

**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 Claremont 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 Claremont Middle School.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Claremont Middle School**

**6057004**

**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

Part 1: Our School Claremont Middle School is one of OUSD's comprehensive middle schools. Our student population is 66% African American, 12% White, 13% Latino, 4% Asian, and 3% various other ethnic backgrounds. 60% of our students qualify for free and reduced lunch. Approximately 5% of our students are English Language Learners. Over the last 5 years, Claremont has been engaged in school-wide reform, with the goal of becoming a high performance learning community that promotes high achievement by all its students. We have implemented several changes that have improved student learning and the engagement of our students and families, but we still have much to do for our school to reach its AYP targets (see section 2). Four years ago, as a Program Improvement Year 3 school, we worked with the district, staff and parents and developed our "Local Solution" plan—a five-year, comprehensive reform agenda that draws on the current research literature to re-design every aspect of our school (our school and management structures; curriculum and instruction; social-emotional support programs and services; and parent-community relationships). This year, we have reviewed that plan and we propose to sharpen our efforts by stopping strategies from that original plan that have proved ineffective and by focusing our efforts on a few, high-leverage strategies that have the most potential to accelerate learning.

#### VISION

School Vision: a. Professional Learning Community- voluntary group of teachers developing school vision. Timeline- about 6 weeks. 1. Writing goal A. Cross curriculum with steps for each grade level 2. Math Goal A. Also, cross curriculum

## 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

Claremont Middle School will be a small, diversified school, both in student population and staffing. We will provide a challenging and engaging education that prepares students to succeed at the highest levels in high school, college, or other post-high school pursuits. The curriculum will be challenging in terms of creating critical thinkers and adherence to state-mandated guidelines. Our students will not only be distinguished as scholars, but also by being "noble" human beings. Our students will be aware of and reflective of local, city, and world-wide issues. Students will be able to voice and articulate their wants and desires from a manner of respect and humility. Our students will also develop skills to be proactive in the local and general community when the need arises. When a student crosses the stage, the students will exhibit the following attributes: Academic skills, knowledge, and behaviors: Students will have ? Reached a minimum of proficiency in the 8th grade California content standards. ? Developed meta-cognitive skills, such as the ability to self-reflect, compare evidence, understand perspectives, make connections, etc. ? Developed strong communication skills, both verbal and written, that allow them to present and support their ideas. ? Developed the ability to organize and revise work until it is their "best", to identify and access resources, and to cooperate in a group setting. ? Literacy in key areas of the fine arts, in computers/technology, and in geography/environment. Personal skills, knowledge and behaviors: Students will ? Behave in a manner and make choices that promote their well-being and allow them to be successful in a variety of social and work environments. ? Demonstrate intra-personal habits, including awareness of self, confidence, pride (with self and as Claremont alumni), self-respect, and positive goal-setting. ? They will demonstrate inter-personal habits, including problem solving, respecting others, accepting responsibility, displaying empathy and compassion, and acting in solidarity with others. Community skills, knowledge and behaviors: Students will ? Demonstrate a willingness to act and vocalize on local and global issues and a confidence they know they can make a difference in the world (one person at a time). ? Express a sense of community (CMS, neighborhood, city).

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

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

**School:** Claremont Middle School

**Principal:** REGINALD RICHARDSON & RONALD RICHARDSON

#### From OUSD Strategic Plan:

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

#### District-level Goals

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

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

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

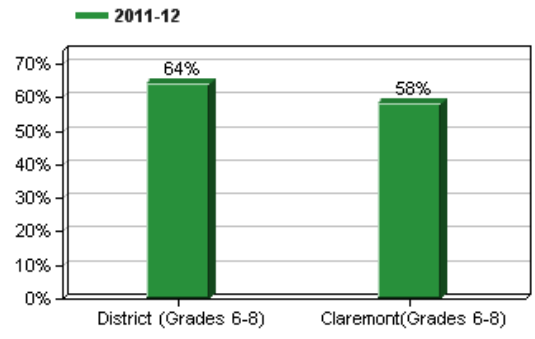
#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

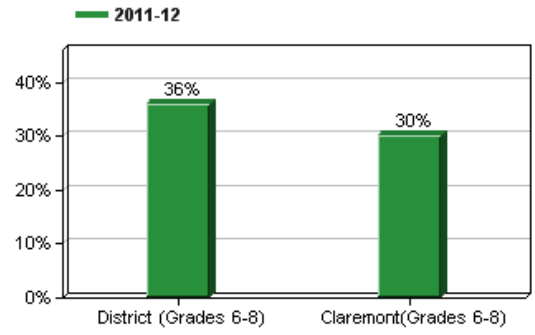
#### Benchmark

**ELA MidYear % At/Above BMark in Reading Comprehension**



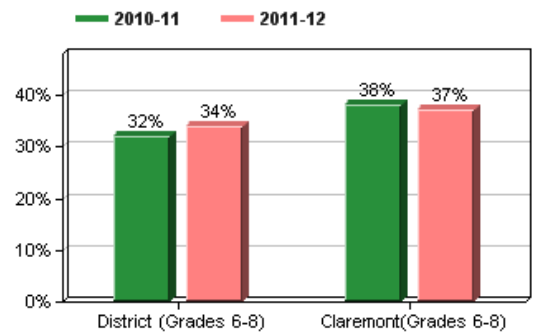
**CELDT**

**% Growth in CELDT 2 Year Cohort Growth Report**

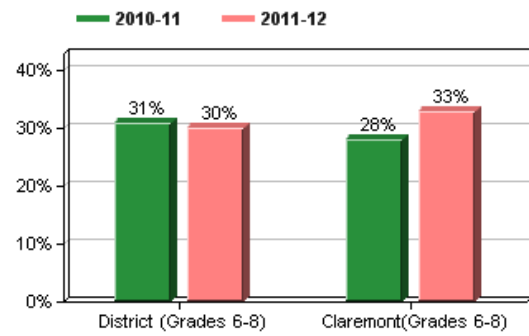


**CST**

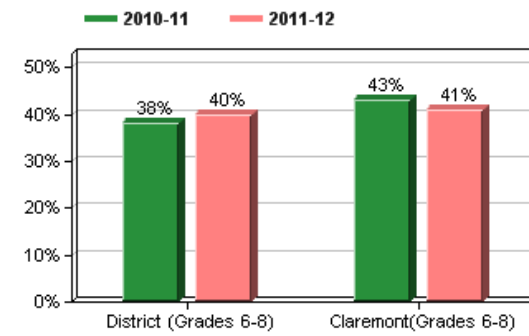
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**

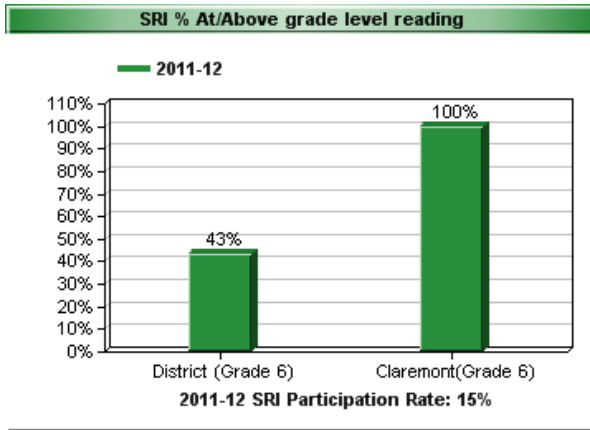


**CST/CMA ELA % BB/FBB**



**CST/CMA ELA % Prof/Adv**





#### School Data

- Current 6th and 8th are scoring 2 - 11% below state average in ELA. Current 6th-8th are approximately 5% above district average on CST
- 3% less of Current 6th-8th graders at Claremont are scoring in the FBB and BB range than the district average

#### Data Analysis

- 50% of 6th graders scored proficient or advanced on last BM
- 43% of 7th graders scored proficient or advanced on last BM
- 32% of 8th graders scored proficient or advanced on last BM
- We have determined that low writing and comprehension skills are the root causes of the achievement gap at Claremont
- We are organizing our master schedule next year to provide targeted web based interventions read 180 and lets go learn to FBB and BB students, and persuasive writing across the curriculum to target the achievement gap

#### Theory of Action

- If we create ELA intervention classes with a min. of 7 student computers that use Read 180 and Lets go Learn as web based interventions then we will be able to move 35% of FBB and BB students to Basic and increase the number of proficient/adv st
- If we create an ELL cohort that is part of a heterogenous house structure and receives targeted ELD instruction one period per day then we will increase the number of ELL's scoring proficient and advanced by 20%
- If we provide all teachers with laptops to better utilize the SMART boards in their classrooms then we will increase student engagement and achievement.
- If we continue to engage in Cycle of Inquiry in ELA with a writing focus then we will increase the number of proficient/adv. students by 20% in our targeted subgroups.
- If we consistently use CLR, AED, and SDAIE strategies as regular components of our ELA instruction then we will increase the number of proficient/adv. students on CST by 20% and decrease number of BB and FBB by 30%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Matain smaller class sizes and QEIA goals.					4/16/2013	201SQ1A3708	Maintain Smaller Class sizes	N/A			0	\$0.00
Matain smaller class sizes and QEIA goals.					4/16/2013	201SQ1A3712	Maintain Smaller Class sizes	N/A			0	\$0.00
Matain smaller class					4/16/2013	201SQ1A3713	maintain smaller class	N/A			0	\$0.00

sizes and QEIA goals.							sizes					
Maintain smaller class sizes and QEIA goals.					4/16/2013	201SQ11A3714	maintain smaller class sizes	N/A			0	\$0.00
Purchase additional Read 180 materials and other supplies to support students who performing below grade level in ELA	SRI	FBB, BB and BAS	Monthly		4/16/2013	201SQ11A3716	Read 180 and supplemental supplies for identified students performing below grade level in ELA.	N/A			0	\$0.00
Community outreach to help increase parent participation					4/16/2013	201SQ11A3717	Site Parent Liaison does outreach promote and encourage parent involvement	N/A			0	\$0.00
Community outreach to help increase parent participation					4/16/2013	201SQ11A3718	Provide workshops, and community events to inform parents.	N/A			0	\$0.00
Implement ELD instructional strategies in all core classes to support the specific needs of ELL students.					4/16/2013	201SQ11A3719	Purchase supplemental reading material and supplies to support ELL students	N/A			0	\$0.00
Implement ELD instructional strategies in all core classes to support the specific needs of ELL students.					4/16/2013	201SQ11A3720	Teacher identifies students' CEDLT and CST level to inform delivery of intervention in ELA, Math, Social Studies, and Science.	N/A			0	\$0.00
Implement ELD instructional strategies in all core classes to support the specific needs of ELL students.					4/16/2013	201SQ11A3721		N/A			0	\$0.00
Provide a Read 180 section for ELL students	CELDT	English Learners	Every Other Week		4/16/2013	201SQ11A3722	Identified ELL students will receive differentiated instruction using Read 180.	N/A			0	\$0.00
Provide a Read 180 section for ELL students					4/16/2013	201SQ11A3723	Purchase supplemental material and supplies	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ11A3724	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Science curriculum.	3010-Title I		K12TCH0043	0.2	\$18,064.14
							Supplemental instructional support will					

Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ11A3725	be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Science curriculum.	7400-QEIA		K12TCH0043	0.8	\$72,256.58
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ11A3726	Lower clasSupplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the History/English curriculum.	3010-Title I		K12TCH0171	0.2	\$12,548.01
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ11A3727	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the English curriculum.	7090-EIA-SCE		K12TCH0341	0.2	\$17,185.78
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Grades/GPA	All Students	Every Marking Period	Leadership Team	4/12/2013	201SQ11A3728	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Physical Education curriculum.	7400-QEIA		K12TCH0472	0.25	\$13,484.53
Increasing the amount of time teachers can interact with students will support improved student academic	Grades/GPA	All Students	Every Marking Period	Leadership Team	4/12/2013	201SQ11A3729	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students	3010-Title I		K12TCH0559	0.1	\$6,223.70

achievement.							identified as needing additional support in the Physical Education curriculum.					
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Grades/GPA	All Students	Every Marking Period	Leadership Team	4/12/2013	201SQ1A3730	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Physical Education curriculum.	7090-EIA-SCE		K12TCH0559	0.1	\$6,223.70
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ1A3732	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Math curriculum.	7400-QEIA		K12TCH0620	1	\$79,936.57
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ1A3733	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Science curriculum.	7090-EIA-SCE		K12TCH1214	0.2	\$12,212.41
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ1A5722	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the English curriculum.	7090-EIA-SCE		K12TCH1481	0.2	\$9,801.64
							Supplemental instructional support will be provided through the					



Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students		Leadership Team	4/12/2013	201SQ11A5723	format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Physical Education curriculum.	7400-QEIA		K12TCH1481	0.8	\$39,206.58
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ11A5724	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Science curriculum.	7400-QEIA		K12TCH1482	1	\$47,418.44
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ11A5725	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the English curriculum.	7090-EIA-SCE		K12TCH1778	0.1	\$7,455.85
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	201SQ11A5726	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the English curriculum.	7400-QEIA		K12TCH1778	0.39	\$29,077.80
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Grades/GPA	All Students	Every Marking Period	Leadership Team	4/12/2013	201SQ11A5731	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the	7400-QEIA		K12TCH1976	0.1	\$6,863.53

							Technology/Digital Media curriculum.					
Increasing the amount of time teachers can interact with students will support improved student academic achievement.					4/12/2013	201SQ1A5732		N/A			0	\$0.00
Enhanced instructional program will support improved student academic achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	201SQ1A3734	Provide supplemental instructional materials that enhance the instructional program.	3010-Title I	4310-SUPPLIES		0	\$592.31
Enhanced instructional program will support improved student academic achievement.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/12/2013	201SQ1A5737	Provide supplemental instructional materials that enhance the instructional program.	7090-EIA-SCE	4310-SUPPLIES		0	\$5,688.51
Enhanced instructional program will support improved student academic achievement.	CELDT	English Learners	Monthly	Leadership Team	4/12/2013	201SQ1A5739	Provide supplemental instructional materials that enhance the instructional program.	7091-EIA-LEP	4310-SUPPLIES		0	\$5,211.58
Enhanced instructional program will support improved student academic achievement.	State tests (CST/STAR, PFT)	All Students	Monthly	Leadership Team	4/12/2013	201SQ1A5740	Provide supplemental instructional materials that enhance the instructional	7400-QEIA			0	\$571.84

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

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

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

### From OUSD Strategic Plan:

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

### District-level Goals

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

### School Federal and State Academic Achievement Goals:

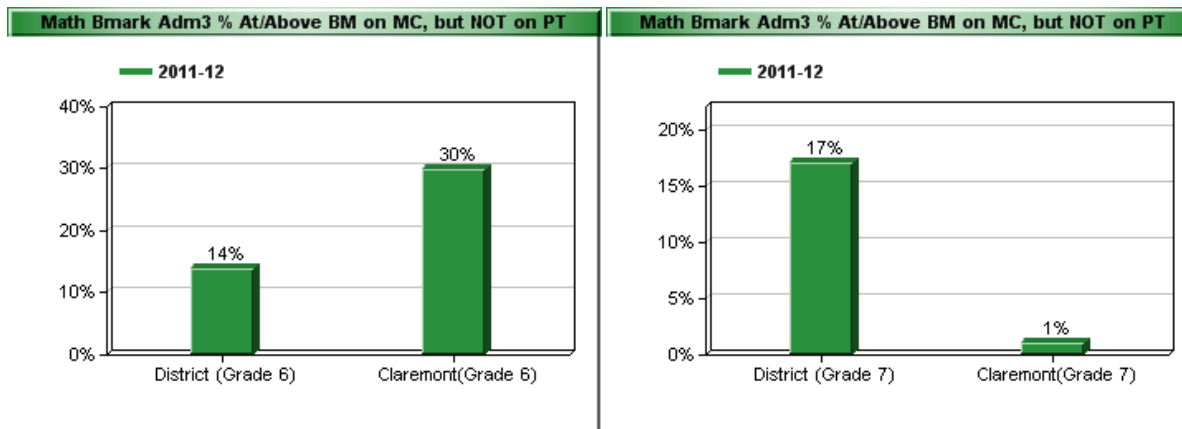
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

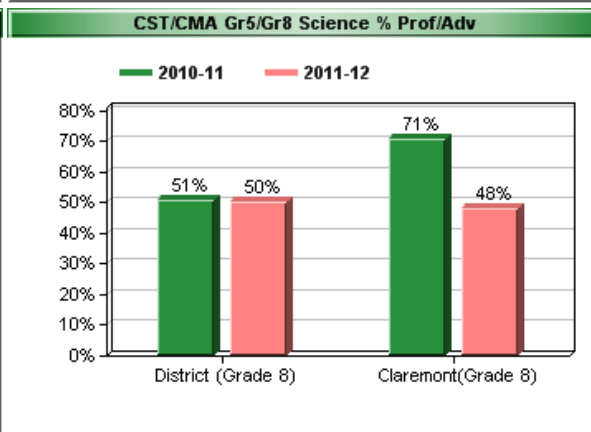
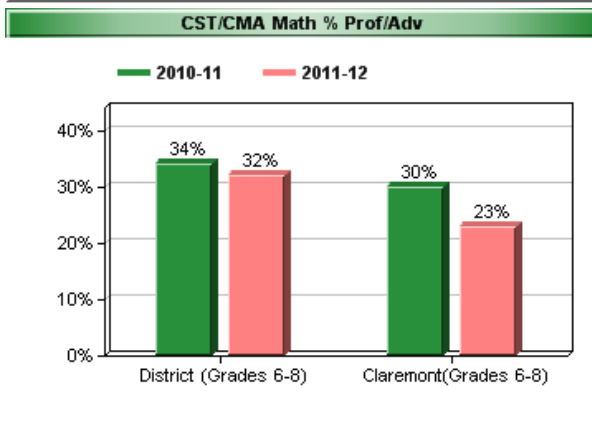
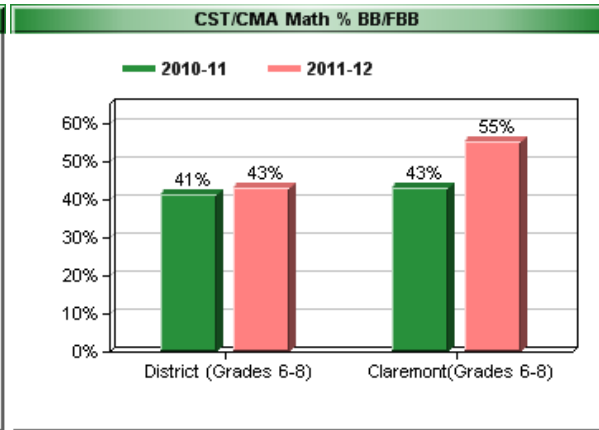
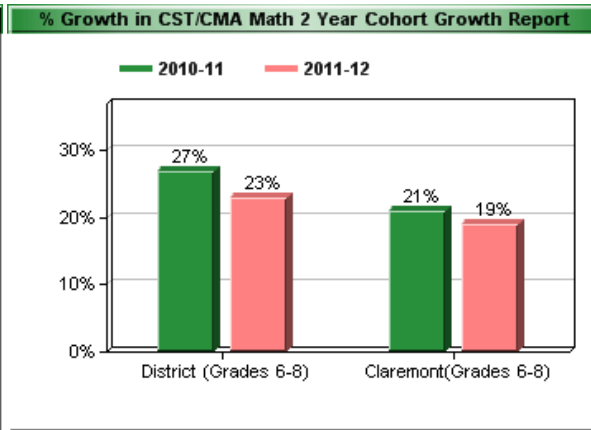
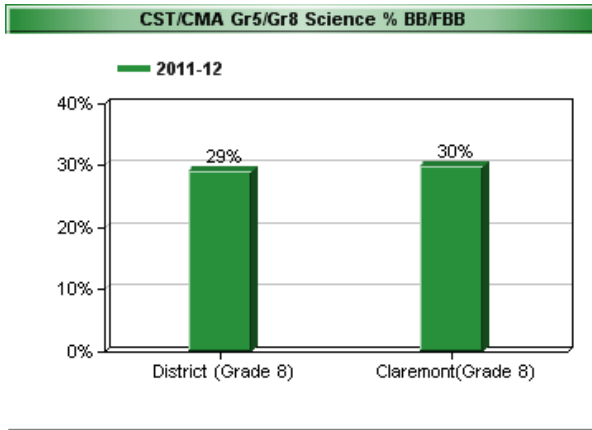
### School Quality Standards relevant to this Strategic Priority

A quality school...

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

### Benchmark





**School Data**

- Claremont has 2.28% more students in the FBB range and 5.7% less students in the proficient/adv range than the district average as measured by CMA/CST
- Claremont has 20% more students in the proficient/adv range on 8th grade Science CST than district average.

**Data Analysis**

- Math must be an area of focus, as our BM scores continue to remain below 40% Pro/Adv, and we have a persistent achievement gap for ELL's and AAMs.
- Our Science department is strong and has produced consistent high results on CST, we will continue to replicate the culture of observation and collaboration in the Science department.
- All 6th grade students take Earth science, all 7th grade students take Life science, and all 8th grade students take Physical science so our students are well prepared for CST
- All Science classrooms have Smart Boards, science lab tables and lab experiments so that hands on learning can occur, another reason for high science achievement.
- Many Math students enter with a high need for basic skills, and our entire Math department is new to Claremont this year.

**Theory of Action**

- If 7 functional classroom computers are installed in every class room and teachers use web based interventions then student achievement will increase by 25% from FBB/BB to Basic as measured by CST and benchmark exams
- If teachers continue an experiment based science curriculum that is culturally relevant using cycle of inquiry student engagement and achievement will increase by 20% in proficient/adv. domain as measured by CST particularly for ELL's and AAMs
- If the school increases the use of technology in the classroom via the purchase of Macbook airs for all teachers to facilitate use of Smart/promethean boards, then student engagement and achievement will increase by 20% as measured by CST and BM
- If our Math dept. engages in cycle of inquiry to improve student outcomes and participates in Middle School Math Cohort then Student achievement will increase by 25% in the proficient and advanced range as measured by CST

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Principals participate in site administrator PD and collaboration					4/16/2013	201SQ1B3897		N/A			0	\$0.00
All Math teachers participate in 2nd Wednesday Team Math collaborative from 2-330					4/16/2013	201SQ1B3896	Plan standards-based lessons as a collaborative development.	N/A			0	\$0.00
Principals and Lead Teachers model best practice instructional strategies in all PLC and faculty meetings.					4/16/2013	201SQ1B3895		N/A			0	\$0.00
Site teams do math classroom visits at other school sites together with REXO using the 5x8 evidence gathering card as their lens					4/16/2013	201SQ1B3894		N/A			0	\$0.00
Administrators model number talks, participation quizzes and, Board Math/multiple choice test taking strategies and similar instructional routines in staff meetings and support teachers to implement them regularly.					4/16/2013	201SQ1B3892		N/A			0	\$0.00
3 math teachers participate in the 330-530 session of 2nd Wednesday Collaboration in order to develop the					4/16/2013	201SQ1B3891		N/A			0	\$0.00

Leadership capacity Core Curriculum Development, Lesson Study, and Assessment for Learning											
Teachers conduct learning walks at least twice yearly and visit each others classrooms using the 5x8 card observation tool to practice gathering evidence of student thinking and learning.				4/16/2013	201SQI1B3890	8	N/A			0	\$0.00
Teachers visit each others classrooms at least twice yearly using learning walk protocol as observation tool to practice gathering evidence of best practices and student engagement strategies.				4/16/2013	201SQI1B3889	9	N/A			0	\$0.00
Teachers, administrators, district staff and partners are engaged in learning walk pre-observation, post observation debrief, and positive sentence frames to give feedback to students and their teachers about mathematics learning using the 5x8 card observation tool.				4/16/2013	201SQI1B3888	10	N/A			0	\$0.00
All math teachers collaborate with site and off-site colleagues at least once a month.				4/16/2013	201SQI1B3887	11	N/A			0	\$0.00
All math teachers give students formative assessments, particularly for fractions and decimals, and also for prior course expectations to determine level and placement.				4/16/2013	201SQI1B3886	12	N/A			0	\$0.00
Lessons target to mitigate failure fatigue in students and increase math engagement and readiness.				4/16/2013	201SQI1B3885	13	N/A			0	\$0.00
Math department collaboratively designs math facts curriculum, including conceptual understanding of addition, subtraction, multiplication and division to accelerate student achievement and increase enrollment in Algebra				4/16/2013	201SQI1B3884	14	N/A			0	\$0.00
Teachers engage in co-planning and co-teaching of a standards-based lesson at least 4 times yearly.				4/16/2013	201SQI1B3882	16	N/A			0	\$0.00

Math teachers administer performance task on each benchmark assessment.					4/16/2013	201SQI1B3881	17	N/A			0	\$0.00
Teachers use some of the performance task recommended in the pacing guide/scope and sequence.					4/16/2013	201SQI1B3880	18	N/A			0	\$0.00
Teachers use performance tasks in their classrooms on a regular basis (3+ times per month)					4/16/2013	201SQI1B3879	19	N/A			0	\$0.00
Teachers plan units using the unit planning tools provided in the Core Curriculum Guide.					4/16/2013	201SQI1B3878	20	N/A			0	\$0.00
Use extended day program and MathCounts to supplement math/stem instruction					4/16/2013	201SQI1B3877	21	N/A			0	\$0.00
Principal engages site leadership team in developing implementing and revising math site plans using cycle of inquiry	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/17/2013	201SQI1B3893	Provide professional development support. Professional development will use the coaching format and focus on utilizing effective Math instructional strategies and techniques and integrating data analysis in lesson design.	3010-Title I		K12TCH1962	0.2	\$11,499.90

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

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

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

### From OUSD Strategic Plan:

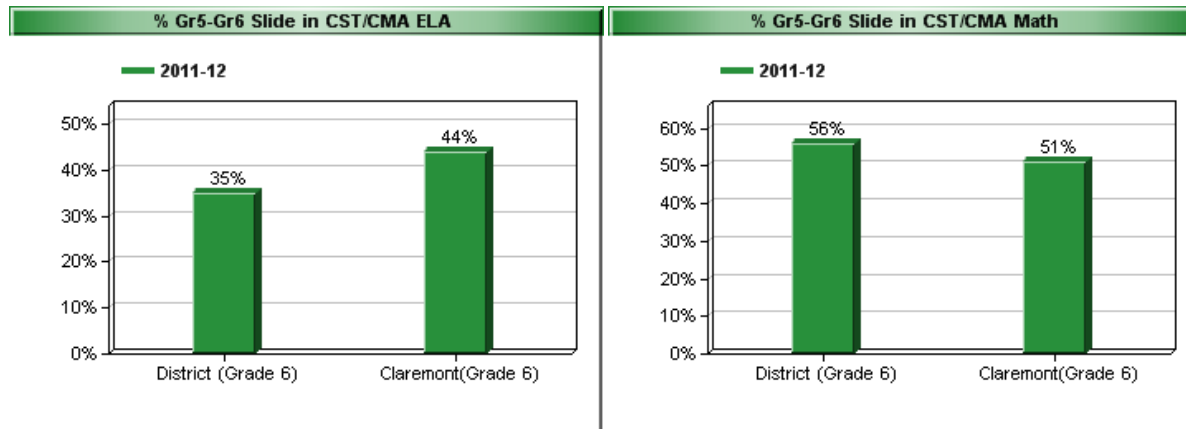
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the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

### School Quality Standards relevant to this Strategic Priority

A quality school...

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

### CST





**School Data**

- Claremont has 12% less respondents than the district average.

**Data Analysis**

- We have a lower than average response rate. More explicit training on administration of CHKS will increase participation rate

**Theory of Action**

- If teachers from the elementary sites collaborate with teachers on staff at Claremont Middle then children will be better prepared academically and socially for the transition to middle school.
- If Elementary teachers provide background for incoming 6th graders then they will have a smooth transition into middle school.
- If Claremont continues to provide open houses and school tours to prospective students from elementary school then they will have an easier transition to Claremont

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Providing targeted intervention support will improve academic achievement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/17/2013	201SQ1C5761	Intervention Specialist provides intervention support for identified students; which will improve their academic performance	7400-QEIA		INTSPC0234	0.9	\$51,847.33

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

## Strategic Priority D. College, Career & Workforce

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

### From OUSD Strategic Plan:

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

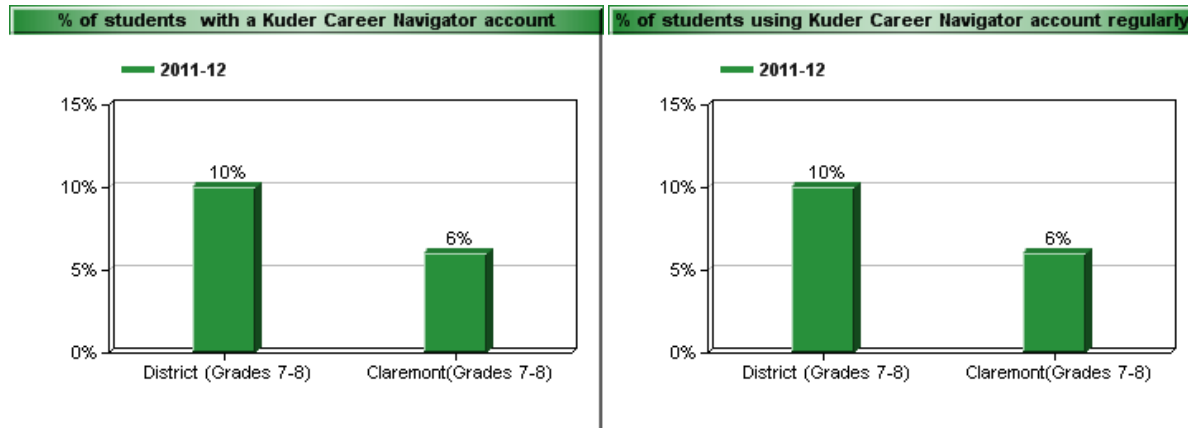
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

### School Quality Standards relevant to this Strategic Priority

A quality school...

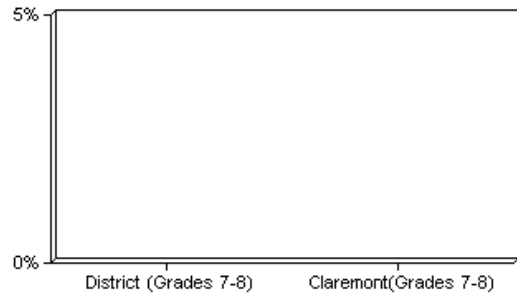
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### Career Planning



### Survey - High Standards

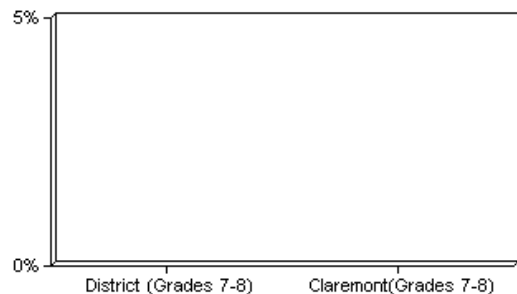
**High standards for academic performance-Agree/Strongly Agree**



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

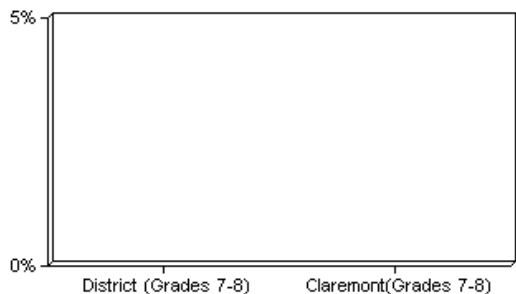
**Survey - Success**

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



**2011-12 CHKS Survey Response Rate: NA.**

**School promotes academic success. \_\_% Agree/Strongly Agree**



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

**School Data**

- Our CHKS survey is below district average and our teacher I believe we succeed survey is below district average
- Our Math achievement is hindering us from achieving double digit growth.

**Theory of Action**

- If teachers collaborate with the office of College Readiness in order to provide advanced placement classes then more students will have the opportunity to access college level courses in high school.
- If we create an advanced Math 6 course then the number of 7th graders that take and pass Algebra CST with a proficient and advanced score will increase by 30%
- If more 7th graders take Algebra 1 then the number of 8th graders that take and pass Algebra CST with a proficient and advanced score will increase by 30%

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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:** Claremont Middle School

**Principal:** REGINALD RICHARDSON & RONALD RICHARDSON

#### From OUSD Strategic Plan:

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

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

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

A quality school...

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

#### School Data

- Currently 20% of the 6th grade honor roll consists of AAM's, 11% of the 7th grade honor roll, and 23% of our 8th grade honor roll consists of AAM's
- Through targeted intervention and teacher collaboration we will increase the number of AAM's to 35% of our 6th grade honor role, 35% of our 7th grade honor roll and 35% of our 8th grade honor roll

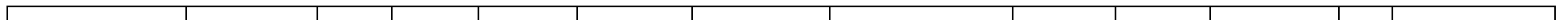
#### Data Analysis

- African American males are not achieving at the rate of their white peers, and make up the majority of FBB and BB students at Claremont
- Increased targeted learning opportunities for African American males during and after school will assist in raising AAM achievement
- Increased male role models on campus, staff, peacemakers, district personnel all provide positive imagery which will increase motivation and engagement for AAM

#### Theory of Action

- If we engage the African American Male Task force in developing effective strategies for increasing African American male achievement at Claremont then we will see a 15% increase in proficient/adv. AAM students as measured by CST
- If we use web based intervention programs Read 180 and Lets Go Learn then we will bridge achievement gaps for ELL's, Disabled students and AAM's and provide differentiated opportunities for GATE students.
- If we continue to engage in Cycle of Inquiry in the Domains of ELA and Math with a writing focus then we will increase the number of proficient/adv. students by 20% in our targeted subgroups.
- If we create intervention classes in ELA and create Math 8 sections then we will move 20% of students from BB and FBB to Basic

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Providing targeted intervention support will improve academic achievement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/17/2013	201SQ1E5761	Intervention Specialist provides intervention support for identified students; which will improve their academic performance	7400-QEIA		INTSPC0234	0.9	\$51,847.33
Provide program for GATE students.					4/16/2013	201SQ1E4603	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00

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

## Strategic Priority F. Extending Learning Time

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

### From OUSD Strategic Plan:

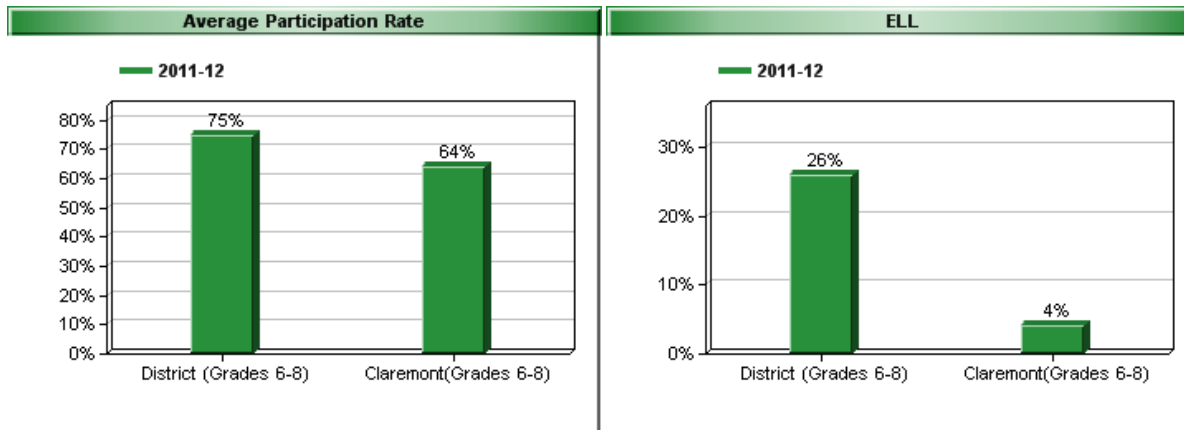
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

### School Quality Standards relevant to this Strategic Priority

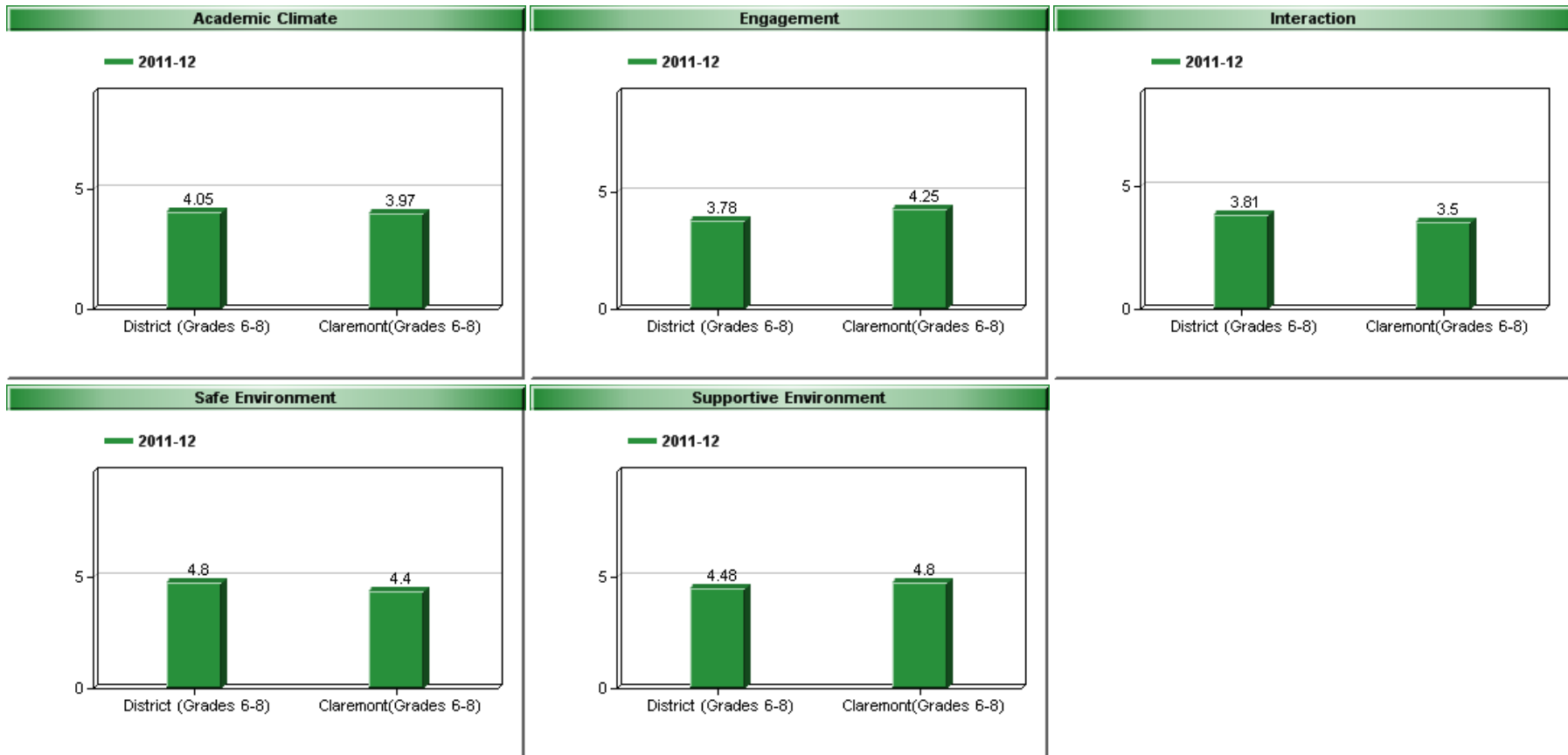
A quality school...

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

### After School Program- Participation



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



#### School Data

- Claremont has 1% less than district average of students who spend unsupervised time at home after school
- Claremont has approximately 200 students that participate in academic and enrichment after school programming from 315-600 pm daily

#### Data Analysis

- Eliminating advisory and implementing block schedule will increase instructional minutes and student engagement.
- Increased instructional minutes and engagement during the regular will allow for greater participation in after school programs that can allow more students to enter enrichment

#### Theory of Action

- If we eliminate advisory then we will have more instructional time to do academic interventions
- If we implement a block schedule three days per week then we will be able to do more in depth hands on learning.
- If we implement strategic intervention classes then FBB BB and ELL students will receive the targeted instruction they need to decrease the number of FBB and BB students by 30%





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

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

**School:** Claremont Middle School

**Principal:** REGINALD RICHARDSON & RONALD RICHARDSON

#### From OUSD Strategic Plan:

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

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

#### School Safety Plan Goals

Goal 1: Reduce suspensions by 80%

- Strategy 1.1: Implementation of Character Development Program, which consist of the following strategies: PBIS Restorative Justice, Climate Assemblies, Student Government, 180 Program (Supporting & Monitoring Student Academic Achievement)
- Strategy 1.2: Implementation of Conflict Mediation Program (Facilitated by Restorative Justice Counselor)

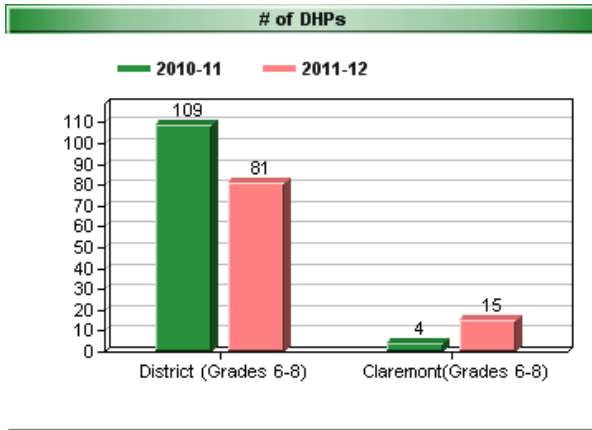
Goal 2: Decrease bullying by 50%.

- Strategy 2.1: Implementation of Character Development Program, which consist of the following strategies: PBIS Restorative Justice, Climate Assemblies, Student Government, 180 Program (Supporting & Monitoring Student Academic Achievement)
- Strategy 2.2: Implementation of Anti-Bullying Assemblies (Facilitated by Principals and Intervention Specialist)

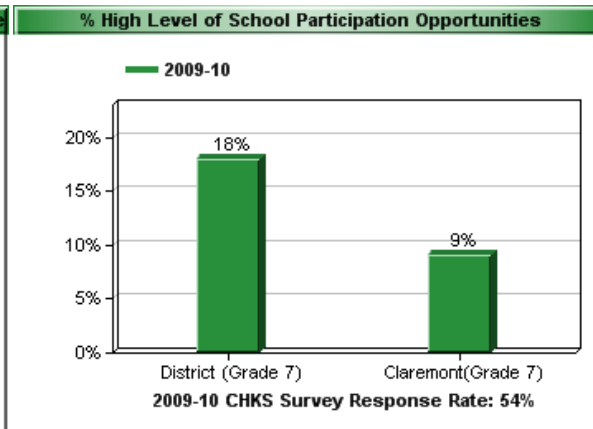
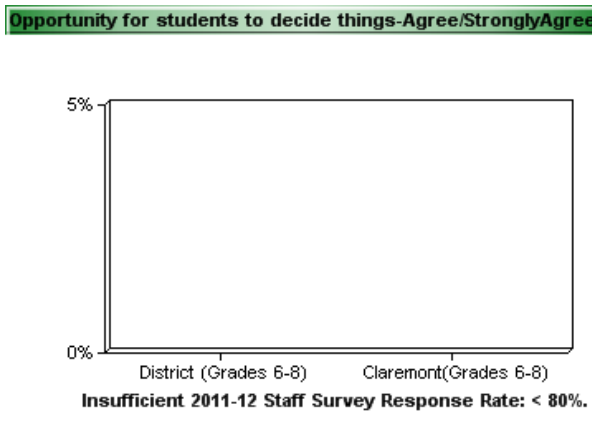
#### School Quality Standards relevant to this Strategic Priority

A quality school...

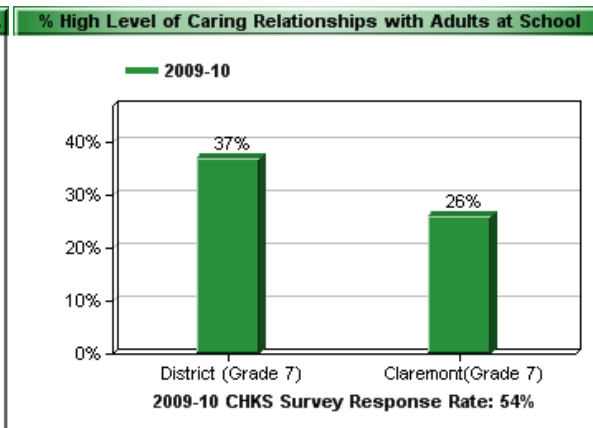
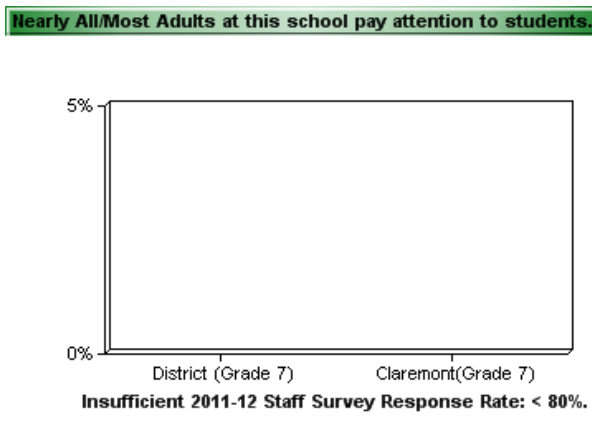
- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and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



**Survey - Engagement**

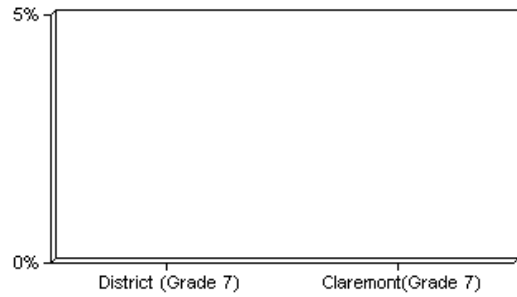


**Survey - Relationships**



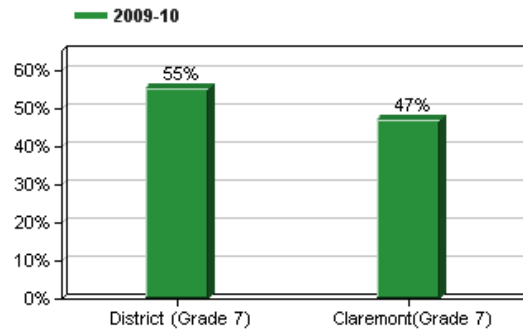
**Survey - Safety**

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



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

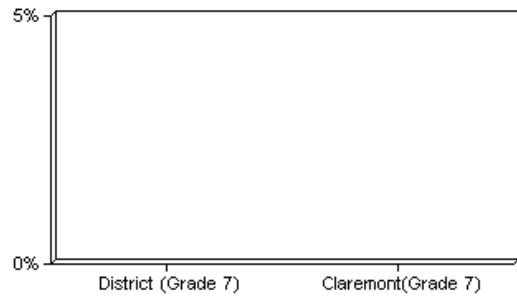
**% Feeling Safe/Very Safe at School**



2009-10 CHKS Survey Response Rate: 54%

**Survey - Welcoming**

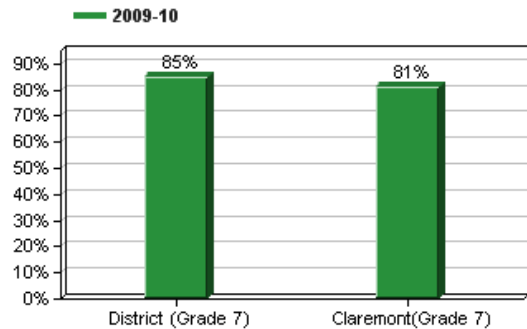
**School is a supportive and inviting place. Agree/Strongly Agree**



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

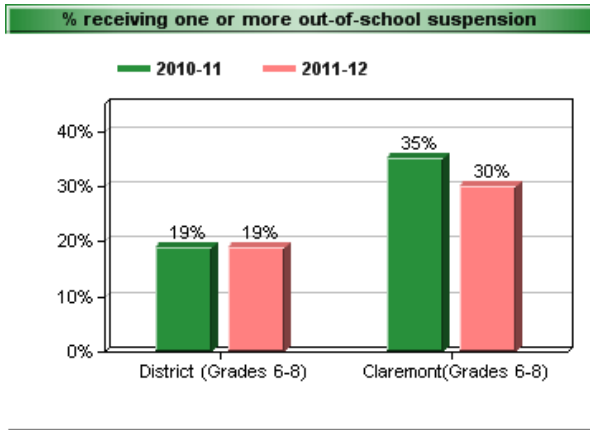
**Survey- Beliefs**

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



2009-10 CHKS Survey Response Rate: 54%

**Suspensions**



#### School Data

- Students at Claremont feel less safe at school and less cared for by adults at the school than the district average and don't feel there are ample opportunities for them to participate
- Claremont has more suspensions and DHP's than the district average

#### Data Analysis

- Due to a lack of Positive behavior incentives and leadership opportunities students do not feel engaged with or cared for by the school.
- Implementation of PBIS, peer conflict mediators, and student council will provide leadership opportunities engage and empower students and positively transform school culture.

### Theory of Action

- If Claremont implements the PBIS action plan over the next three years then the PBIS hand book and positive behavior film will become the behavior norm for Claremont positively transforming school culture.
- If Claremont incubates PBIS tier 2 interventions next year then we will better serve the 15% of high risk students in the future
- If Claremont retains Jr. Peacemakers and Peer Conflict Mediators from the beginning of the year then the 15% of high risk students will be provided leadership opportunities that positively transform school culture.
- If Claremont creates a leadership class then we will have student government which positively engage students and transform school culture.

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

### Strategic Priority B. Health & Wellness

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

#### From OUSD Strategic Plan:

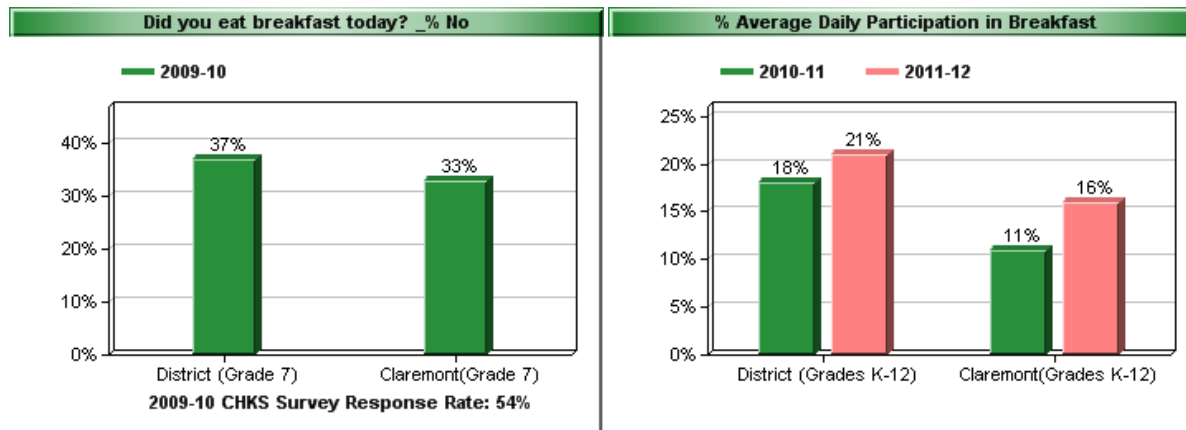
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

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

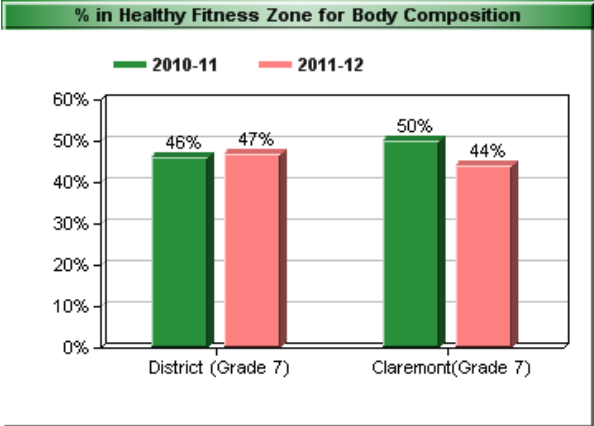
A quality school...

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

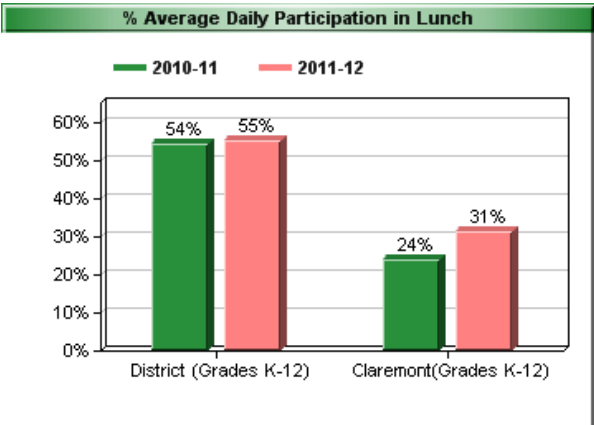
#### Breakfast



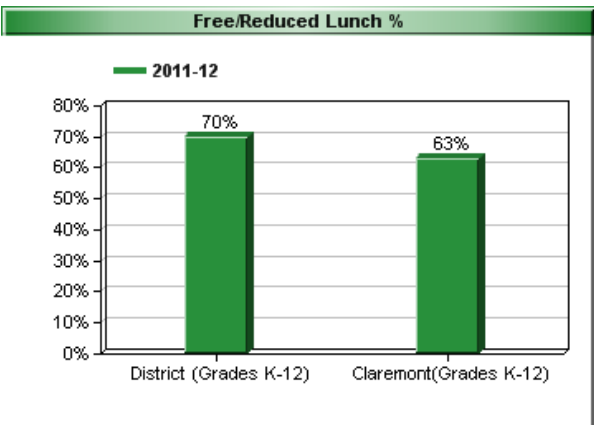
#### Fitness



**Lunch**



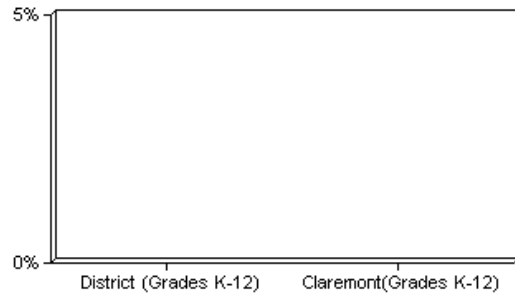
**Socio Economics**



**Survey - Drugs / Alcohol**

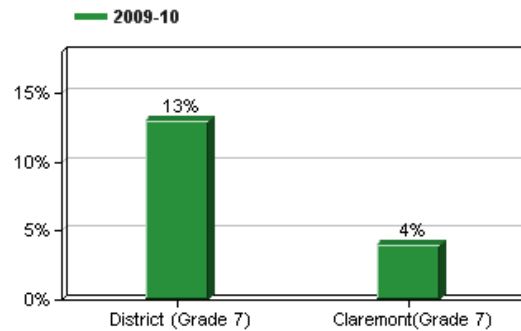


### Student alcohol&drug use is a severe problem at this school.



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

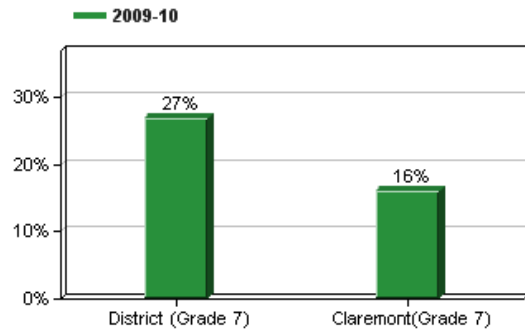
### # of days of alcohol use during past 30 days: one day or more



2009-10 CHKS Survey Response Rate: 54%

### Survey - Mental Health

#### Feeling sad or hopeless almost every day for 2 weeks or more



2009-10 CHKS Survey Response Rate: 54%

### School Data

- Claremont has less students on free and reduced lunch and a lower number of students that eat school breakfast and lunch than the district average
- Claremont has lower rates of alcohol use and depression and higher fitness rates than the rest of the district

### Data Analysis

- Availability of counseling staff on campus decreases our students anxiety and supports their mental health.
- The school nurse on campus provides students with immediate care.
- Gender specific PE classes with Gender aligned teachers increases participation in PE and increases Claremonts fitness index.

### Theory of Action

- If Claremont maintains a nurse on campus three full days per week and extra services for asthmatics and diabetics then we will continue to have better than average health results on CHKS
- If Claremont maintains a COST team and two full time counselors then we will reduce the incidences of depression and behaviors associated with mental health needs.
- If Claremont maintains a TUPE counselor 1 day per week then we will reduce the amount of alcohol tobacco and marijuana related incidents on campus

- If Claremont maintains one full time female, and one full time male PE teacher then we will increase the number of students scoring in the healthy body index zone

;

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

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

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

#### From OUSD Strategic Plan:

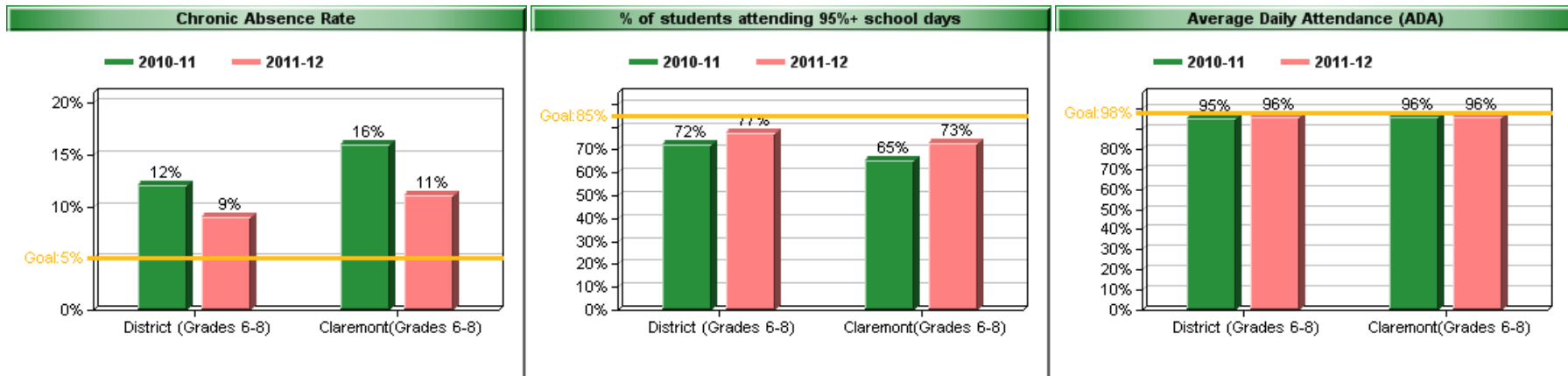
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

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

A quality school...

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



### School Data

- Claremont has lower cutting rates but higher chronic absence rates than the district average.
- Claremont meets district average for ADA but is lower than district average for number of students who attend 95+ days of school

### Data Analysis

- Students are disengaged from learning.
- Students suffer from traumatic experiences outside of school.
- Students are academically behind so they choose not to engage.

### Theory of Action

- If we Celebrate attendance like we celebrate academic achievement then we can increase family and community engagement
- If we continue to hold regular SART and SARB meeting that result in behavior/attendance contracts then we can reduce the rate of chronic absence and tardies
- If we conduct regular tardy sweeps and continue our lunch detention and in school suspension room as a consequence for tardies and cutting then we will decrease chronic absence and tardies

;

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

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

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

#### From OUSD Strategic Plan:

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

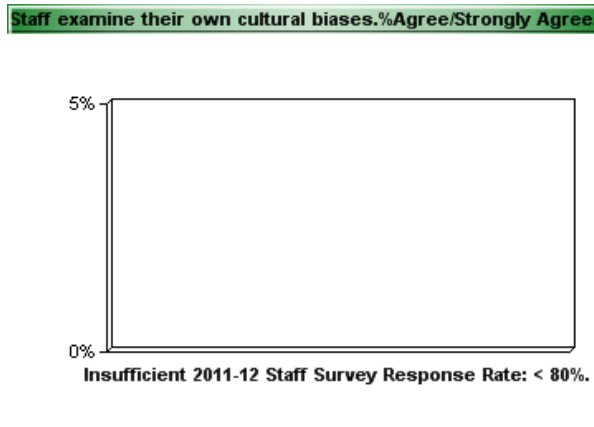
1. Improve the conditions in schools to retain 80% of effective teachers

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

A quality school...

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

#### Survey - Professional Learning



**School Data**

- Claremont teachers did not feel that they had adequate time to collaborate or that PD was meaningful
- Claremonts TELL survey response was close to district average and teacher attitude toward job performance was slightly lower

**Data Analysis**

- Claremont needs stable leadership.
- Staff needs meaningful professional development that increases capacity.
- Staff needs structured PLC time that has a product and is monitored by Administration

**Theory of Action**

- If we continue to engage in cycle of inquiry then we will progress in creating meaningful staff development.
- If we continue collaboration between administration and staff to develop professional development calendar and topics of interest or need then we will continue to have increased buy in and participation from Staff
- If we collaborate with our Middle School Administrators then we will incorporate successful professional developments from other middle school sites.
- If we continue to provide leadership opportunities to teachers via house/department structures then we will build stronger PLCs that improve school culture and student achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Principal engages site leadership team in developing implementing and revising math site plans using cycle of inquiry	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/17/2013	201SQI3A3893	Provide professional development support. Professional development will use the coaching format and focus on utilizing effective Math instructional strategies and techniques and integrating data analysis in lesson design.	3010-Title I		K12TCH1962	0.2	\$11,499.90

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

### Strategic Priority A. Family & Community Engagement

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

#### From OUSD Strategic Plan:

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

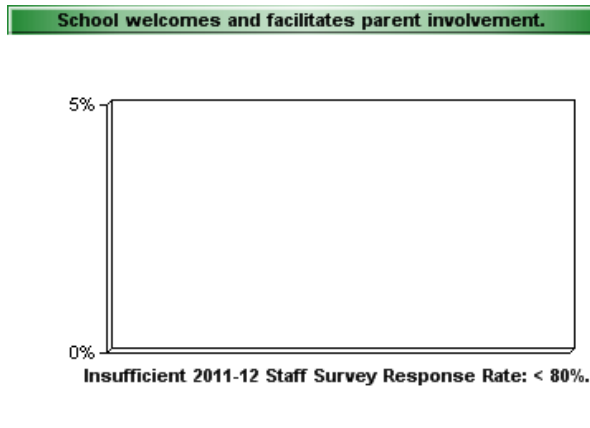
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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

A quality school...

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

#### Survey - Welcoming



**School Data**

- Claremont receives a tremendous amount of parent support both physically and financially.

**Data Analysis**

- Claremont must increase parent involvement from African American, Latino and Middle Eastern families.

**Theory of Action**

- If we increase participation in PTA by 20% to include more diverse parent participation then we will increase student achievement, improve student behavior and school culture and climate
- If we continue to invite parents and community to participate in school functions and provide free food and childcare then we will increase family and community engagement
- If we maintain an open door policy in which parents and community members are welcomed to help improve and participate in the school then we will improve family and community engagement.
- If we acquire a parent liason in order to promote 75% or more parent participation then we will increase family and community engagement
- If we continue to partner with PTA on Family, Math, Science, Music, and Movie night as well school tours, Back to School Night, Open House and Open house for prospective parents then we will continue to increase family and community engagement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increasing parent involvement and active engagement with the school will support improved student academic achievement.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/17/2013	201SQI4A5824	Provide refreshments for parent meetings that address support for improved student academic achievement.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,162.04



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

## Strategic Priority A. Strategic Operational Practices

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

### From OUSD Strategic Plan:

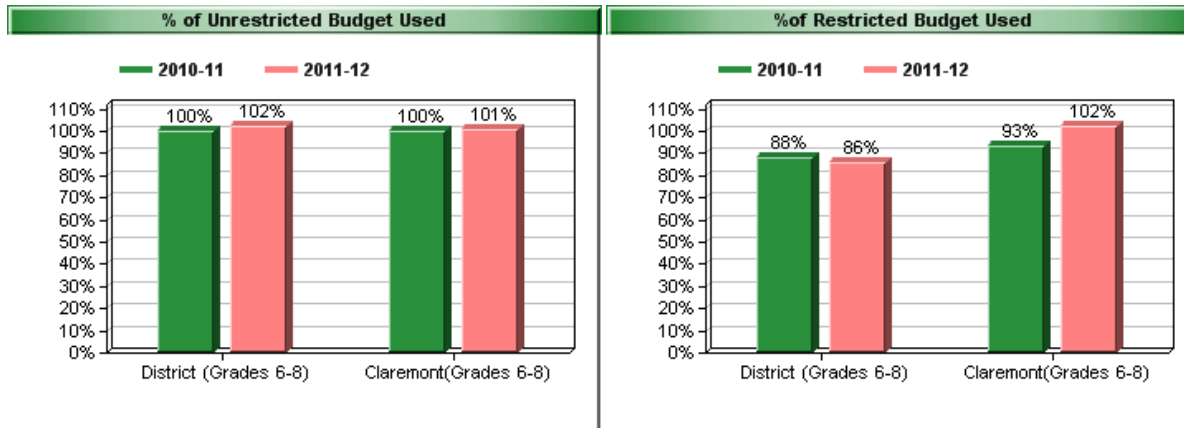
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

### School Quality Standards relevant to this Strategic Priority

A quality school...

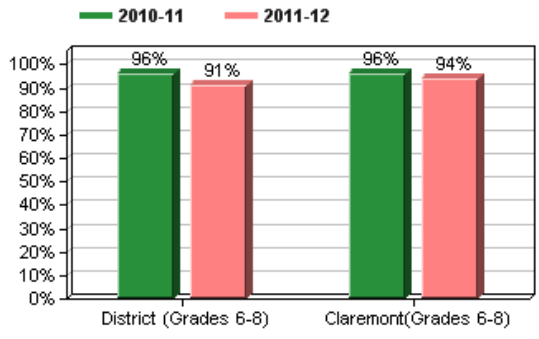
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed,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

### Budget



### Sub Fill Rate

**Substitute Fill Rate**






;



## State & Federal Preliminary and Final Budget

### Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 <b>Economic Impact Aid/State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$58,567.89	
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$5,211.58	
 <b>Quality Education Investment Act</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$346,424.00	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$410,203.47</b>	

Federal Program	Projected Budget	Final Budget
 <b>Title I, Part A: Schoolwide Program</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$48,928.06	
 <b>Title I, Part A: Parent Engagement Activities</b> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,162.04	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$50,090.10</b>	

## **Appendices**

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

Type into the gray boxes, then print and sign.

**ASSURANCES  
2013-2014**

**School Site:** Claremont Middle School  
**Site Number:** 201

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on Tuesday, April 16, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

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

Latisha Bourelly  
SSC Chairperson's Name (printed)

4/17/13  
\_\_\_\_\_  
Date

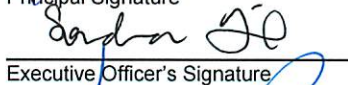
ELAC Chairperson's Signature

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

Reginald Richardson  
Principal's Name (printed)

4/17/13  
\_\_\_\_\_  
Date

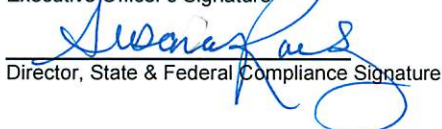
Executive Officer's Signature

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

Sondra Aguilera  
Executive Officer's Name (printed)

5/23/13  
\_\_\_\_\_  
Date

Director, State & Federal Compliance Signature

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

Susana Ramirez  
Director, State & Federal's Name (printed)

6/5/13  
\_\_\_\_\_  
Date

## School Site Council Membership Roster – Middle School

**School Name: Claremont Middle**

**School Year 2011-2012**

<b>Chairperson : Latisha Bourelly</b>	<b>Vice Chairperson: Jennifer Flattery</b>
<b>Secretary: Shelly Fierston</b>	<b><u>DAC Representative:</u> Disraeli Hives</b>

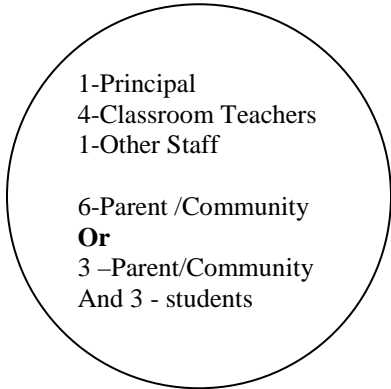
Check Appropriate Representation

Members' Names	Address or Contact #	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Reginald Richardson	Reginald.richardson@ousd.k12.ca.us	x				
Ronald Richardson	Ronald.richardson@ousd.k12.ca.us	x				
Claudette Center	510-593-8869		x			
Errico Bachicha (aternate)	erricozeno@gmail.com		x			
John Broussard	510-234-2176		x			
Elizabeth Humphries	Elizabeth.humphries@k12.ca.us		x			
Percy Foster	<a href="mailto:Percy.foster@ousd.k12.ca.us">Percy.foster@ousd.k12.ca.us</a>			x		
Latisha Bourelly	301-996-5075				x	
Lacy Leftkowitz (alternate)	<a href="mailto:Lacy.leftkowitz@ousd.k12.ca.us">Lacy.leftkowitz@ousd.k12.ca.us</a>		x			
Jennifer Flattery	510-595-3482				x	
Tanisha Scott	<a href="mailto:Tl.scott@yahoo.com">Tl.scott@yahoo.com</a>				x	
Elizabeth Falkner	<a href="mailto:Falknerkenny@mac.com">Falknerkenny@mac.com</a>					
Disraeli Hives	510-228-8816				x	
Chan Lu Lee	510-655-4974				x	
<b>DAC Representative</b>						
Disraeli Hives						
Home Ph. 510-228-8816	Email: N/A				x	

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

- 1 Members **MUST** be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 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 employees at the site.**



# Claremont Middle School

## Parental Involvement Policy 2013-2014 Involvement of Parents School Program

Claremont agrees to implement the following statutory requirements:

Offer a flexible number of meetings for parents. Parents are invited to participate in our Claremont Parent-Teacher Association and School Site Council monthly meetings. Parent participation and collaboration plays a critical role in their child's education. These referenced committees provide parents with decision-making opportunities in the school's programs.

### School-Parent Compact

Claremont has jointly developed with and distributed to parents 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

Claremont 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 all parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - The State of California's academic common core content standards
  - The State of California's student academic achievement standards
  - The State of California's and OUSD's academic assessments, including alternate assessments
  - Academic proficiency levels students are expected to achieve
  - How to monitor their child's progress
    - Six-week Progress Reports are sent home for progress monitoring
    - Teacher informal conference times by appointment are available year-round.
- ✓ Distributes to all parents, in a timely fashion, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - Several Communication Systems are in place to ensure proper notification of all school related events.
    - [www.claremontms.org](http://www.claremontms.org)
    - Claremont Knightline
    - Parent Newsletter (Monthly)
    - AERIES
    - All Call-Robo calls

**Accessibility**

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

**Adoption**

- This policy will be adopted by the Claremont Middle School Site Council on May 21, 2013 and will continue to be in effect through the school year 2013-2014. The school will distribute this policy to all parents of participating in Claremont Middle School. It will be made available to the local community. The Claremont Middle School notification to parents of this policy will be in a comprehensible uniform format. Translations into other languages will also be provided.



# Claremont Middle School School Compact

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

As a student I will:

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

---

Student signature

As a parent/guardian or family member I will:

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

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Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.

- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

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Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>1. Instructional Program</b>	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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	Objective	Fully	<b>Substantially</b>	Partially	Minimally
			1.1	4 100%	<b>3</b> At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b>Instructional Program Materials</b>  All students are ___X___ assessed, ___X___ placed, and ___X___ provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.</p> <p><b>number of Students:</b>  ___95___ All Students  ___5___ ELs  ___ ___ SWDs</p> <p><b>Use</b>  Identify all that apply:  ___X___ Basic core and/or CCSS-aligned materials are used as designed  ___No___ 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"> <li>Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures.</li> <li>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.</li> </ul>	Objective	Fully	<b>Substantially</b>	Partially	Minimally
			1.2	4 100%	<b>3</b> At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b>Appropriate Instructional Program Materials</b> All EL students are appropriately <u>  X  </u> assessed, <u>  X  </u> placed, and <u>  X  </u> provided appropriate locally-adopted, standards-aligned instructional program materials.				
			<b>Appropriate Use</b> <u>  No  </u> Materials/ELD components are used as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education  
**Academic Program Survey—Middle School Level**

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades six through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level in reading) in grades six through eight, including ELs and SWDs, are provided the intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> <li>Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
			<b>Key Components</b>																								
			<b>Appropriate Instructional Program Materials</b> All students are ___ assessed, ___ placed, and ___ provided appropriate intervention program materials																								
			<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th align="center" colspan="4">number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th align="center">Gr. 6</th> <th align="center">Gr. 7</th> <th align="center">Gr. 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td align="center">15</td> <td align="center">12</td> <td align="center">10</td> </tr> <tr> <td>All Intensive ELs</td> <td align="center">3</td> <td align="center">5</td> <td align="center">4</td> </tr> <tr> <td>All Intensive SWDs</td> <td align="center">0</td> <td align="center">0</td> <td align="center">0</td> </tr> </tbody> </table>					number of Intensive Intervention Students					Gr. 6	Gr. 7	Gr. 8	All Intensive learners	15	12	10	All Intensive ELs	3	5	4	All Intensive SWDs	0	0	0
number of Intensive Intervention Students																											
	Gr. 6	Gr. 7	Gr. 8																								
All Intensive learners	15	12	10																								
All Intensive ELs	3	5	4																								
All Intensive SWDs	0	0	0																								
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			<b>Appropriate Use</b> ___ Materials are used as designed																								
Documentation		Additional Comments																									
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District Purchase Date:																											
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Attach publisher PO documentation for sets of classroom basic core materials.																											

California Department of Education  
**Academic Program Survey—Middle School Level**

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned or CCSS-aligned, basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
	1.4		4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	
<b>Key Components</b>  <u><b>Instructional Program Materials</b></u> All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.  <b>number of Students:</b> <u> 95 </u> All Students <u> 0 </u> ELs <u> 0 </u> SWDs  <u><b>Appropriate Use</b></u> Identify all that apply: <u> X </u> Basic core and/or CCSS-aligned materials are used as designed. <u> X </u> Ancillary materials are used as designed.							
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"> <li>For mathematics, grades six and seven, intensive intervention materials are not designed as a curriculum to replace basic core instruction.</li> <li>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.</li> </ul>	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;"><b>Key Components</b></p> <p><b>Appropriate Instructional Program Materials</b>                      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>21</td> <td>25</td> </tr> <tr> <td>All Intensive ELs</td> <td>5</td> <td>5</td> </tr> <tr> <td>All Intensive SWDs</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p><b>Appropriate Use</b>                      ___ Materials are used as designed.</p>								number of Intensive Intervention Students				Grade 6	Grade 7	All Intensive learners	21	25	All Intensive ELs	5	5	All Intensive SWDs	0	0
number of Intensive Intervention Students																						
	Grade 6	Grade 7																				
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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 <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> 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"> <li>This time is given priority and protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b>Allocation of Instructional Time</b>				
			<input checked="" type="checkbox"/> Time is given priority and protected from interruptions.				
			<b>Identify number of instructional minutes (length of periods) offered at each grade level:</b>				
			<b>Number of instructional minutes at each grade level</b>				
				<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	
			All students	55 min	55 min	55 min	
			ELs				
			SWDs				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Instructional Regulations:							
School Instructional Procedures:							
Attach appropriate documents.							



California Department of Education  
**Academic Program Survey—Middle School Level**

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.2 Through the school's master schedule, the school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> for students identified for strategic support in RLA	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. <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b>Allocation of Instructional Time</b> ___55 per period___ Time is given priority and protected from interruptions.				
<b>Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</b>							
		<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>			
Additional time provided identified Strategic students		<b>20 min</b>	<b>20 min</b>	<b>20 min</b>			
Additional time provided identified Strategic ELs		<b>0 min</b>	<b>0 min</b>	<b>0 min</b>			
Additional time provided identified Strategic SWDs		<b>0 min</b>	<b>0 min</b>	<b>0 min</b>			
Documentation		Additional Comments					
Reading/Language Arts/ELD							
District Instructional Regulations:							
School Instructional Procedures:							
Attach appropriate documents.							

California Department of Education  
**Academic Program Survey—Middle School Level**

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components													
			Objective	Fully	Substantially	Partially	Minimally									
2. Instructional Time	2.3 Through the school’s master schedule, the school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> 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"> <li>• ELs are appropriately placed into ELD using CELDT and all available English proficiency measures.</li> <li>• ELs who are also identified as SWDs must receive daily ELD instruction.</li> </ul>	2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<b>Key Components</b>													
			<b>Allocation of Instructional Time</b> Identify all that apply <input checked="" type="checkbox"/> X ___ Time is given priority and protected from interruptions. <input checked="" type="checkbox"/> X ___ ELD instruction is additional time in the schedule.  <b>Identify number of EL students by CELDT level and number of ELD minutes (length of periods) offered at each CELDT level</b> <table border="1" style="width:100%; border-collapse: collapse;"> <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 align="center">3</td> <td align="center">4</td> <td align="center">2</td> </tr> <tr> <td>Number of instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">0</td> <td align="center">0</td> <td align="center">0</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	Number of students	3	4	2	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	3	4	2													
Number of instructional minutes in ELD (beyond 2.1 and 2.2)	0	0	0													
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
District Instructional Regulations:																
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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.				
			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 <a href="http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf</a> 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"> <li>This time is given priority and protected from interruptions.</li> <li>Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.</li> <li>The master schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<b>Key Components</b>							
<b>Allocation of Instructional Time</b> ___X___ Time is given priority and protected from interruptions.							
<b>Indicate total length (minutes) of blocked periods:</b>							
<b>Number of instructional minutes at each grade level</b>							
	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>				
All Intensive learners	20 min	20 min	20 min				
Intensive ELs	0 min	0min	0 min				
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 <a href="http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf</a> 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"> <li>This time is given priority and protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																				
2.5			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																					
<p align="center"><b>Key Components</b></p> <p><b>Allocation of Instructional Time</b>  <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p><b>Identify number of instructional minutes (length of periods) offered at each grade level:</b></p> <table border="1" data-bbox="1388 743 2003 987"> <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>55 min</td> <td>55 min</td> <td>55 min</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	55 min	55 min	55 min	ELs				SWDs			
Number of instructional minutes at each grade level																											
	Grade 6	Grade 7	Algebra I																								
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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.																																			
			Objective	Fully	Substantially	Partially	Minimally																															
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 <a href="http://www.cde.ca.gov/ci/cr/cf/documents/mat_hfrwk.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/mat_hfrwk.pdf</a> 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"> <li>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.</li> <li>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</li> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																															
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																															
			<b>Key Components</b>																																			
<p><b><u>Appropriate Allocation of Instructional Time</u></b>  <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p><b>Identify number of strategic students served and the amount of additional strategic instructional time (length of periods) offered at each grade level:</b></p> <table border="1"> <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>10</td> <td>12</td> <td>15</td> </tr> <tr> <td>All strategic ELs</td> <td>3</td> <td>2</td> <td>3</td> </tr> <tr> <td>All strategic SWDs</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Additional time provided to strategic students</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Additional time provided to identified EL students</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Additional time provided to identified SWD students</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>							Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	10	12	15	All strategic ELs	3	2	3	All strategic SWDs	0	0	0	Additional time provided to strategic students	0	0	0	Additional time provided to identified EL students	0	0	0	Additional time provided to identified SWD students	0	0	0
Number of students at each grade level																																						
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Additional time provided to identified EL students	0	0	0																																			
Additional time provided to identified SWD students	0	0	0																																			

California Department of Education  
**Academic Program Survey—Middle School Level**

Documentation		<b>Additional Comments</b>	
	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.																							
			Objective	Fully	Substantially	Partially	Minimally																			
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"> <li>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.</li> <li>For grade eight, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards.</li> </ul> <b>For districts using the 2007 SBE adoptions:</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>For districts using the 2001 and 2005 SBE adoptions:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																			
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																			
			<b>Key Components</b>																							
<b>Allocation of Instructional Time</b> _____ Time is given priority and protected from interruptions.																										
<b>Indicate total number of additional minutes:</b>																										
<table border="1"> <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 align="center">5</td> <td align="center">8</td> <td align="center">6</td> </tr> <tr> <td>Intensive ELs</td> <td align="center">3</td> <td align="center">4</td> <td align="center">3</td> </tr> <tr> <td>Intensive SWDs</td> <td align="center">0</td> <td align="center">0</td> <td align="center">0</td> </tr> </tbody> </table>							Number of instructional minutes at each grade level					Grade 6	Grade 7	Pre-algebra/Algebra Readiness	Intensive learners	5	8	6	Intensive ELs	3	4	3	Intensive SWDs	0	0	0
Number of instructional minutes at each grade level																										
	Grade 6	Grade 7	Pre-algebra/Algebra Readiness																							
Intensive learners	5	8	6																							
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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.						
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"> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally		
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		
			<b>Key Components</b>						
<b>Documentation</b>					<b>Additional Comments</b>				
	Reading/Language Arts/ELD								
School/District Pacing Plan by Grade Level or Program Level									
Attach appropriate documents.									



California Department of Education  
**Academic Program Survey—Middle School Level**

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the mathematics programs (grades six through eight) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the mathematics programs by grade level (and by tracks if a year-round school schedule). <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	<b>Partially</b>	Minimally
			3.2	4 100%	3 At least 75%	<b>2</b> <b>At least</b> <b>50%</b>	1 Less than 50%
			<b>Key Components</b>				
			<b><u>Instructional/Assessment Pacing Guides</u></b> <input checked="" type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> In use at every grade level.				
			<b><u>Pacing Guide Use Monitored</u></b> <input checked="" type="checkbox"/> Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School/District Pacing Plan by Grade Level or Program Level							
Attach appropriate documents.							

California Department of Education  
**Academic Program Survey—Middle School Level**

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

Principal  
 Training in RLA/ELD  
 Training in Mathematics  
 Coaching, as resources permit

Vice Principal  
 Training in RLA/ELD  
 Training in Mathematics  
 Coaching, as resources permit

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**Academic Program Survey—Middle School Level**

RLA/ELD	Mathematics	

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**Academic Program Survey—Middle School Level**

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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 <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• Development, use, and monitoring of classroom observation protocols to include:                             <ul style="list-style-type: none"> <li>– Full and skillful implementation of instructional materials including use of ancillaries.</li> <li>– The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.</li> </ul> </li> <li>• Data team protocol training to lead 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.</li> <li>• 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.</li> <li>• Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback.</li> <li>• Participation in EL professional development to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Training on Response to Instruction and Intervention (RtI2) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs.</li> <li>• Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials.</li> <li>• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.</li> </ul>	4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b>Identify type of professional development/support (refer to suggested targeted professional development and support list):</b></p>				

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**Academic Program Survey—Middle School Level**

Suggested Documentation		Additional Comments	
	RLA/ELD	Mathematics	

California Department of Education  
**Academic Program Survey—Middle School Level**

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignment.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b> ___75%___ <b>Percentage of fully credentialed, highly-qualified teachers.</b>				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

California Department of Education  
**Academic Program Survey—Middle School Level**

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

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**Academic Program Survey—Middle School Level**

		<p>being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> <li>• Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</li> <li>• Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li> </ul>	
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.				
<b>5. Credentialed Teachers and Professional Development Opportunity</b>	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"> <li>• Use of the locally-adopted grade four through seven intensive intervention instructional materials along with the basic core program.</li> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in subject area/course level team meetings:</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b>Indicate the number of teachers at each grade level engaged in professional development:</b>				
			<b>Number of Teachers</b>	<b>Training</b>	<b>Classroom Practice</b>		
Grade 6			4	X	4		
Grade 7			4	X	4		
Algebra I			1	X	1		
Pre-algebra/Algebra Readiness			2		2		

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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"> <li>• Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</li> <li>• Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		

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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	Substantially	Partially	Minimally
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"> <li>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.</li> <li>Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark and advanced learners.</li> <li>The coaches/content experts are trained in and knowledgeable about the current adopted program and implementation of the CCSS and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>The principal structures and monitors the use and impact of coaching services on students' achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<u>Coaches/Content Experts/Specialists</u> <input checked="" type="checkbox"/> Type of instructional assistance <input checked="" type="checkbox"/> Works primarily in classrooms  <b>Describe type of classroom/teacher assistance regularly provided to teachers:</b>  <b>Describe criteria used for identifying and providing coaching support:</b>  <u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services  <u>Trained Coaches/ Content Experts/Specialists</u> <input checked="" type="checkbox"/> Provided with materials-based training  <b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
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	Substantially	Partially	Minimally
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"> <li>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.</li> <li>Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing students who need intervention, ELs, SWDs, benchmark and advanced learners.</li> <li>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.</li> <li>The principal structures and monitors the use and impact of coaching services on students' achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b><u>Coaches/Content Experts/Specialists</u></b>				
			<input checked="" type="checkbox"/> Type of instructional assistance				
			<input checked="" type="checkbox"/> Works primarily in classrooms				
			<b>Describe type of classroom/teacher assistance regularly provided to teachers:</b>				
			<b>Describe criteria used for identifying and providing coaching support:</b>				
			<b><u>Monitoring Coaching System</u></b>				
			<input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.				
			<b><u>Trained Coaches/ Content Experts/Specialists</u></b>				
			<input checked="" type="checkbox"/> Provided with materials-based training.				
			<b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
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	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS-aligned programs used in the school district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis. <ul style="list-style-type: none"> <li>The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs.</li> <li>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.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b><u>Ongoing Assessment and Monitoring System</u></b></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><b><u>Training on Accessing and Using Electronic Data System</u></b></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p><b><u>Using Formative Assessment Results</u></b></p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input type="checkbox"/> School-wide assessment calendar developed &amp; used.</p> <p><input type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>				
Documentation		Additional Comments					
RLA/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:							
School:							
District:							
Attach appropriate documents.							

California Department of Education  
**Academic Program Survey—Middle School Level**

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

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



California Department of Education  
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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	Substantially	Partially	Minimally
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"> <li>Teachers are trained in collaboration meeting protocols.</li> <li>Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:                             <ul style="list-style-type: none"> <li>Entry-level placement and/or diagnostic;</li> <li>Progress monitoring, including frequent formative and curriculum-embedded assessments; and</li> <li>Summative benchmark assessments.</li> </ul> </li> <li>Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<b>Key Components</b>							
<b><u>Scheduled Structured Collaboration Meetings</u></b>							
<input checked="" type="checkbox"/> Number per month. <input type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate. <input checked="" type="checkbox"/> Meetings are structured, protocols/tools are developed and used. <input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.							
<b><u>Collaborative Meeting Discussion Content</u></b>							
<input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students. <input checked="" type="checkbox"/> Strengthening program implementation. <input checked="" type="checkbox"/> Designing and improving lessons/instruction. <input checked="" type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						



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

California Department of Education  
**Academic Program Survey—Middle School Level**

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

California Department of Education  
**Academic Program Survey—Middle School Level**

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> <li>The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.</li> <li>The district requires that SPSA expenditures detail EPC alignment.</li> <li>District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b>Allocation of Funds</b>  <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><b>Coordination of Funds</b>  <input checked="" type="checkbox"/> 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					
			Objective	Fully	Substantially	Partially	Minimally	
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> <li>The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.</li> <li>The district requires that SPSA expenditures detail EPC alignment.</li> <li>District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	Review and identify which key components apply. Circle the most appropriate rating.					
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	
			<b>Key Components</b>					
			<b><u>Allocation of Funds</u></b> <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.					
			<b><u>Coordination of Funds</u></b> <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEAP.					
Documentation		Additional Comments						
	Mathematics							
Plan uses all revenues appropriately								
Attach appropriate documents.								