academic levels.
- MPA (Middle/High School) will work to merge successfully with the elementary school campus, and create an alignment in balance literacy to support a successful transition to common core, and produce successful grade level readers TK-9.
- MPA will provide Read 180 support for our FBB/BB student at 6th - 9th grade.
- MPA will sponsor literacy support for families through campus academic expos.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA Teacher Support for EL's/FBB/BB's in mainstream classes					4/5/2013	215SQI1A2089	provides students with curriculum that is meaningful and challenging to them	N/A			0	\$0.00
MPA will purchase necessary supplies to support balanced literacy.	State tests (CST/STAR, PFT)	All Students		Principal	4/5/2013	215SQI1A2249	Purchase supplies to support academic growth on campus	7090-EIA - SCE	4399-SURPLUS		0	\$594.14
OUSD Indirect cost 2013					5/6/2013	215SQI1A2250		N/A			0	\$0.00
OUSD Indirect cost 2013					5/6/2013	215SQI1A2255		N/A			0	\$0.00
MPA teachers support common core alignment and instruction, and a balanced literacy focus.	Local assessments (benchmarks, PWA)	All Students		Principal	4/5/2013	215SQI1A5492	Grade level teacher support students struggling academically with grade level content, BL, SP.	7090-EIA - SCE		K12TCH0019	0.2	\$14,817.70
MPA teachers support common core alignment and instruction, balanced literacy focus, and class size reduction.	State tests (CST/STAR, PFT)	All Students		Principal	4/5/2013	215SQI1A5623	Grade level teacher support students struggling academically with grade level content, BL, SP.	7400-QEIA		K12TCH1528	1	\$65,284.31
MPA teachers support common core alignment and instruction, balanced literacy focus, and class size reduction.	State tests (CST/STAR, PFT)	All Students		Principal	4/5/2013	215SQI1A5625	Grade level teacher supports students struggling academically with grade level content, SP, and BL.	7400-QEIA		K12TCH1689	1	\$67,770.50
MPA teachers support common core alignment and instruction, balanced literacy focus, and class size reduction QEIA.	State tests (CST/STAR, PFT)	All Students		Principal	4/5/2013	215SQI1A5626	Grade level teacher support students struggling academically with grade level content, BL, SP.	7400-QEIA		K12TCH1689	1	\$57,485.08
MPA High School Program that will support students 9-12.	State tests (CST/STAR, PFT)	All Students		Principal	5/6/2013	215SQI1A6073	Madison Park Academy of Business and arts 9th grade will offer a variety of A through G approved courses. Students will have the option to take Algebra 1, Algebra 2 or Geometry in their 9th grade year. All students will take Modern World History, which will be the foundation for required AP US History in 10th grade. Biology, English 9 and Physical Education will also be part of the required course work for the 9th grade. Students will have the opportunity to classes in the business and arts pathways such as, Intro to Art, Intro to Finance, public speaking and debate.	N/A			0	\$0.00

							MPA will provide a rigorous and thought provoking high school curriculum.					
MPA teachers support common core alignment and instruction, and a balanced literacy focus, with Read 180 support 6-9.	State tests (CST/STAR, PFT)	All Students		Principal	4/5/2013	215SQI1A5627	Grade level teachers support students struggling academically with grade level content using SP, BL.	7090-EIA - SCE		K12TCH1694	0.25	\$18,082.47
MPA teachers support common core alignment and instruction, and a balanced literacy focus, with Read 180 support 6-9.	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	4/5/2013	215SQI1A5628	Grade level teacher support students struggling academically with grade level content, BL, SP.	3010-Title I		K12TCH1694	0.6	\$43,397.93

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

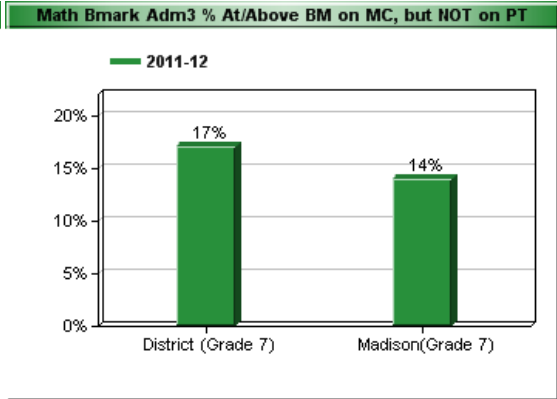
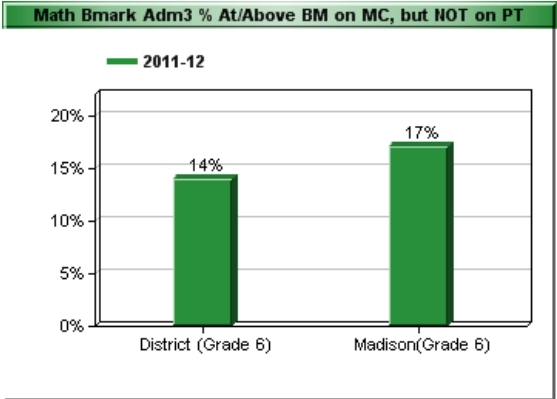
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

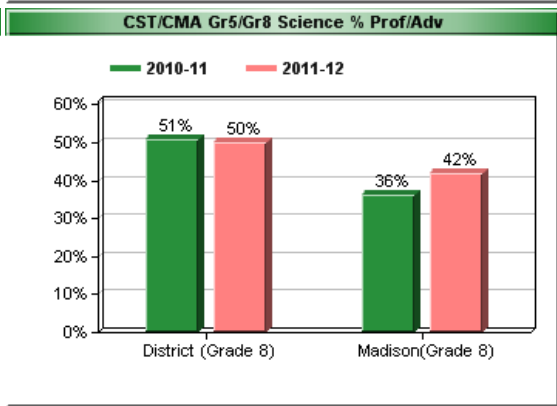
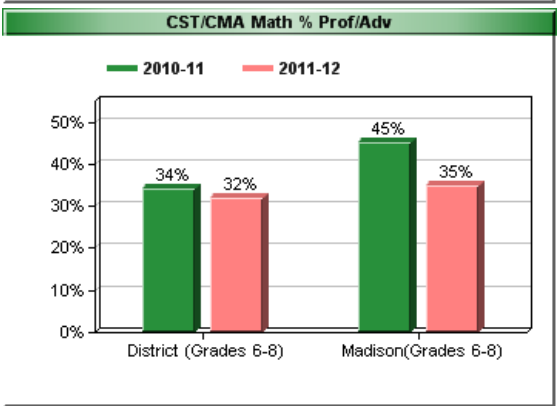
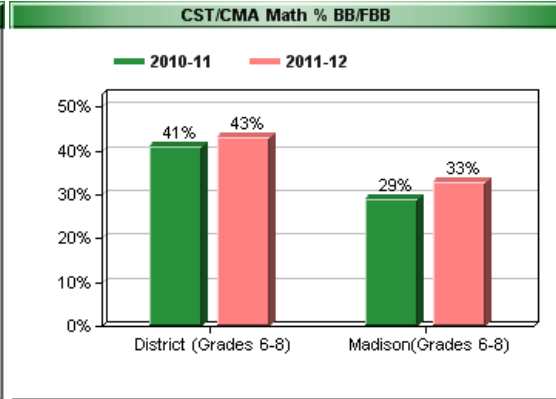
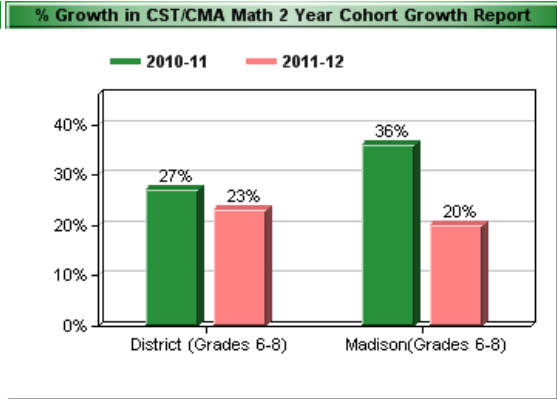
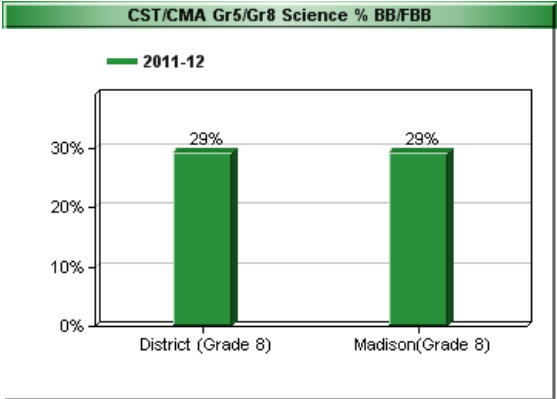
A quality school...

- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Developing\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn [\[2011-2012: Developing\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Sustaining\]](#)

Benchmark



CST



Data Analysis

- At all levels 2/3 of Madison students are improving or holding at their current proficiency level
- 6th/7th grade students made tremendous growth across campus demographics.
- Madison African American/Latino students 70% growing, and showing 1 years growth
- Highest African American growth at the Middle School in the district. African American girls have the highest percentage of growth at Madison.
- 80% of our FBB students have moved into BB/B

Theory of Action

- In Class: JMMS Math Department is committed to providing classroom instruction using Springboard Math, that develops students' critical thinking skills and challenges all students through active participation and vocabulary development.
- Programmatic: JMMS Math Department is committed to providing a consistent, rigorous curriculum utilizing technology and multi-tiered interventions to prepare all our students for high school math success.
- Outside of Class: Through after school programs and pullouts in each grade, students will use technology and small group intervention to achieve skill and concept fluency in order to ensure readiness for the next grade level.
- Prepare students for HS/college math success./ Alg. Proficiency
- Professional Development: including Springboard, Blended Learning Software, My Access, and technology based support.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA High School Program that will support students 9-12.	State tests (CST/STAR, PFT)	All Students		Principal	5/6/2013	215SQ11B6073	Madison Park Academy of Business and arts 9th grade will offer a variety of A through G approved courses. Students will have the option to take Algebra 1, Algebra 2 or Geometry in their 9th grade year. All students will take Modern World History, which will be the foundation for required AP US History in 10th grade. Biology, English 9 and Physical Education will also be part of the required course work for the 9th grade. Students will have the opportunity to classes in the business and arts pathways such as, Intro to Art, Intro to Finance, public speaking and debate. MPA will provide a rigorous and thought provoking high school curriculum.	N/A			0	\$0.00
MPA Science teacher to improve achievement of EL students	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/5/2013	215SQ11B2101	Teacher will provide targeted support for student identified as FBB/BB during our intervention classes.	7090-EIA - SCE		K12TCH1530	0.25	\$13,749.49
MPA Teacher to improve achievement of EL students					5/6/2013	215SQ11B2104	MPA Teacher's will provide targeted support for students identified as FBB/BB during intervention classes.	N/A			0	\$0.00
MPA Teacher to improve achievement of EL students					5/6/2013	215SQ11B4015		N/A			0	\$0.00
MPA Math Teacher to improve instruction of our EL students	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/5/2013	215SQ11B2106	provides students with curriculum that is meaningful and challenging to them	7090-EIA - SCE		K12TCH1793	0.1	\$5,834.50
MPA will retain our Math coach	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/22/2013	215SQ11B2112	Employ a site based math coach.	3010-Title I		TC111F0018	0.1	\$9,732.01
MPA will retain our Math coach	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/22/2013	215SQ11B2113	Employ a site based math coach.	7090-EIA - SCE		TC111F0018	0.1	\$9,732.01
MPA will retain our Math coach	State tests (CST/STAR, PFT)	English Learners		Principal	4/22/2013	215SQ11B5656	Employ a site based math coach.	7091-EIA - LEP		TC111F0018	0.2	\$19,464.01
							Supplies will support					

MPA's Consultant/Support Staff					5/6/2013	215SQ11B2251	academic achievement for FBB/BB students during our intervention classes.	N/A			0	\$0.00
MPA SpringBoard Math will add rigor to our math program.					5/6/2013	215SQ11B3919	MPA provides students with curriculum that is meaningful and challenging to them	N/A			0	\$0.00
MPA Science teacher to improve achievement of EL students	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/5/2013	215SQ11B5655	Teacher will provide targeted support for student identified as FBB/BB during our intervention classes.	7400-QEIA		K12TCH1530	0.6	\$32,998.78
MPA Math/Science Teacher to improve instruction of our EL students	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/5/2013	215SQ11B5663	Grade level teacher support students struggling academically with grade level content, BL, SP.	7400-QEIA		K12TCH1689	1	\$84,117.66
MPA teachers support common core alignment and instruction, balanced literacy focus, and class size reduction QEIA.	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/5/2013	215SQ11B2094	provides students with curriculum that is meaningful and challenging to them	3010-Title I		K12TCH0097	0.7	\$38,495.18
MPA teachers support common core alignment and instruction, balanced literacy focus, and class size reduction QEIA.	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/5/2013	215SQ11B2095	provides students with curriculum that is meaningful and challenging to them	7090-EIA - SCE		K12TCH0097	0.25	\$13,748.28

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

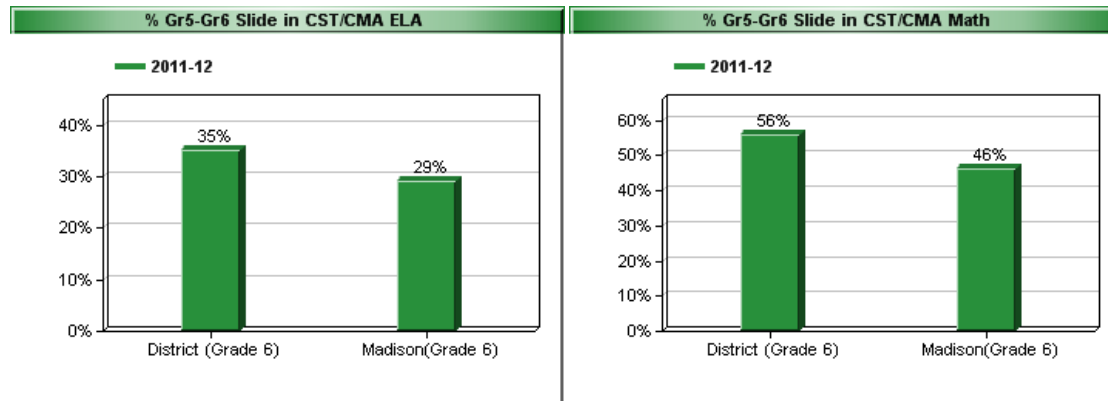
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Developing\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Sustaining\]](#)

CST



Theory of Action

- MPA will provide consistent quality services for our students and families that transition from TK-12, Madison Park Business and Art's Academy. The process this year will incorporate building those services.
- MPA's School Counselor, will provide relevant parent classes that will support our transitioning EL students.
- MPA's School Counselor will work to educate students and families, and will track and monitor our EL's CELDT data to make sure appropriate grade level schedules are in place
- MPA's School Counselor will conduct PNL Session with EL families for redesignation

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA High School Program that will support students 9-12.	State tests (CST/STAR, PFT)	All Students		Principal	5/6/2013	215SQ11C6073	Madison Park Academy of Business and arts 9th grade will offer a variety of A through G approved courses. Students will have the option to take Algebra 1, Algebra 2 or Geometry in their 9th grade year. All students will take Modern World History, which will be the foundation for required AP US History in 10th grade. Biology, English 9 and Physical Education will also be part of the required course work for the 9th grade. Students will have the opportunity to classes in the business and arts pathways such as, Intro to Art, Intro to Finance, public speaking and debate. MPA will provide a rigorous and thought provoking high school curriculum.	N/A			0	\$0.00
MPA's School Counselor					5/6/2013	215SQ11C2109	Employ site based counselor to provide academic support to our FBB/BB students.	N/A			0	\$0.00
MPA's School Counselor					5/6/2013	215SQ11C4536	Employ site based counselor to provide academic support to our FBB/BB students.	N/A			0	\$0.00
MPA supplies to support balanced literacy, common core pd, classroom supplies, EL support, newcomer prg., high school program, BL, SP, technology.	Local assessments (benchmarks, PWA)	All Students		Principal	4/5/2013	215SQ11C2252	Supplies that support our EL students on campus.	3010-Title I	4399-SURPLUS		0	\$15,162.45
MPA supplies to support balanced literacy, common core pd, classroom supplies, EL support, newcomer prg., high school program, BL, SP, technology.					4/5/2013	215SQ11C2254	Supplies that support our EL students on campus.	N/A			0	\$0.00
MPA will purchas supplies to support balanced literacy for our EL students.	State tests (CST/STAR, PFT)	English Learners		Principal	4/5/2013	215SQ11C5648		3010-Title I	4310-SUPPLIES		0	\$1,489.68

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

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

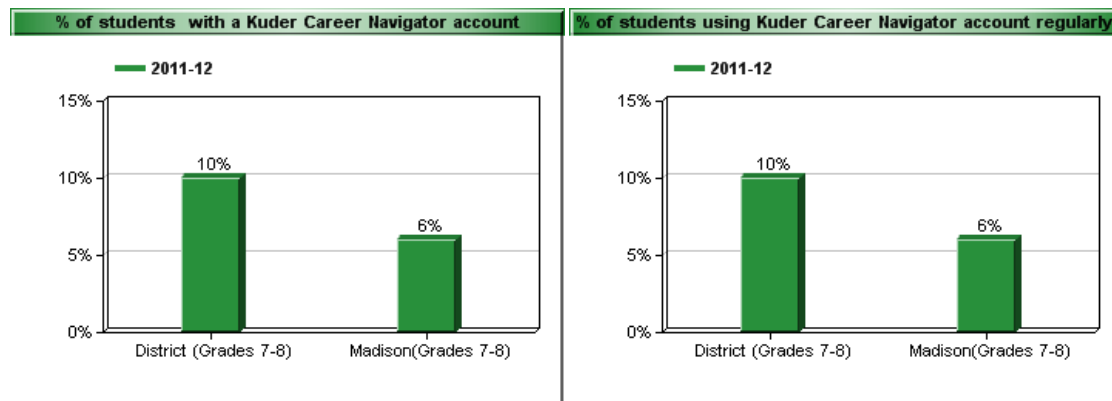
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

School Quality Standards relevant to this Strategic Priority

A quality school...

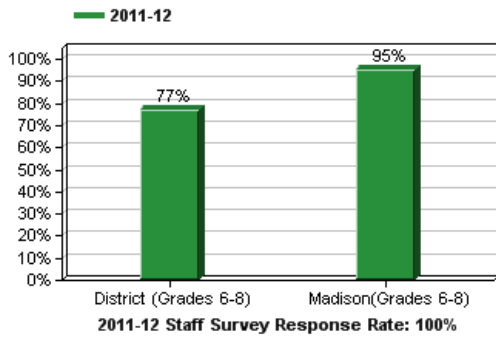
- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Developing\]](#)
- ensures that students know what they're learning, why they're learning it and how it can be applied [\[2011-2012: Developing\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Sustaining\]](#)

Career Planning



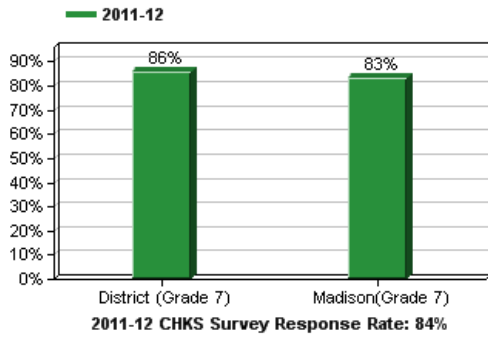
Survey - High Standards

High standards for academic performance-Agree/Strongly Agree

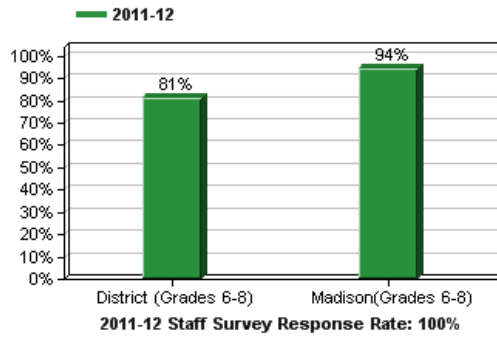


Survey - Success

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



School promotes academic success. ___% Agree/Strongly Agree



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA supplies to support balanced literacy, common core pd, classroom supplies, EL support, newcomer prg., high school program, BL, SP, technology.	Local assessments (benchmarks, PWA)	All Students		Principal	4/5/2013	215SQI1D2252	Supplies that support our EL students on campus.	3010-Title I	4399-SURPLUS		0	\$15,162.45
MPA supplies to support balanced literacy, common core pd, classroom supplies, EL support, newcomer prg., high school program, BL, SP, technology.					4/5/2013	215SQI1D2254	Supplies that support our EL students on campus.	N/A			0	\$0.00
MPA will Continue expanding college visuals to decorate school.					5/6/2013	215SQI1D3750		N/A			0	\$0.00
MPA Student, Parent, Family classes on college readiness and preparation.					5/6/2013	215SQI1D3751		N/A			0	\$0.00
MPA will continue to work with Ed. Elements/Blended Learning to structure a software class for students and families to access college information and stages for prep.					5/6/2013	215SQI1D3752		N/A			0	\$0.00
MPA will host a Career Day with community business leaders to provide students with visible community leaders that can articulate their educational path.					5/6/2013	215SQI1D3753		N/A			0	\$0.00
MPA's will create Student/Family Pledge for attending and completing College. This pledge will be visible "College Going Wall of Fame" Student sign as a pledge, and then return to sign upon completion of college.					5/6/2013	215SQI1D3754		N/A			0	\$0.00
MPA will use Advisory to incorporate college vocab across content and grade levels.					5/6/2013	215SQI1D3755		N/A			0	\$0.00
MPA will hire an academic counselor to support ELL students scoring FBB/BB/B in English and content acquisition including high school students.	State tests (CST/STAR, PFT)	English Learners		Principal	5/20/2013	215SQI1D5640	Provide academic counseling for ELL students scoring FBB/BB/B and offer high school support for ELL.	7091-EIA - LEP		COUNSL2170	0.3	\$27,184.76
MPA will have a school hire a school academic	State tests (CST/STAR,	FBB, BB		Principal	4/5/2013	215SQI1D5636	Provide academic counseling for FBB/BB/B students,	7090-EIA -		COUNSL2170	0.1	\$9,061.59

counselor.	PFT)	and BAS					and offer high school support.	SCE				
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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: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school [\[2011-2012: Developing\]](#)

Theory of Action

- Provide African American Males roles models on campus that look like them, and mentors from their community
- Provide a structured after-school program that motivates and simulates.
- Provide coordinated support to families around attendance, academic, and personal needs

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA teachers support common core alignment and instruction, and a balanced literacy focus, with Read 180 support 6-9.	State tests (CST/STAR, PFT)	All Students		Principal	4/5/2013	215SQ1E5627	Grade level teachers support students struggling academically with grade level content using SP, BL.	7090-EIA - SCE		K12TCH1694	0.25	\$18,082.47
MPA teachers support common core alignment and instruction, and a balanced literacy focus, with Read 180 support 6-9.	State tests (CST/STAR, PFT)	English Learners	Weekly	Principal	4/5/2013	215SQ1E5628	Grade level teacher support students struggling academically with grade level content, BL, SP.	3010-Title I		K12TCH1694	0.6	\$43,397.93
MPA will purchase supplies to support balanced literacy for our EL students.	State tests (CST/STAR, PFT)	English Learners		Principal	4/5/2013	215SQ1E5648		3010-Title I	4310-SUPPLIES		0	\$1,489.68
MPA will hire an academic counselor to support ELL students scoring FBB/BB/B in English and content acquisition including high school students.	State tests (CST/STAR, PFT)	English Learners		Principal	5/20/2013	215SQ1E5640	Provide academic counseling for ELL students scoring FBB/BB/B and offer high school support for ELL.	7091-EIA - LEP		COUNSL2170	0.3	\$27,184.76
MPA will continue to provide Life Skills classes for Afr. American Boys to foster self-esteem, and mentorship from men that look like them.					5/6/2013	215SQ1E3757	MPA will continue to provide academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00
MPA will continue to provide support for our Afr. American fathers, and host the Father/Son Pot-luck.					5/6/2013	215SQ1E3758	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00
Gate students will again act, produce, support a coordinated play, supported by students, families, and staff.		GATE			5/6/2013	215SQ1E3759	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00
Gate Students participate in 6th period Gate enrichment class structure for them.		GATE			5/6/2013	215SQ1E3760	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

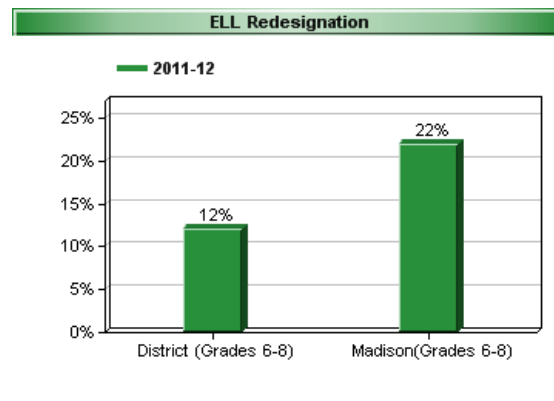
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

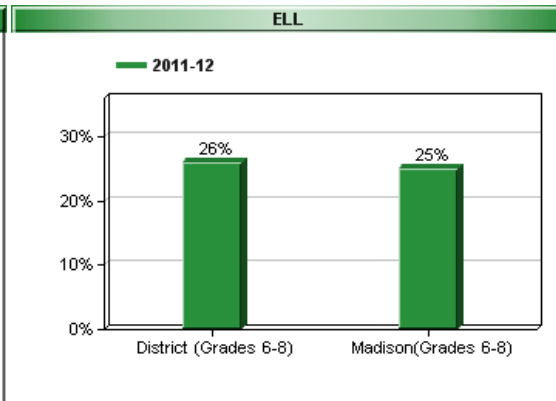
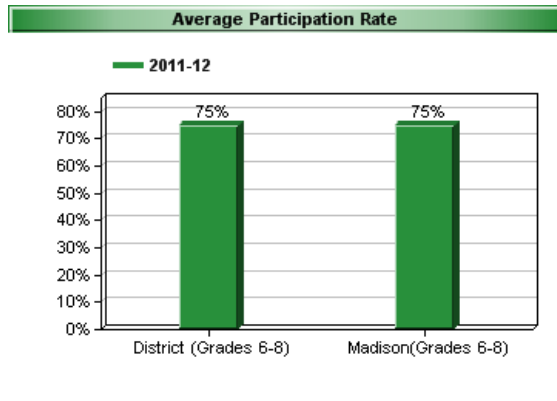
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school [\[2011-2012: Developing\]](#)

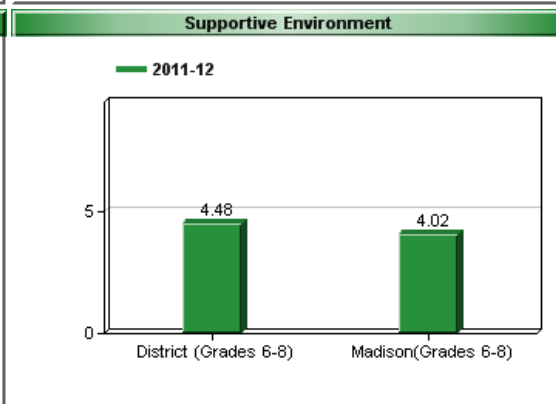
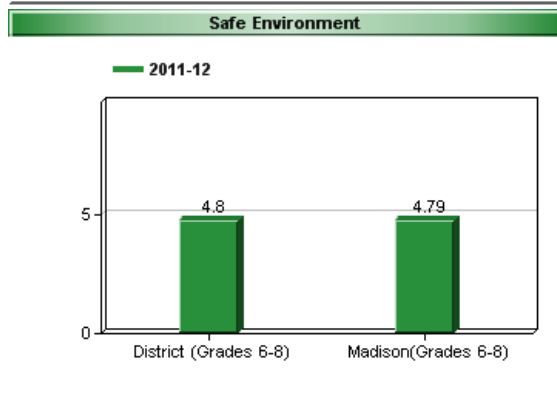
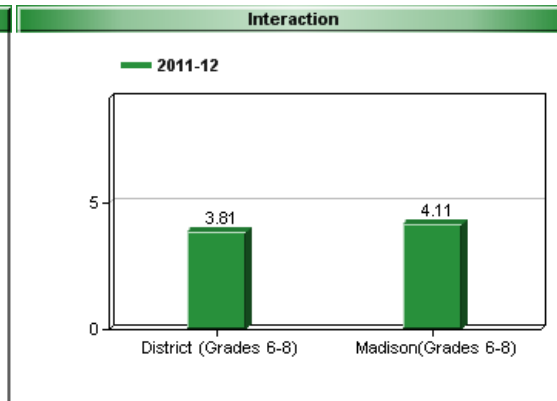
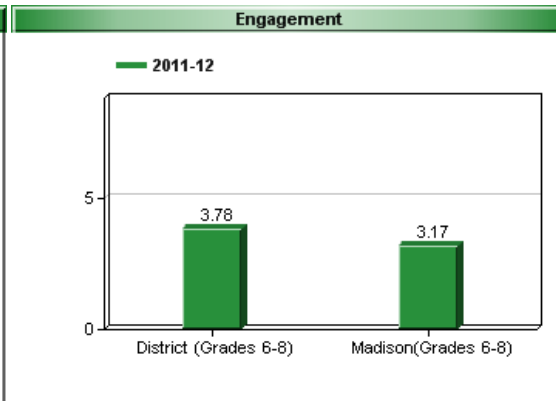
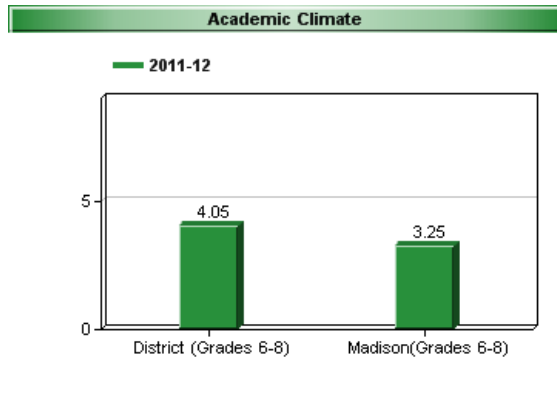
After School Program- Student Impact



After School Program- Participation



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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA to Provide Extended Day intervention and enrichment classess for ALL students. Program includes: Basketball, soccer, flag football, Golf, softball, gardening/nutrition, cooking club, art & crafts, video and music course for students during our after-school program.					5/6/2013	215SQ11F4016	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00

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

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Will include To Good for Violence to support gang intervention.

- Strategy 1.1: Refer students to mediation after suspension for fighting.
- Strategy 1.2: Train 15 students to before Conflict Management Requirements.

Goal 2: Refer students to Conflict Manager to reduce bullying. Continue grade level discussion about bullying. Weekly, during Tuesday talk. We will be using our counselor and peer mediation team to facilitate sessions.

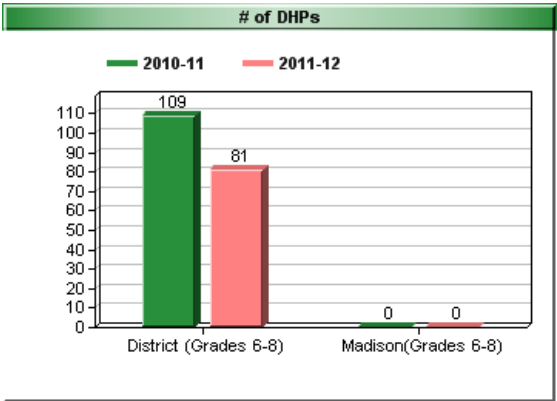
- Strategy 2.1: Parent Education classes will be held on 10/18/12 to identify bullying at home.
- Strategy 2.2: Select school ambassador to increase safe passage for students from Madison and Sobrante Park. 8th grade students and ambassador will participate on school campus to reduce bullying at the Elementary School.

School Quality Standards relevant to this Strategic Priority

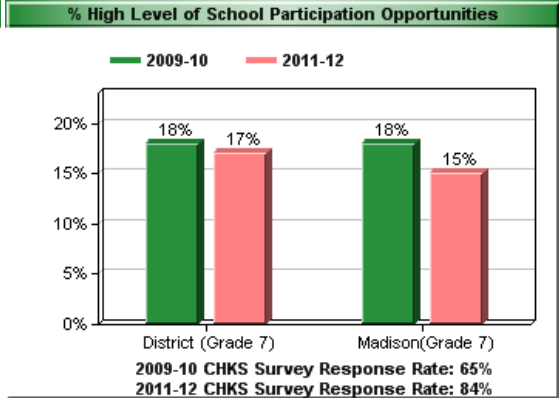
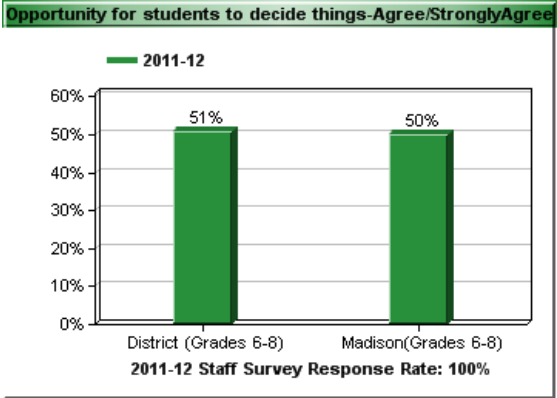
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day [[2011-2012: Sustaining](#)]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [[2011-2012: Refining](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [[2011-2012: Refining](#)]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences [[2011-2012: Sustaining](#)]

DHP

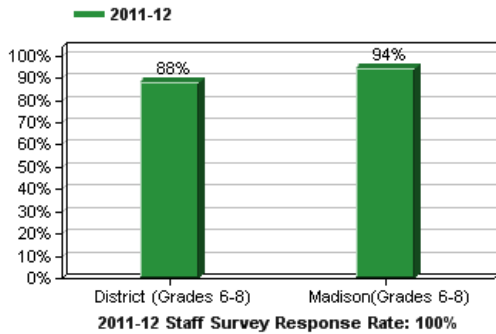


Survey - Engagement

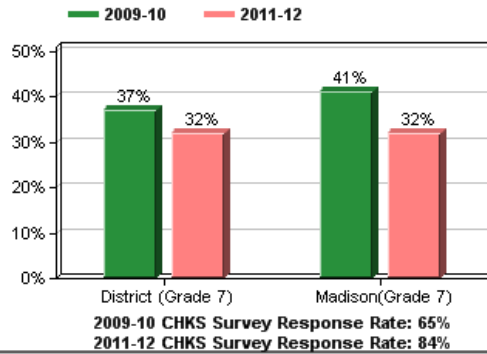


Survey - Relationships

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

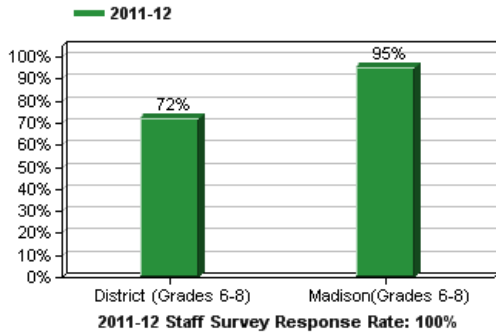


% High Level of Caring Relationships with Adults at School

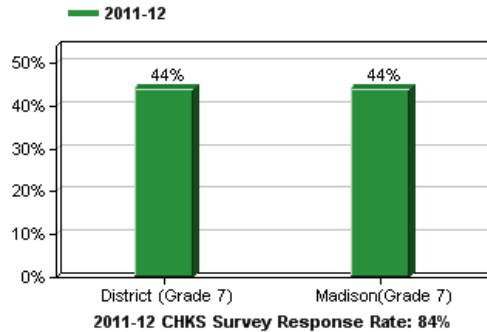


Survey - Safety

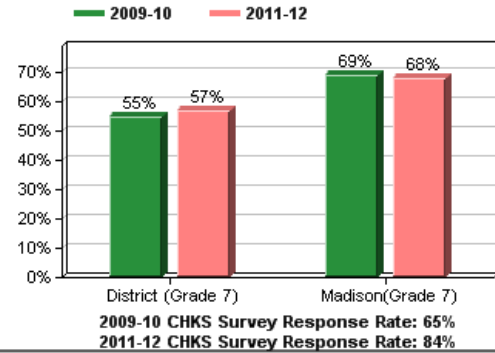
This school is a safe place for students.%Agree/Strongly Agree



Bullied for more than once on school property.

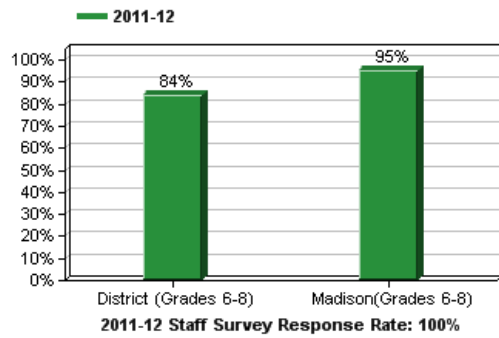


% Feeling Safe/Very Safe at School



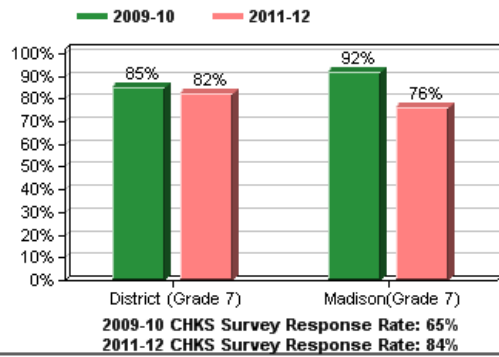
Survey - Welcoming

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

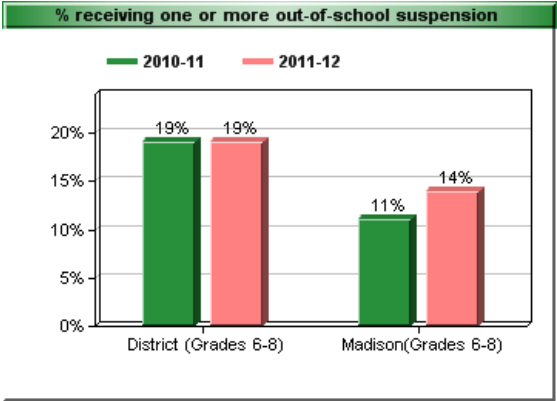


Survey- Beliefs

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



Suspensions



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA High School Program that will support students 9-12.	State tests (CST/STAR, PFT)	All Students		Principal	5/6/2013	215SQI2A6073	Madison Park Academy of Business and arts 9th grade will offer a variety of A through G approved courses. Students will have the option to take Algebra 1, Algebra 2 or Geometry in their 9th grade year. All students will take Modern World History, which will be the foundation for required AP US History in 10th grade. Biology, English 9 and Physical Education will also be part of the required course work for the 9th grade. Students will have the opportunity to classes in the business and arts pathways such as, Intro to Art, Intro to Finance, public speaking and debate. MPA will provide a rigorous and thought provoking high school curriculum.	N/A			0	\$0.00
MPA teachers support common core alignment and instruction, balanced literacy focus, and class size reduction QEIA.	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/5/2013	215SQI2A2094	provides students with curriculum that is meaningful and challenging to them	3010-Title I		K12TCH0097	0.7	\$38,495.18
MPA teachers support common core alignment and instruction, balanced literacy focus, and class size reduction QEIA.	State tests (CST/STAR, PFT)	FBB, BB and BAS		Principal	4/5/2013	215SQI2A2095	provides students with curriculum that is meaningful and challenging to them	7090-EIA - SCE		K12TCH0097	0.25	\$13,748.28
MPA supplies to support balanced literacy, common core pd, classroom supplies, EL support, newcomer prg., high school program, BL, SP, technology.	Local assessments (benchmarks, PWA)	All Students		Principal	4/5/2013	215SQI2A2252	Supplies that support our EL students on campus.	3010-Title I	4399-SURPLUS		0	\$15,162.45
MPA supplies to support balanced literacy, common core pd, classroom supplies, EL support, newcomer prg., high school program, BL, SP, technology.					4/5/2013	215SQI2A2254	Supplies that support our EL students on campus.	N/A			0	\$0.00
MPA will purchas supplies to support balanced literacy for our EL students.	State tests (CST/STAR, PFT)	English Learners		Principal	4/5/2013	215SQI2A5648		3010-Title I	4310-SUPPLIES		0	\$1,489.68
MPA will have a school	State tests	FBB, BB					Provide academic counseling for FBB/BB/B	7090-EIA -				

hire a school academic counselor.	(CST/STAR, PFT)	and BAS		Principal	4/5/2013	215SQI2A5636	students, and offer high school support.	SCE			COUNSL2170	0.1	\$9,061.59
MPA will host Math/Science Expo Night an opportunity for students to display classroom and grade level project to more than 700 family and community members.					5/6/2013	215SQI2A3761	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A				0	\$0.00
MPA to host ELA/History Expo Night an opportunity for stusents to display classroom/grade level project to more than 700 family/community members.					5/6/2013	215SQI2A3762	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A				0	\$0.00
MPA to host Awards Night to celebrate and honor acadmics, attendance, accelerated growth, teacher choice awards, and extraordinary student leaders. We also honor outstanding parents.					5/6/2013	215SQI2A3763	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A				0	\$0.00
MPa will continue Renaissance Program - Gold/Silver/Bronze Card that encourages academic success, great attendance, academic improvement, and behavior.					5/6/2013	215SQI2A3764	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A				0	\$0.00
MPA will continue Tuesday Talks with priorty groups on campus. This time is use to encourage, provide information, and core strategies for specific groups.					5/6/2013	215SQI2A3765	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A				0	\$0.00
MPA will continue Music Monday's, this is an opportunity for students to be exposed to different genres.					5/6/2013	215SQI2A3766	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A				0	\$0.00
MPA's seasonal School dances the promote school community, and foster stong relationships					5/6/2013	215SQI2A3767	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A				0	\$0.00
MPA will host Multiple School Assemblies that address middle school concerns: bullying, peer pressure, drugs and alcohol, and cultural assemblies.					5/6/2013	215SQI2A3768	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A				0	\$0.00

MPA Sport Teams, and school clubs that foster self-awareness, and respect.					5/6/2013	215SQI2A3769	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
MPA will support mission and vision through the purchase of specialized equipment.	CELDT	English Learners		Principal	4/5/2013	215SQI2A5658	Equipment supplies to support balanced literacy, BL, SP, technology.	7091-EIA - LEP	4399-SURPLUS		0	\$1,387.67
MPA will purchase necessary supplies to support balanced literacy, and class size reduction.	State tests (CST/STAR, PFT)	All Students		Principal	4/5/2013	215SQI2A5659		7400-QEIA	4310-SUPPLIES		0	\$160.77

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

Strategic Priority B. Health & Wellness

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

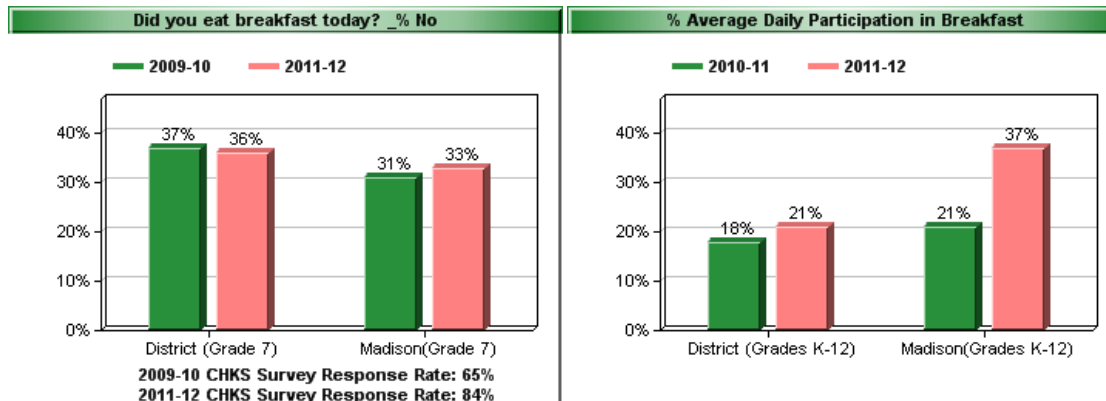
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

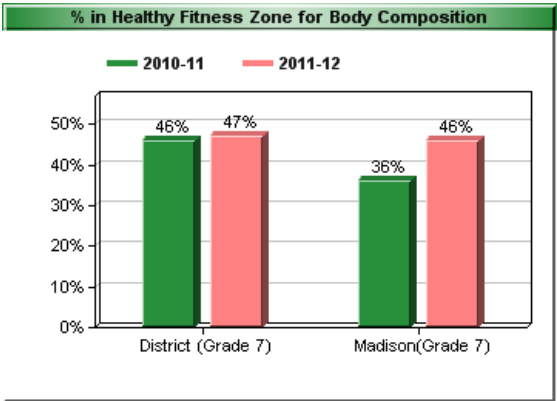
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [\[2011-2012: Refining\]](#)

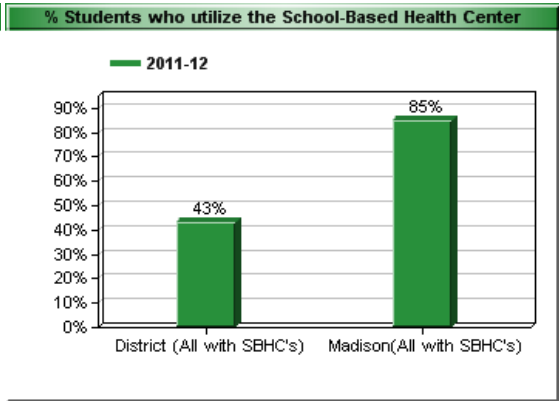
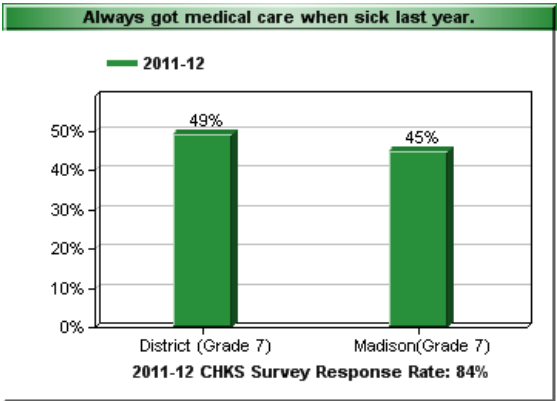
Breakfast



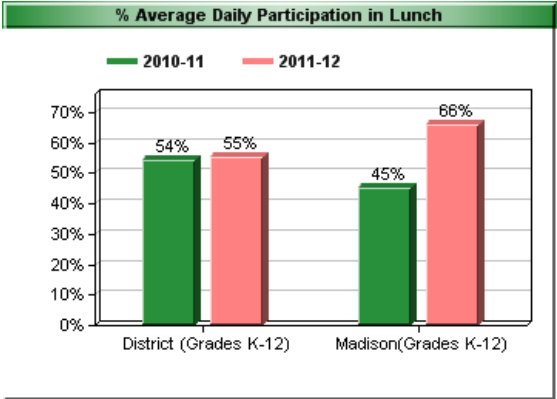
Fitness



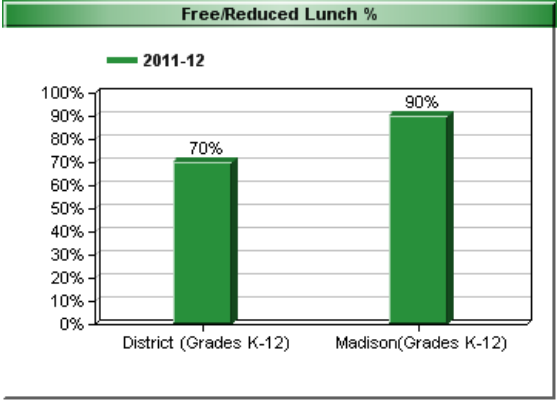
Health Access



Lunch

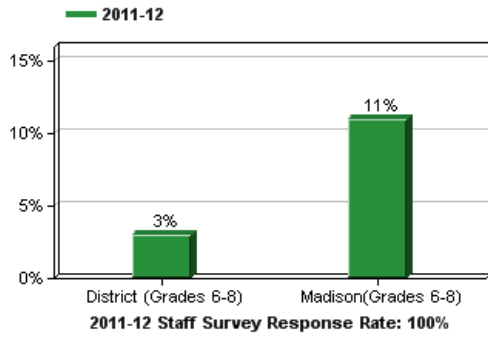


Socio Economics

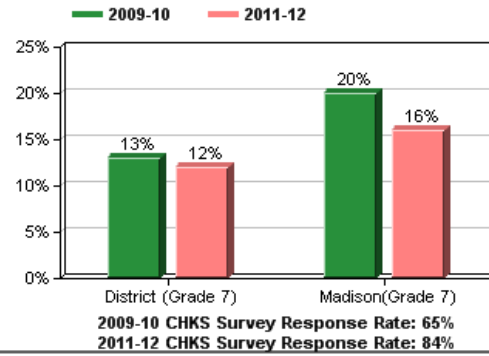


Survey - Drugs / Alcohol

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

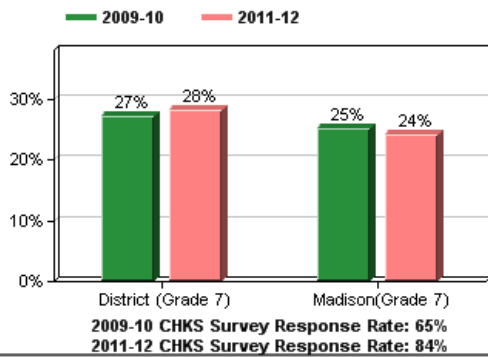


of days of alcohol use during past 30 days: one day or more



Survey - Mental Health

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



Theory of Action

- At Madison our Health and Wellness considers the physical/emotional health of our students will address the need of the whole child and the family.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA will continue to host Health Education on nutrition, alcohol and tobacco, drugs, gangs, and healthy relationships, to support families and students.					5/6/2013	215SQI2B3770	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
MPA will continue Nutrition Services and Healthy Joe provides exposure to a different fruit/vegetable monthly.					5/6/2013	215SQI2B3771	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
MPA's Parent/Staff/Student/community can participate in yoga, Zumba, and walking classes					5/6/2013	215SQI2B3772	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
MPA will continue with Monthly Health Focus identified by school based healthy clinic.					5/6/2013	215SQI2B3773	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
MPA will continue teacher support classes as identified by campus support team.					5/6/2013	215SQI2B3774	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
MPA will continue to support Salad Bar support by student/parents					5/6/2013	215SQI2B3775	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
MPA Sites supports and sustains; Breakfast, lunch and 2 snacks daily.					5/6/2013	215SQI2B3776	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
MPA's Student Organic Garden. Veggies used in cooking classes, and campus pot-lucks.					5/6/2013	215SQI2B3777	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

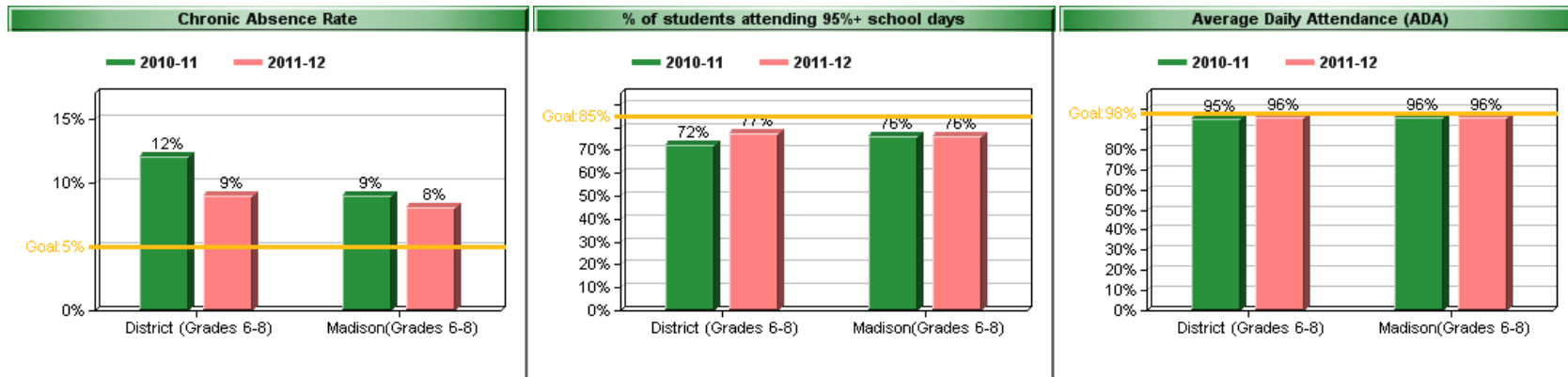
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [\[2011-2012: Refining\]](#)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [\[2011-2012: Refining\]](#)



Data Analysis

- Daily follow-up from Outreach Consultant, Attendance Clerk, and School Counselor
- Reduce Chronic Absences to reach the district goal of 98% ADA:

Theory of Action

- Will continue to aggressively address the issue of chronic absenteeism, to reduce the dropout rate once they matriculate to high school. This will continue to be a main priority, because we understand our students struggle

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA's Student attendance review team. Use awards and recognition to improve attendance. FOCUS on chronic attendance by including COST team and other staff members to					5/6/2013	215SQI2C4556		N/A			0	\$0.00
MPA's Outreach Consultant to complete the SART/SARB Process for students/families that need this process.					5/6/2013	215SQI2C4557		N/A			0	\$0.00
MPA's will conduct House visits by Outreach Consultant and/or staff.					5/6/2013	215SQI2C4558		N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

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

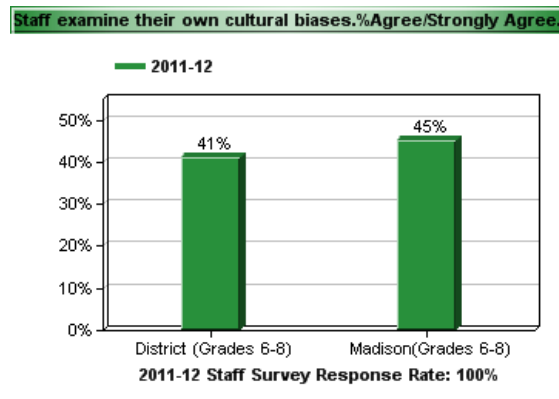
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress [\[2011-2012: Developing\]](#)
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning [\[2011-2012: Developing\]](#)
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice [\[2011-2012: Developing\]](#)

Survey - Professional Learning



Theory of Action

- The goal at Madison this year is to continue to support teacher leadership and development. Madison's professional development includes areas for

teacher leaders to develop leadership through Department Head positions, and campus leadership roles.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA Department Head positions with stipend					5/6/2013	215SQI3A4559		N/A			0	\$0.00
MPA Structured Team Leads for Team PLC's					5/6/2013	215SQI3A4560		N/A			0	\$0.00
MPA's Leadership Team Opportunities					5/6/2013	215SQI3A4561		N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

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

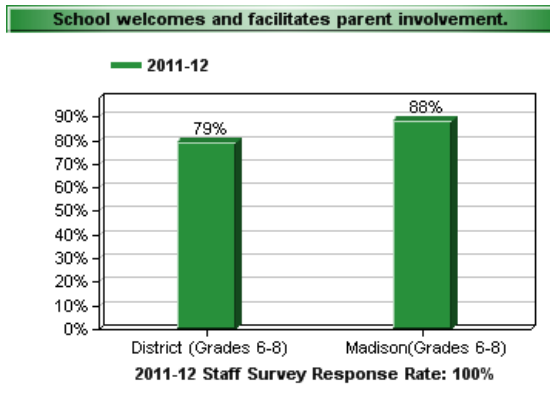
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership [\[2011-2012: Refining\]](#)
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well [\[2011-2012: Developing\]](#)
- builds effective partnerships by using principles of student and family/community engagement [\[2011-2012: Sustaining\]](#)

Survey - Welcoming



Theory of Action

- At Madison we understand the success of our students is directly related to the success of our parents and families. We believe it is our role to address the needs of the whole child, and their families.
- Provide classes, workshops, trainings, Back-to-School Night, Expo Nights, Parent/Student/Teacher Conferences, Academic/Attendance Celebrations, Parent Visitation Day Monthly, After-School Program Celebrations.
- Fully-structured Parent Center complete with: Facility, Food Bank, Computer Classes, Legal Aid, to support families

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA High School Program that will support students 9-12.	State tests (CST/STAR, PFT)	All Students		Principal	5/6/2013	215SQI4A6073	Madison Park Academy of Business and arts 9th grade will offer a variety of A through G approved courses. Students will have the option to take Algebra 1, Algebra 2 or Geometry in their 9th grade year. All students will take Modern World History, which will be the foundation for required AP US History in 10th grade. Biology, English 9 and Physical Education will also be part of the required course work for the 9th grade. Students will have the opportunity to classes in the business and arts pathways such as, Intro to Art, Intro to Finance, public speaking and debate. MPA will provide a rigorous and thought provoking high school curriculum.	N/A			0	\$0.00
MPA to provide classes, workshops, trainings, Back-to-School Night, Expo Nights, Parent/Student/Teacher Conferences, Academic/Attendance Celebrations, Parent Visitation Day Monthly, After-School Program Celebrations.					5/6/2013	215SQI4A4562		N/A			0	\$0.00
MPA will continue to support our fully-structured Parent Center complete with: Facility, Food Bank, Computer Classes, Legal Aid, to support families					5/6/2013	215SQI4A4563		N/A			0	\$0.00
MPA parents will use Title 1 parent money for refreshments			Every Other Week	Community Partner	4/5/2013	215SQI4A5652	Meeting refreshments	9901-Title 1 - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,571.58

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: James Madison Middle School

Principal: LUCINDA TAYLOR

From OUSD Strategic Plan:

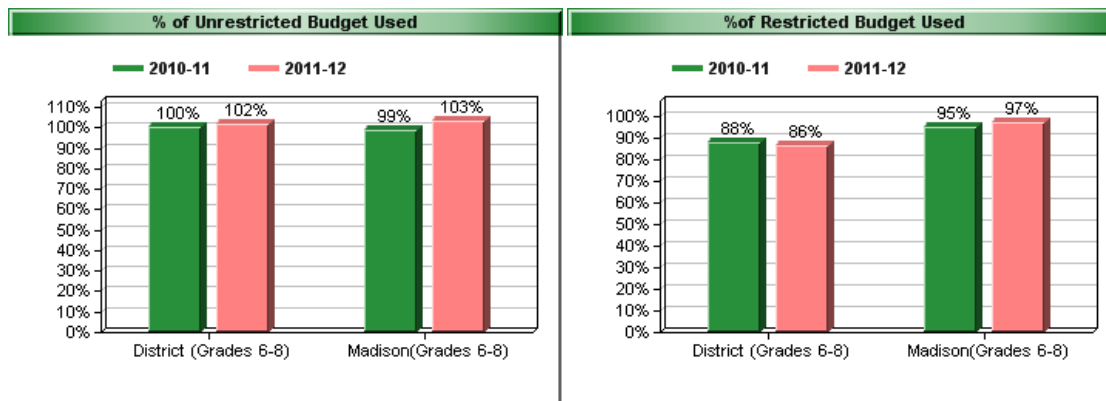
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

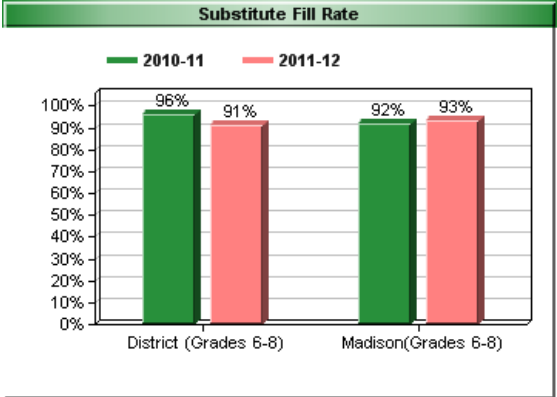
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities. [\[2011-2012: Sustaining\]](#)
- guides and supports the development of quality instruction across the school [\[2011-2012: Sustaining\]](#)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability. [\[2011-2012: Sustaining\]](#)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals [\[2011-2012: Sustaining\]](#)

Budget



Sub Fill Rate








Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
MPA Interprogra, 7310	Other (OCR, etc)	All Students		Other	4/5/2013	215SQI5A5665	District Interprogra 7310	7400-QEIA			0	\$16,200.91

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$85,620.19	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$48,036.45	
 Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$324,018.00	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$457,674.64	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$108,277.25	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$2,571.58	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$110,848.83	

Appendices

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

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**


School Site: Madison Middle (MPA 6-12)
Site Number: 215

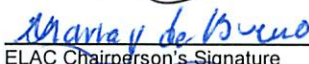
The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:


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


1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on *EL Support, Newcomer Program.*
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on *11/29, 1/17, 3/12, 4/25.*
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.

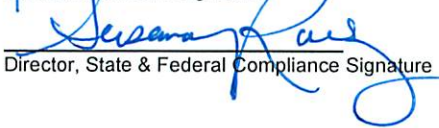
Attested:


SSC Chairperson's Signature


ELAC Chairperson's Signature


Principal Signature


Executive Officer's Signature


Director, State & Federal Compliance Signature

Ronniesa Toletree
SSC Chairperson's Name (printed) 5-8-2013
Date

Volanda Buena
ELAC Chairperson's Name (printed) 5-9-13
Date

Dr. Taylor
Principal's Name (printed) 5-8-2013
Date

Kimi Kean
Executive Officer's Name (printed) 5-15-13
Date

Jusana Ramirez
Director, State & Federal's Name (printed) 6/5/13
Date

School Site Council Membership Roster – Middle School

School Name: James Madison Middle School

School Year 2012-2013

Chairperson: <u>Ronniesa Tolefree</u>	Vice Chairperson: <u>Mr. Reisfelt</u>
Secretary: <u>Ms. Tucker</u>	<u>DAC Representative:</u> <u>Ms. Allison Bosely</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Mr. Zellman	400 Capistrano Drive		X			
Mr. Rodriguez	400 Capistrano Drive		X			
Ms. Tucker	400 Capistrano Drive		X			
Mr. Reisfelt	400 Capistrano Drive		X			
Ronniesa Tolefree	2016 8 th Ave				X	
Maria Vasquez-Picard	548 El Paseo Drive				X	
Nadina White	1725 B st. #15				X	
Miguel Perez	1236 104 th Ave.				X	
Allison Bosley	1921 108 th Ave.				X	
Mrs. Blackmon	435 Worth st.				X	
Rosemary Rivera	400 Capistrano Drive			X		
Dr. Taylor	400 Capistrano Drive	X				
DAC Representative						
Allison Bosley	1921 108 th Ave					
Home Ph. <u>510-562-4559</u>		Email: <u>Allison.bosley65@yahoo.com</u>				

Meeting Schedule	
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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 Majority of school staff members must be classroom teachers;
- 4 **Students are not required to be members of the Middle School SSC**
- 5 Parent/community members cannot be OUSD employees at the site.

1-Principal
 4-Classroom Teachers
 1-Other Staff

Or

6-Parent /Community
 3 -Parent/Community
 And 3 - students

Title I School Parental Involvement Policy

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

Involvement of Parents in the Title I Program

James Madison Middle School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
The parents are involved in a monthly parent meetings which involve them to take parent in SSC Committee and ELAC Committee meetings and parent activities and workshops in the family resource center with the family advocate.
- Offer a flexible number of meetings for parents. The family resource center provides workshops and activities to all James Madison families to help support and grow leadership within the school community.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Parents and families are involved with the governance of the SSC and ELAC Committees.
- Provides parents of Title I students with timely information about Title I programs. Parents and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1.

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
- Parents and families are invited monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1 and are given information to help support the families
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Parents are given internet resources and information to help guide and support them to achieve academic achievement.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Staff is educated with weekly PD's given by the principal and or others that can help provide quality PD's to staff. Which then work together with the parents to provide a quality enrichment.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Family Resource center provides parent and family workshops to families to help provide better academic achievement.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The parents and the families receive monthly newsletter and family resource information which also includes flyers and school messenger phones with current school information. This information is translated from English to Spanish to support the language needs of all Madison families
- Provides support, during regularly meetings, for parental activities requested by Title I Program. Parents participate in SSC and ELAC meetings as well as Parent and family workshops in the family resource center with the support of the family advocate.

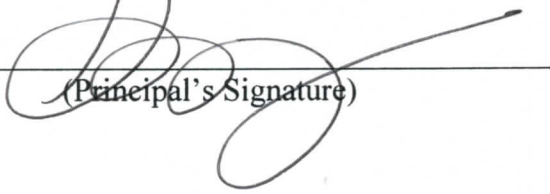
Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Parents and families are given information in English and in Spanish to meet the language needs of all families.

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 (James Madison Middle School) School Site Council on (11/30/12) 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 James Madison Middle School notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)



(Date)

JAMES MADISON MIDDLE SCHOOL: SCHOOL – PARENT – STUDENT – COMMUNITY COMPACT

SCHOOL STAFF

We believe all students can learn, and we will do the following to ensure their success. Therefore, we will:

- Understand and reinforce all school rules will all children and help them learn to resolve conflicts in positive ways.
- Set high expectations for all and communicate them clearly to all parents/guardians as partners in education on behalf of the child.
- Respond in a timely manner to any request for information.
- Regularly share with families your child’s school-related concerns and progress.
- Teach appropriate standards-based skills/concepts and assign relevant work.
- Strive to address individual and cultural needs of each child.
- Support you in seeking resources to further assist in meeting your child’s educational needs. Communicate homework, class work, and behavior and attendance expectations and progress.
- Communicate school-wide activities and events in regular classroom and school newsletter for parent/guardians.
- Provide a safe learning environment.
- Promote the use of technology as a means of supporting all students’ individual learning needs.

Teacher _____

PARENT/GUARDIANS

We believe that parents and family are the child’s first and most important teachers. We will encourage our child’s learning and success in school. Therefore, we will:

- Read or hear all school rules of respect and follow them
- Bring and pick up our child on time everyday
- Make sure that our child gets adequate sleep and has a healthy diet.
- Provide a quiet place and time for our child to do homework, and we will ensure the homework is returned to school.
- Promptly respond to messages from our child’s school.
- Help our child’s school however we can.
- Read to our child or have our child read at least 30 minutes every day.
- Limit the amount of time our child watches television and plays video games.
- Attend Back-to-School Night, Parent conferences, Open House, and other school events whenever possible.
- Talk with our child about his/her school activities every day.
- Contact the school whenever we have concerns. Volunteer at the school site.

Parents/Guardians _____

STUDENT

I believe that my education is important and that I can be successful in school. I will be a responsible learner. Therefore, I will:

- Attend school regularly, arriving on time, dressed appropriately and prepared with necessary supplies.
- Listen, follow school rules, always show respect, and be responsible for my own behavior.
- Be an active learner and do my best in class.
- Deliver information between school and home.
- Return my completed homework on time.
- Read at home for at least 30 minutes every day.
- Discuss what I am learning with my family.
- Ask for help when I need it.
- Limit the time I spend watching TV and playing video games. I will read and write instead.
- Make healthful choices and maintain a positive attitude.

Student _____

Principal _____

COMMUNITY

(Insert affirmation here) Therefore, I will:

- Commitment #1
- Commitment #2
- Commitment #3

Community _____

JAMES MADISON MIDDLE SCHOOL: COMPACTO ESCOLAR PARA ESCUELA -PADRES-ESTUDIANTES-COMUNIDAD

PERSONAL DE ESCUELA

Creemos que todos los estudiantes pueden aprender, y hacemos lo siguiente para asegurar su éxito.

Por lo tanto, nosotros hacemos:

- Entienda y reforzar las reglas de escuela con todos los niños y ayude a aprender a resolver conflictos en maneras positivas.
- Expectaciones altas para todos y comunicación claramente para que todos los padres/guardians sean socios en la educación a favor del niño.
- Responda en **de cualquiera** manera oportuna a su pedido de información.
- Regularmente **verifique** familias preocupaciones de escuela y del progreso de su niño.
- Enseñar conceptos/habilidades apropiadas con pertinente a **trabajos** asignados.
- Esfuerzarse para dirigir el individuo y las necesidades culturales de cada niño.
- Apoyar **los a usted** para buscar recursos para asistirlos en reunir y asistir sus necesidades educativas para su niño.
- Comunicar los deberes, el trabajo en clase, comportamiento, expectativas de asistencia y progreso.
- Comunicar actividades escolares y acontecimientos en salones de escuela en el boletín regular para padres/guardianes.
- Proporcione un ambiente de aprendizaje seguro.
- Promueva el uso de la tecnología como un medio de secundaria todo individuo de estudiantes las necesidades que aprenden.

PADRE/GUARDIANES

Creemos que los padres y familia son los primeros y más importantes maestros de los niños.

Nosotros apoyamos el aprendizaje de nuestro niño y el éxito en la escuela:

Por lo tanto, nosotros hacemos:

- Lea u oiga las reglas de la escuela y respetar las.
- Traiga y recoja a nuestro niño puntual diario
- Que nuestro niño obtiene el sueño adecuado y tiene una dieta saludable
- Proporcione un lugar y el tiempo llamando para nuestro niño para hacer los deberes y nos aseguraremos que los deberes se volverán a tiempo
- Responda inmediatamente a mensajes de la escuela del niño.
- Ayudar en la escuela de nuestro niño cuando sea posible
- Leer con nuestro niño a tener a nuestro niño que lee por los menos 30 minutos diarios.
- Limitar el tiempo que mira la televisión y tiempo de juegos de videos.
- Asistir a Noche de Regreso a la Escuela, Conferencias de Padres, Escuela Abierta y otros acontecimientos de escuela cuando posible.
- Hable con su niño acerca de sus actividades de escuela diariamente.
- Contactar la escuela cuando tenemos preguntas o preocupaciones.
- Ofrezcarse ser voluntario en la escuela.

ESTUDIANTE

Creo que mi educación es importante y

Puedo tener éxito en la escuela

Por lo tanto, yo hago:

- Asista regularmente a la escuela, llegar puntual
- Vestido apropiadamente y preparado con útiles necesarios
- Escuchar, seguir las reglas, ser respetuoso y responsable para mi propia conducta.
- Ser un principiante activo y mejor en la clase
- Entregar información de escuela a casa.
- Lea en casa por lo menos 30 minutos diario.
- Regresar mi deberes completados y puntuales
- Hablar con mi familia de lo que aprendí
- Pida ayuda cuando yo lo necesite
- Limite el tiempo que gasto con la televisión, que mira y juega de videos, los juegos, leer y escribir más en lugar
- Hacer decisiones saludables y mantener un actitud positiva

COMUNIDAD

(Meta afirmativa aquí) Por lo tanto, yo hago:

- Compromiso #1
- Compromiso #2
- Compromiso #3

Maestro(a) _____

Padre/Guardianes _____

Estudiante _____

Director(a) _____

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in reading/language arts (RLA)/English language development (ELD), including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided locally-adopted, standards-aligned basic core instructional program materials in RLA/ELD which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Instructional Program Materials</u> All students are _____ assessed, _____ placed, and _____ provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.</p> <p>number of Students: 369 All Students 109 ELs 45 SWDs</p> <p><u>Use</u> Identify all that apply: <input checked="" type="checkbox"/> Basic core and/or CCSS-aligned materials are used as designed <input checked="" type="checkbox"/> Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed	Full implementation means that ELs are provided locally-adopted, standards-aligned instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All EL students are appropriately ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials.</p> <p>Appropriate Use 100% Materials/ELD components are used 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 basic core materials.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																							
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades six through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level in reading) in grades six through eight, including ELs and SWDs, are provided the intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. 	Objective	Fully	Substantially	Partially	Minimally																			
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																			
			Key Components																							
			Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials																							
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Documentation		Additional Comments																								
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District Purchase Date:																										
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California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned or CCSS-aligned, basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted, basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p><u>Instructional Program Materials</u> All students are ___assessed, _____placed, and ___ provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.</p> <p>number of Students: 369 All Students 109 ELs 45 SWDs</p> <p><u>Appropriate Use</u> Identify all that apply: X Basic core and/or CCSS-aligned materials are used as designed. X Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Middle School Level

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
2. Instructional Time	2.1 Through the school’s master schedule, the school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school’s master schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																	
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p align="center">Key Components</p> <p>Allocation of Instructional Time X Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1388 743 2028 1024"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>67,450</td> <td>67,450</td> <td>67,450</td> </tr> <tr> <td>ELs</td> <td>same</td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td>same</td> <td></td> <td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	67,450	67,450	67,450	ELs	same			SWDs
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California Department of Education
Academic Program Survey—Middle School Level

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
2. Instructional Time	2.3 Through the school’s master schedule, the school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s master schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • ELs who are also identified as SWDs must receive daily ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<p align="center">Key Components</p> <p>Allocation of Instructional Time Identify all that apply X Time is given priority and protected from interruptions. X ELD instruction is additional time in the schedule.</p> <p>Identify number of EL students by CELDT level and number of ELD minutes (length of periods) offered at each CELDT level</p> <table border="1" data-bbox="1388 834 2028 1114"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Levels 4-5</th> </tr> </thead> <tbody> <tr> <td>Number of students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	Number of students				Number of instructional minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Levels 4-5													
Number of students																
Number of instructional minutes in ELD (beyond 2.1 and 2.2)																
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
District Instructional Regulations:																
School Instructional Procedures:																
Attach appropriate documents.																

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

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

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school’s master schedule allocates adequate instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> For grades six and seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards. For districts using the 2007 SBE adoptions: <ul style="list-style-type: none"> For grade four through seven intensive intervention materials are not designed as a curriculum to replace basic core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed. For districts using the 2001 and 2005 SBE adoptions: <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional instructional time and support using the ancillary materials from the adopted program. 	Objective	Fully	Substantially	Partially	Minimally																	
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p align="center">Key Components</p> <p>Allocation of Instructional Time X Time is given priority and protected from interruptions.</p> <p>Indicate total number of additional minutes:</p> <table border="1" data-bbox="1373 727 2018 1190"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of instructional minutes at each grade level					Grade 6	Grade 7	Pre-algebra/Algebra Readiness	Intensive learners				Intensive ELs				Intensive SWDs
Number of instructional minutes at each grade level																								
	Grade 6	Grade 7	Pre-algebra/Algebra Readiness																					
Intensive learners																								
Intensive ELs																								
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Documentation		Additional Comments																						
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Attach appropriate documents.																								

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (six through eight) for the RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
Documentation			Additional Comments				
	Reading/Language Arts/ELD						
School/District Pacing Plan by Grade Level or Program Level							
Attach appropriate documents.							

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

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

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RLA/ELD	Mathematics	

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	4.2 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular on-going targeted professional development to increase the instructional leadership skills of the principal and vice-principal(s) to support the full implementation of the EPCs. Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in EL professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI2) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	Objective	Fully	Substantially	Partially	Minimally
			4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p>Identify type of professional development/support (refer to suggested targeted professional development and support list):</p>							

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Suggested Documentation		Additional Comments	
	RLA/ELD	Mathematics	

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

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials-based professional development focused on locally-adopted, standards-aligned RLA/ELD, and intensive intervention instructional programs, and/or CCSS-aligned instructional materials in use at the school.	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials-based professional development focused on the locally-adopted RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the Academic Content standards addressed in the materials; the use of a variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
Indicate the number of teachers at each grade level engaged in professional development:							
			Number of Teachers	Training	Classroom Support		
		Grade 6	8	8	8		
		Grade 7	7	7	7		
		Grade 8	7	7	7		

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		<p>being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Suggested Documentation		Additional Comments	
	RLA/ELD		

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with instructional materials-based professional development focused on the locally-adopted mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics, Algebra I, and pre-algebra/Algebra Readiness are engaged in instructional materials-based professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of the locally-adopted grade four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: 	Objective	Fully	Substantially	Partially	Minimally
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Indicate the number of teachers at each grade level engaged in professional development:				
			Number of Teachers	Training	Classroom Practice		
Grade 6			8	8	8		
Grade 7			7	7	7		
Algebra I			1	1	1		
Pre-algebra/Algebra Readiness			1	1	1		

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		<p>Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver, and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		

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

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

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

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

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Allocation of Funds ___X___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds ___X___ The SPSA aligns to the goals and activities in the LEAP.</p>				
Documentation		Additional Comments					
Plan uses all revenues appropriately	Reading/Language Arts/ELD						
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Allocation of Funds</u> ___X___ District and site categorical and general funding are aligned to support EPC implementation. <u>Coordination of Funds</u> ___X___ The SPSA aligns to the goals and activities in the LEAP.				
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately							
Attach appropriate documents.							