# OAKLAND UNIFIED SCHOOL DISTRICT
## Office of the Superintendent

June 27, 2012

**To:**       Board of Education

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

**Re:**       2012/2013 CSSSP – United for Success Middle School

## Action Requested:

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

## Background:

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

## Discussion:

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

## Fiscal Impact:

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

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

Federal Programs
> Title I, Part A

## Recommendation:

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

**Community Schools Strategic Site Plan**

*Single Plan for Student Achievement*

**OAKLAND UNIFIED SCHOOL DISTRICT**
*Community Schools, Thriving Students*

**School: United for Success Academy**

**0112763**

**School Year: 2012-2013**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
## Table of Contents

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN
## Superintendent's Letter

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

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

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

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

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

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

<p style="text-align:center"><span style="color:green">**COMMUNITY SCHOOLS STRATEGIC SITE PLAN**</span><br><span style="color:orange">**Context & Vision**</span></p>

## 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 EFFFECTIVE 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

United for Success Academy opened its doors in August 2006. During the 2005-2006 school year teachers continued teaching under the conditions of Calvin Simmons while working evenings with families and other staff members to create a vision of a school that would serve the Fruitvale community. Out of a long and fruitful year of collaboration, United for Success Academy was created. In its first years, the focus was restoring safety, order and structure to the school as well as an attempt to incorporate project based learning into every classroom. In 2010, the state identified United for Success Academy as one of the ?persistently low performing? schools in California. While the community disagreed, given its growth and improvement on many levels, we saw it as an opportunity to transform what we were doing and assess how we could improve and potentially change how we serve our community. Our school prides itself in being all inclusive. We are home to a Newcomer/ ELD program, SDC Program, GATE, and an extensive number of students who are in the Resource Program. While we focus on the individual needs of our students, we meet our students where they are. We offer counseling, groups, academic support, extended day programming, intervention for 30% of our students, and much more. In our transformation process leadership has become a common thread. Teacher leadership, parent leadership, student leadership, staff leadership? we all need to be leaders while still being united in our path to success.

## VISION

MISSION Our mission at United for Success Academy is to interrupt the inequities in our community by ensuring that all students are academically and socially prepared for success in high school and beyond. VISION Achieve Academically: Students are strong readers and writers, algebra-ready, and technologically proficient. They learn and demonstrate their understanding in holistic and varied ways. Uphold Community: Students are engaged in positive, healthy relationships at school and in the greater Fruitvale community. Students celebrate and embrace their rich diversity of identities and experiences. Create Solutions: Students are critical thinkers who are intellectually curious, advocate for their own learning, apply

their learning and engage in inquiry/problem-solving cycles. Unfold as Leaders: Students are leaders who utilize their voice, talents and creativity to advocate for themselves and others and to bring about positive social change in the school and community. GOALS By the time our students graduate from UFSA, they will be prepared for high school in the following ways. Achieve Academically: 1) Students are ready to be successful in algebra. 2) Students make 2 years of reading growth each year.* 3) Students write a 5 paragraph persuasive essay. 4) Students utilize effective organization and study skills. 5) Students are proficient in Microsoft Word and Power point. Uphold Community: 1) Students discover and foster pride in themselves and where they come from. 2) Students celebrate and appreciate one another as individuals. 3) Students use situational awareness to be successful in different environments. * Create Solutions: 1) Students engage in inquiry and problem-solving cycles. 2) Students justify their conclusions with evidence.* Unfold as Leaders: 1) Students take ownership of the school and make the school a better, safer place.* 2) Students resolve conflicts with positive outcomes. * Denotes focus goal for 2011-2012

# 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

In addition to the existing SSC/ ELAC teams that monitor progress of school site plan, two additional leadership teams will monitor implementation of outlines strategies as well as assess effectiveness of named strategies. The Instructional Leadership Team, will be responsible for instructional strategies while the Culture and Climate Leadership Team will be responsible for strategies that support goals and strategies related to the culture and climate of the school.

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

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

**School:** United for Success Academy                    **Principal:** ELIA BUSTAMANTE

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

A quality school...

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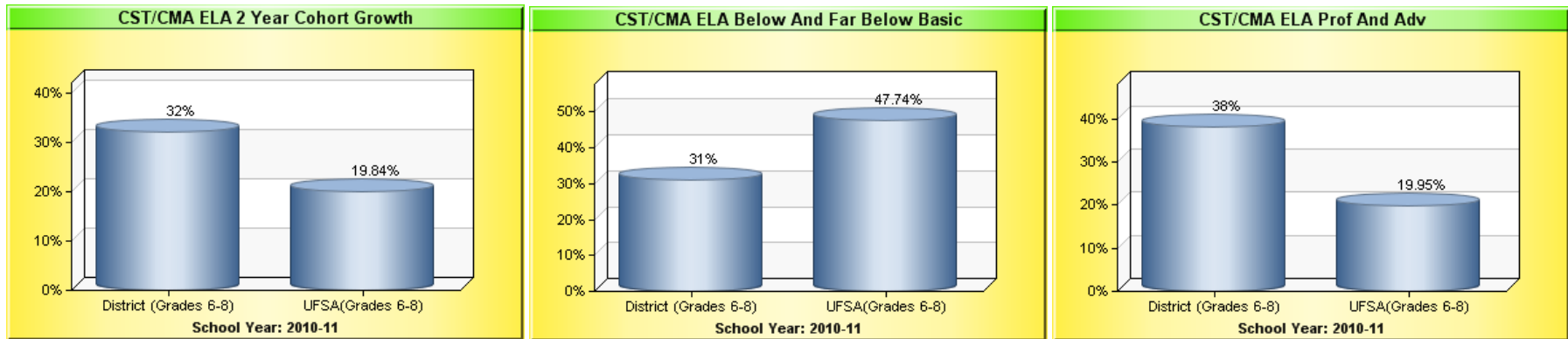
**From OUSD Strategic Plan:**

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

**District-level Goals**

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

**CST/CMA ELA 2 Year Cohort Growth** — District (Grades 6-8): 32%, UFSA (Grades 6-8): 19.84%, School Year: 2010-11

**CST/CMA ELA Below And Far Below Basic** — District (Grades 6-8): 31%, UFSA (Grades 6-8): 47.74%, School Year: 2010-11

**CST/CMA ELA Prof And Adv** — District (Grades 6-8): 38%, UFSA (Grades 6-8): 19.95%, School Year: 2010-11

**School Data**

- 2009-2010 ELA CST: ADV/PRO 16%, BASIC 31%, BB 27%, FBB 26%
- 2010-2011 ELA CST: ADV/PRO 21%, BASIC 33%, BB 23%, FBB 23%

**Data Analysis**

- Overall growth in ELA CST from 09-10 to 10-11 was relatively flat. There was a 5% increase in ADV/PRO. We are also moving students out of the lower bands FBB/BB.
- Our FBB/BB students were enrolled in intervention classes. Curriculum was developed to provide consistency from teacher to teacher. A Literary Specialist was hired to provide intensive intervention.
- A ELA Coach was hired and is focusing on developing intervention curriculum and increasing the rigor in ELA core classes. Teachers are receiving in class support and out of class planning support.
- An additional Read 180 class was implemented for FBB students. Our school-wide professional development is focusing on vocabulary development and reading comprehension across the content areas. We will progress monitor all students.
- If we continue to provide supplemental support in reading, and include data analysis to target the skills that our students need support with, we will see an increase in our studen

**Theory Action**

- If we create standardized curriculum where teachers prioritize the use of academic language, teach reading strategies and 6-Trait writing to be used across content areas,
- AND we create a PLC system where teachers are collecting and analyzing data, to make adjustments to their practice,
- AND students use academic language and 6-Trait skills to communicate their thinking through writing and oral communication,
- AND students utilize reading strategies to understand texts, participate in school-wide progress monitoring assessments and attend intervention classes,
- Then our students will make 2 years of reading growth and make growth in becoming a proficient writer.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Create standardized curriculum where teachers prioritize the use of academic | CST, Benchmarks, | All | | ELA | | | Teachers will participate in Backward Unit planning every 6-weeks. These plans will include strategic vocabulary, | | | | | |

8

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| language and teach reading strategies and 6-Trait writing to be used across content areas. | internal assessments, lesson planning | Students | | Coach | 5/7/2012 | 228SQI1A1537 | based on standards, blueprints, and released test questions. Lessons will focus on student engagement and participation. | N/A | | | 0 | $0.00 |
| Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas. | CST, Benchmarks, internal assessments, lesson planning | All Students | | ELA Coach | 5/7/2012 | 228SQI1A1691 | Fund QTEL coaches to assist teachers in developing cross-curricular units. Assist teachers in implementing high student engagement tasks. | 3181-SIG | 5825-CONSULTANTS | | 0 | $90,000.00 |
| Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas. | CST, Benchmarks, internal assessments, lesson planning | All Students | | ELA Coach | 5/7/2012 | 228SQI1A1692 | Data analysis training: Funding to train staff on collecting and analyzing data | N/A | | | 0 | $0.00 |
| Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas. | CST, Benchmarks, internal assessments, lesson planning | All Students | | ELA Coach | 5/7/2012 | 228SQI1A1693 | Collaboration time/ extended contract: Provide funding for teachers to collaborate, analyze data, and plan for strategic lessons across content areas. | 3181-SIG | 1120-TEACHERS SALARIES STIPENDS | | 0 | $120,000.00 |
| Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas. | CST, Benchmarks, internal assessments, lesson planning | All Students | | ELA Coach | 5/7/2012 | 228SQI1A2778 | Hire an ELA Coach to support and facilitate teacher planning and learning with a focus on the ELA department, while supporting cross content collaboration | 3181-SIG | | T10TSA0206 | 1 | $79,447.13 |
| Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas. | CST, Benchmarks, internal assessments, lesson planning | All Students | | ELA Coach | 5/7/2012 | 228SQI1A3090 | Purchase supplies that will enhance the learning experience of students. | 3181-SIG | 4310-SUPPLIES | | 0 | $98,062.61 |
| Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas. | CST, Benchmarks, internal assessments, lesson planning | All Students | | ELA Coach | 5/7/2012 | 228SQI1A3091 | Purchase engaging books for students to read and write about. | 3181-SIG | 4200-BOOKS-OTHER THAN TEXTBOOKS | | 0 | $15,000.00 |
| Create standardized curriculum where teachers prioritize the | CST, | | | | | | Implementation of | | | | | |

| use of academic language and teach reading strategies and 6-Trait writing to be used across content areas. | Benchmarks, internal assessments, lesson planning | All Students | | ELA Coach | 5/7/2012 | 228SQI1A4246 | Springboard Curriculum to align curriculum to Common Core. | N/A | | | 0 | $0.00 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

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

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

**School:** United for Success Academy                    **Principal:** ELIA BUSTAMANTE

**School Quality Standards relevant to this Strategic Priority**
A quality school...

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

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

**District-level Goals**

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

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

**CST/CMA Science Prof/Adv**

School Year: 2010-11
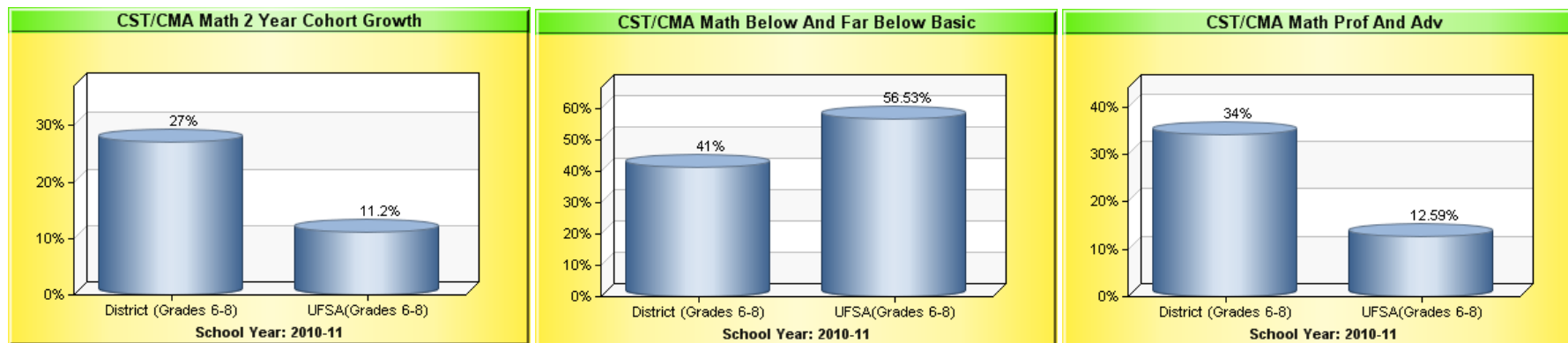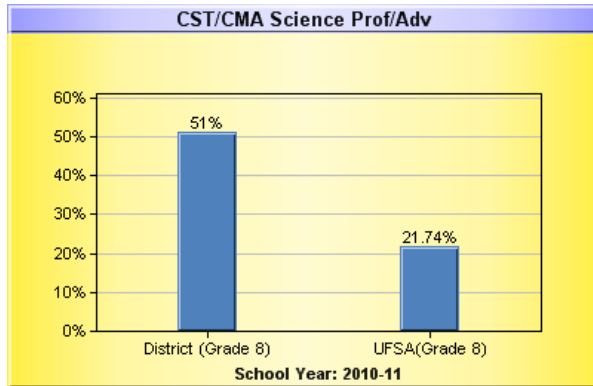
**Theory Action**

- If teachers prioritize the grade level skills and understandings that lead students to algebra readiness,
- and teachers create opportunities for students to engage in tasks that develop understanding,
- and teachers receive support on teaching these skills and understandings,
- and students master basic skills and the Algebra Readiness Standards at each grade level,
- then students will be ready to be successful in Algebra by the time they finish middle school.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Create standardized curriculum where teachers prioritize the use of reasoning, common core standards, and basic math skills. | Benchmarks, internal assessments | FBB, BB and BAS | Ongoing | | 4/2/2012 | 228SQI1B2934 | Fund a TSA for Math/Intervention coaching and support. This TSA will also deliver school-wide progress monitoring assessments and monitor BB/FBB students. | 3181-SIG | | T10TSA0205 | 1 | $54,841.00 |
| Create standardized curriculum where teachers prioritize the use of reasoning, common core standards, and basic math skills. | Benchmarks, internal assessments | FBB, BB and BAS | Ongoing | | 4/2/2012 | 228SQI1B2952 | | N/A | | | 0 | $0.00 |
| Create more opportunities for students to engage with science and math in innovative ways. | Surveys | All Students | | | 4/2/2012 | 228SQI1B2990 | Have a math/science club once a week. | N/A | | | 0 | $0.00 |
| Create more opportunities for students to engage with science and math in innovative ways. | Surveys | All Students | | | 4/2/2012 | 228SQI1B2991 | Minimally 20% of apprenticeships in extended day program have a STEM focus. | N/A | | | 0 | $0.00 |

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

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

**School:** United for Success Academy                                    **Principal:** ELIA BUSTAMANTE
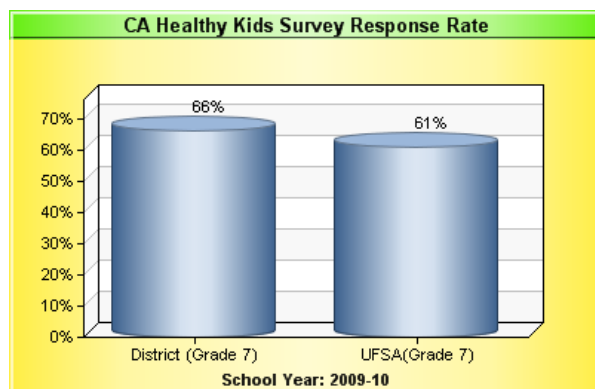
**School Quality Standards relevant to this Strategic Priority**
A quality school...

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

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



CA Healthy Kids Survey Response Rate — District (Grade 7): 66%, UFSA (Grade 7): 61%. School Year: 2009-10

**School Data**

- Base line data is necessary for this specific school quality indicator.

**Theory Action**

- If we ensure alignment between our school goals and what students need to be successful in high school (reading, writing, technology, leadership),
- And we provide a summer transition program for rising 6th graders, and we
- And we engage in progress monitoring,
- And we create a high school plan for every 8th grader prior to their promotion date, then our students will have an individualized plan for when they

enroll in high school.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide structures and systems that assist students from the transition between elementary and 6th grade. | Survey | All Students | | COST | 4/2/2012 | 228SQI1C3340 | Students will travel in cohorts so as to minimize 6th grade transitions. | N/A | | | 0 | $0.00 |
| Provide structures and systems that assist students from the transition between elementary and 6th grade. | Survey | All Students | | COST | 4/2/2012 | 228SQI1C3342 | Provide summer transitional program for incoming 6th graders. | Funded by Community Partner | | | 0 | $0.00 |
| Provide structures and systems that assist students from the transition between elementary and 6th grade. | Survey | All Students | | COST | 4/2/2012 | 228SQI1C3343 | All 6th grade teachers share a common prep to discuss student needs. | N/A | | | 0 | $0.00 |
| Provide structures and systems that assist students from the transition between elementary and 6th grade. | Survey | All Students | | COST | 4/2/2012 | 228SQI1C3347 | COST members communicate with COST staff from feeder schools and share information about services provided to students. | N/A | | | 0 | $0.00 |
| Provide structures and systems that assist students from the transition between 8th grade and high school. | Surveys | All Students | | Counselor | 4/2/2012 | 228SQI1C3353 | Communicate with parents and students about progress towards promotion on an ongoing basis. | N/A | | | 0 | $0.00 |
| Provide structures and systems that assist students from the transition between 8th grade and high school. | Surveys | All Students | | Counselor | 4/2/2012 | 228SQI1C3355 | COST members notify feeder schools of students who will need additional transitional support. | N/A | | | 0 | $0.00 |
| Provide structures and systems that assist students from the transition between 8th grade and high school. | Surveys | All Students | | Counselor | 4/2/2012 | 228SQI1C3356 | 8th grade beginning of the year retreat to set the tone for the year and inform of expectations. | N/A | | | 0 | $0.00 |
| Provide structures and systems that assist students from the transition between 8th grade and high school. | Surveys | All Students | | Counselor | 4/2/2012 | 228SQI1C3357 | Parent Workshops to inform families of A-G requirements at the high school level. | N/A | | | 0 | $0.00 |
| Promote a college going culture at UFSA. | Surveys | All Students | | Counselor | 4/2/2012 | 228SQI1C3358 | College posters on each teacher's door. | Funded by Community Partner | | | 0 | $0.00 |
| Promote a college going culture at UFSA. | Surveys | All Students | | Counselor | 4/2/2012 | 228SQI1C3359 | Take each grade level to a university. | N/A | | | 0 | $0.00 |
| Promote a college going culture at UFSA. | Surveys | All Students | | Counselor | 4/2/2012 | 228SQI1C3361 | Organize a college and career fair or guest speakers. | N/A | | | 0 | $0.00 |
| Promote a college going culture at UFSA. | Surveys | All Students | | Counselor | 4/2/2012 | 228SQI1C3362 | Citizens Schools focuses units on college preparation. | N/A | | | 0 | $0.00 |

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

## Strategic Priority D. College, Career & Workforce

**School:** United for Success Academy                              **Principal:** ELIA BUSTAMANTE

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

A quality school...

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

**From OUSD Strategic Plan:**

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

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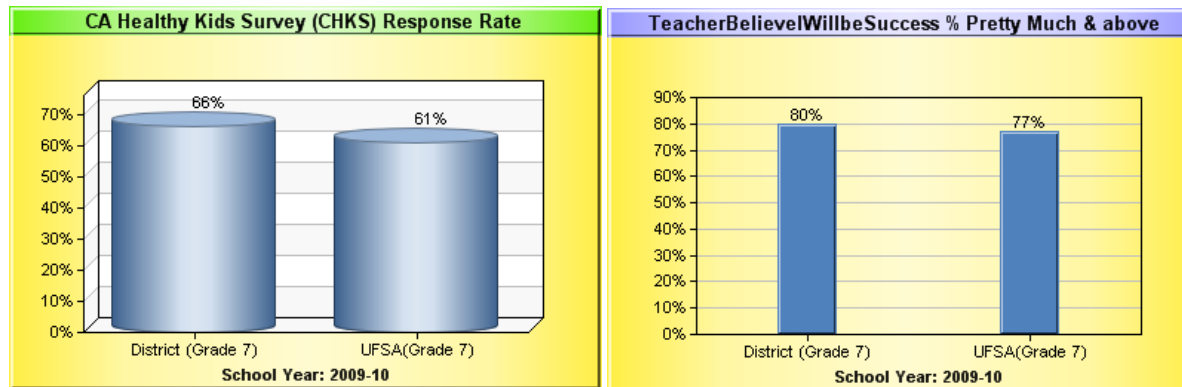
# School Quality Indicator 1: Quality Learning Experiences for All Students

## 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:** United for Success Academy                **Principal:** ELIA BUSTAMANTE

**School Quality Standards relevant to this Strategic Priority**
A quality school...

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

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

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide multiple levels of targeted intervention for students who need additional support in reading and English Language acquisition. | CST, Benchmarks, SRI, CELDT | English Learners | Created in Fall, Ongoing assessment | Counselor creates/ Coaches monitor | 4/2/2012 | 228SQI1E2781 | Read 180 Intervention Teacher -Fund a full-time Read 180 intervention teacher. This teacher will work with Tier 3 students | 3010-Title I | | T10TSA0207 | 1 | $58,865.70 |
| Provide multiple levels of targeted intervention for students who need additional support in reading and English Language acquisition. | CST, Benchmarks, SRI, CELDT | English Learners | Created in Fall, Ongoing assessment | Counselor creates/ Coaches monitor | 4/2/2012 | 228SQI1E2784 | Software:Funding to provide software: Reading Horizons (newcomer), Achieve 3000(BB and Basic), Read180/System 44 (FBB and BB), AimsWeb (progress monitoring). Parental Control software to control which programs students are on. | 7090-EIA - SCE | 4310-SUPPLIES | | 0 | $24,848.32 |
| Provide multiple levels of targeted intervention for students who need additional support in reading and English Language acquisition. | CST, Benchmarks, SRI, CELDT | English Learners | Created in Fall, Ongoing assessment | Counselor creates/ Coaches monitor | 4/2/2012 | 228SQI1E2792 | Hire teacher for Newcomer and ELD program | 7090-EIA - SCE | | K12TCH1552 | 1 | $51,971.63 |
| Provide multiple levels of targeted intervention for students who need additional support in reading and English Language acquisition. | CST, Benchmarks, SRI, CELDT | English Learners | Created in Fall, Ongoing assessment | Counselor creates/ Coaches monitor | 4/2/2012 | 228SQI1E2808 | Hire Newcomer/ ELD Math teacher | 7091-EIA - LEP | | K12TCH1993 | 1 | $52,567.67 |
| Provide multiple levels of targeted intervention for students who need | CST, | English | Created in Fall, | Counselor creates/ | | | Hire Reading Specialist to support teachers and | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| additional support in reading and English Language acquisition. | Benchmarks, SRI, CELDT | Learners | Ongoing assessment | Coaches monitor | 4/2/2012 | 228SQI1E3088 | provide intensive support to Tier 3 students in reading | 3181-SIG | | T10TSA9999 | 1 | $79,677.81 |
| Provide multiple levels of targeted intervention for students who need additional support in reading and English Language acquisition. | CST, Benchmarks, SRI, CELDT | English Learners | Created in Fall, Ongoing assessment | Counselor creates/ Coaches monitor | 4/2/2012 | 228SQI1E3373 | Purchase supplies for intervention courses. | 3010-Title I | 4310-SUPPLIES | | 0 | $791.92 |
| Offer more enrichment and leadership opportunities for students. | CST, Surveys, SRI | GATE | | | 4/2/2012 | 228SQI1E2794 | Fund an elective teacher to Provide enrichments courses | 3181-SIG | | K12TCH1553 | 1 | $75,694.54 |
| Offer more enrichment and leadership opportunities for students. | CST, Surveys, SRI | GATE | | | 4/2/2012 | 228SQI1E2798 | Offer an Advisory leadership class once a week during the school day and twice a week after school. | N/A | | | 0 | $0.00 |

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

## Strategic Priority F. Extending Learning Time

**School:** United for Success Academy                                                                    **Principal:** ELIA BUSTAMANTE

**School Quality Standards relevant to this Strategic Priority**
A quality school...

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

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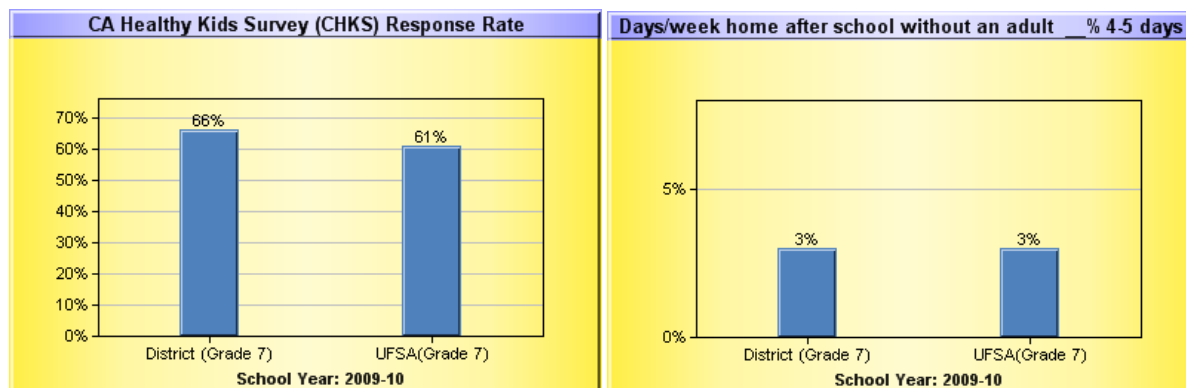


**School Data**

- Review out of 5: Safe Environment (4.53), Supportive Environment (4.10), Interaction (3.0), Engagement (2.67), Academic Climate (4.39),
- Promotes belief in the education-to-success connection: 85%, Promote student access to high school, college & career connections: 66%

**Data Analysis**

- UFSA needs to be more intentional and set goals for student engagement and interactions as these two areas were the lowest in our extended learning time program review. (This is also noticeable during the regular school day)
- The two areas that we scored the highest on are also the areas that are the strongest during the regular school day (Academic climate and Safe Environment).

**Theory Action**

- If we extend learning time for more than 60% of the student body and offer it to 100% of the student population, and align student expectations, routines,

and goals to the regular school day,
- then students will have more time, support and safety to be successful in school

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Extend the day for all 6th-8th grade students and provide them with learning opportunities that are not part of the traditional school day for most (apprenticeships, electives, organized sports, microsoft word and power point, tutoring, and homework help). | CST, Benchmarks, SRI | All Students | | | 5/7/2012 | 228SQI1F2973 | Continue partnership with Citizens Schools to offer extended day services for 100% of our 6th graders and 50% of our 7th graders. | 3181-SIG | 5825-CONSULTANTS | | 0 | $350,000.00 |
| Extend the day for all 6th-8th grade students and provide them with learning opportunities that are not part of the traditional school day for most (apprenticeships, electives, organized sports, microsoft word and power point, tutoring, and homework help). | CST, Benchmarks, SRI | All Students | | | 5/7/2012 | 228SQI1F2974 | Upkeep and replace computers so that students can use these as they acquire these skills. | 3181-SIG | 4420-Computer $500-4,999 | | 0 | $80,000.00 |
| Extend the day for all 6th-8th grade students and provide them with learning opportunities that are not part of the traditional school day for most (apprenticeships, electives, organized sports, microsoft word and power point, tutoring, and homework help). | CST, Benchmarks, SRI | All Students | | | 5/7/2012 | 228SQI1F4250 | Set a foundation of excellent study habits and skills at an early age. Units include school choice, successful study habits, college knowledge, and career exploration. | N/A | | | 0 | $0.00 |
| Create more opportunities for students to engage with science and math in innovative ways. | Benchmarks, internal assessments | All Students | | | 5/7/2012 | 228SQI1F4249 | Minimally 20% of apprenticeships in extended day program have a STEM focus. | N/A | | | 0 | $0.00 |
| Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and algebra readiness. | Benchmarks, internal assessments | FBB, BB and BAS | | | 5/7/2012 | 228SQI1F4251 | Saturday program and after school program to support student learning by assessing the needs of the students and targeting the programs to meet their needs.. | N/A | | | 0 | $0.00 |
| Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and algebra readiness. | Benchmarks, internal assessments | FBB, BB and BAS | | | 5/7/2012 | 228SQI1F4252 | Actively recruit students to attend extended day programs and/or Saturday program to help them meet their learning goals. | N/A | | | 0 | $0.00 |

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

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

**School:** United for Success Academy　　　　　　　　　　　　　　**Principal:** ELIA BUSTAMANTE

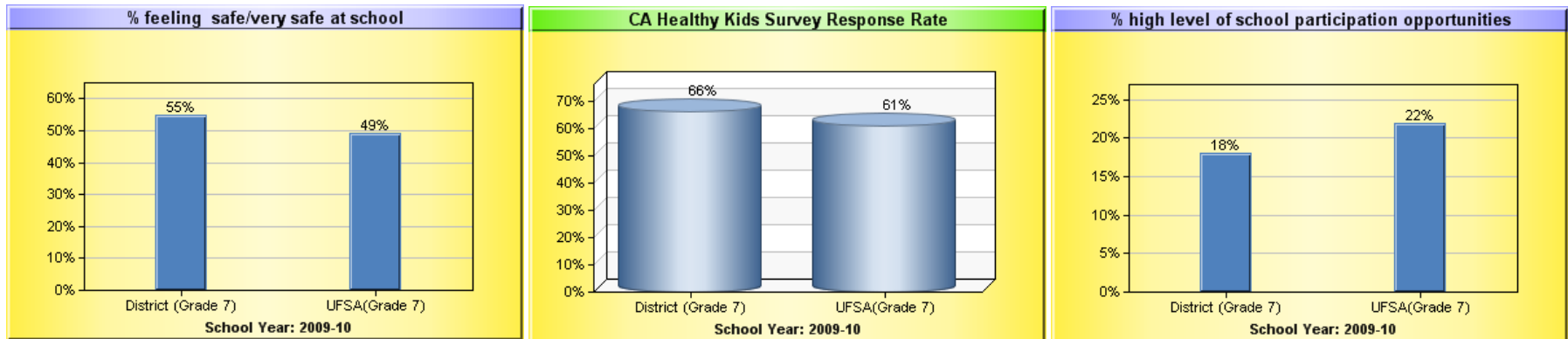**School Quality Standards relevant to this Strategic Priority**

A quality school...

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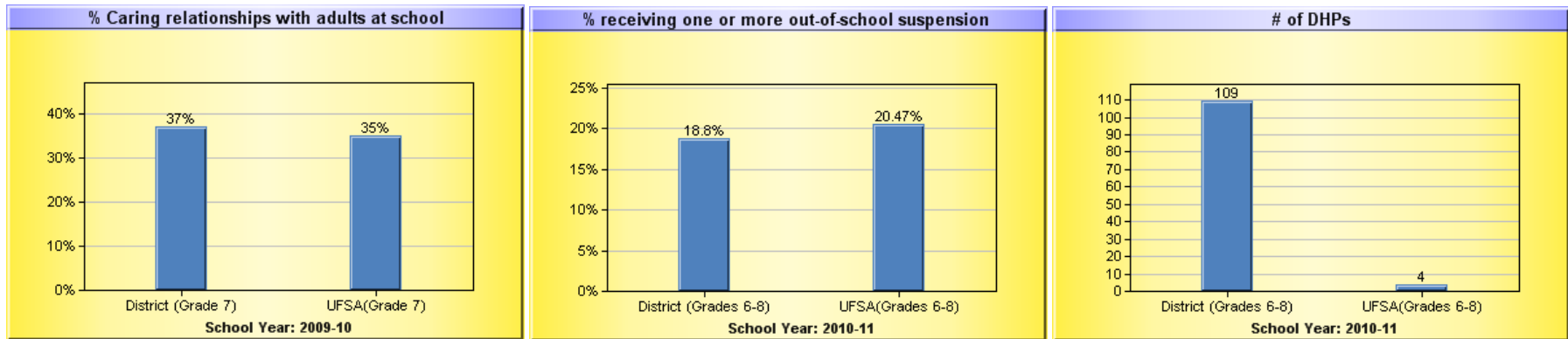
**From OUSD Strategic Plan:**

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

**District-level Goals**

- Reduce Disciplinary Hearing Process referrals by 20%

| % Caring relationships with adults at school | % receiving one or more out-of-school suspension | # of DHPs |
|---|---|---|
| District (Grade 7): 37%  UFSA(Grade 7): 35%  School Year: 2009-10 | District (Grades 6-8): 18.8%  UFSA(Grades 6-8): 20.47%  School Year: 2010-11 | District (Grades 6-8): 109  UFSA(Grades 6-8): 4  School Year: 2010-11 |

**School Data**

- The number of students suspended has decreased by 50%, the number of African American students suspended has decreased 77% closing the disproportion between Latinos
- and African American students, the number of Latino students suspended has decreased by 27%

**Data Analysis**

- We have implemented Restorative Justice practices this academic school year, which has yielded these results.
- More qualitative data is needed for a better analysis of specific areas in regards to our school-wide goals. Surveys have been distributed to gather more data.

**Theory Action**

- If Students discover and foster pride in themselves and where they come from, and
- Students celebrate and appreciate one another as individuals, and
- Students use situational awareness to be successful in different environments, and
- Students take ownership of the school and make the school a better, safer place, then
- Students will engage in positive, healthy relationships at school and in the greater Fruitvale community.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals. | Surveys | All Students | | CCLT, COST | 5/7/2012 | 228SQI2A3016 | Re-contract Restorative Justice Coordinator to organize RJ initiatives such as re-entry processes, monitor agreements, hold Rj circles, plan with RJ Parent group, and collaborate with Admin team on response to behaviors. Additionally, this person will continue to train students, staff, and families on RJ processes to continue | 3181-SIG | 5825-CONSULTANTS | | 0 | $70,000.00 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | to build capacity at our site. | | | | |
| Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals. | Surveys | All Students | | CCLT, COST | 5/7/2012 | 228SQI2A3017 | PBIS team to monitor and implement new rules and expectations grid. | N/A | | 0 | $0.00 |
| Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals. | Surveys | All Students | | CCLT, COST | 5/7/2012 | 228SQI2A3043 | CCLT, Uphold and Unfold Goals Groups to continue assemblies and other positive school climate and culture initiatives. | N/A | | 0 | $0.00 |
| Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals. | Surveys | All Students | | CCLT, COST | 5/7/2012 | 228SQI2A3092 | Field trips for students to apply their learning as well as a way to build community with each other. | 3181-SIG | 5829-ADMISSION FEES | 0 | $20,000.00 |
| Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals. | Surveys | All Students | | CCLT, COST | 5/7/2012 | 228SQI2A3093 | Buses for student field work | 3181-SIG | 5711-INTERPGM - OPERATION SUPPORT | 0 | $10,000.00 |
| Coordination of Supports and Services Team (academic, behavioral, and social emotional supports) | Surveys, Grades | All Students | | | 5/7/2012 | 228SQI2A3024 | Outreach Consultant to coordinate SSTs for attendance, academic, behavior concerns | 3010-Title I | ORCNST0033 | 0.5 | $38,515.31 |
| Coordination of Supports and Services Team (academic, behavioral, and social emotional supports) | Surveys, Grades | All Students | | | 5/7/2012 | 228SQI2A3025 | Outreach Consultant to coordinate SSTs for attendance, academic, behavior concerns | Non-SSC approved | | 0 | $0.00 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Coordination of Supports and Services Team (academic, behavioral, and social emotional supports) | Surveys, Grades | All Students | | | 5/7/2012 | 228SQI2A3027 | Clinical Case Manager to support students at the Tier 3 level | Funded by Community Partner | | 0 | $0.00 |
| Coordination of Supports and Services Team (academic, behavioral, and social emotional supports) | Surveys, Grades | All Students | | | 5/7/2012 | 228SQI2A3028 | Therapist to support students at the Tier 3 level | Funded by Community Partner | | 0 | $0.00 |
| Coordination of Supports and Services Team (academic, behavioral, and social emotional supports) | Surveys, Grades | All Students | | | 5/7/2012 | 228SQI2A3030 | Native American Health Clinic staff to support in UFSA efforts | Funded by Community Partner | | 0 | $0.00 |
| Engage boys and girls identified by 6th grade for targeted intervention (students who demonstrate behaviors that identify a need for more support). | Survey, Grades | All Students | | Counselor | 5/7/2012 | 228SQI2A3034 | Contract Unity Council to provide tutoring and mentorship for 15-20 boys who need some support (Tier 2) | 3181-SIG | | 0 | $5,000.00 |
| Engage boys and girls identified by 6th grade for targeted intervention (students who demonstrate behaviors that identify a need for more support). | Survey, Grades | All Students | | Counselor | 5/7/2012 | 228SQI2A3039 | Contract California Youth Outreach to provide parent education, mentorship, and counseling for students most traditionally under served (Tier 3) | 3181-SIG | | 0 | $30,000.00 |
| Engage boys and girls identified by 6th grade for targeted intervention (students who demonstrate behaviors that identify a need for more support). | Survey, Grades | All Students | | Counselor | 5/7/2012 | 228SQI2A3040 | Partner with Unity Council to provide an advisor and Raza Libre program for Tier 2 and Tier 3 students (behavior/ social emotional supports) | Funded by Community Partner | | 0 | $0.00 |
| Offer more enrichment and leadership opportunities for students. | Surveys | All Students | | Leadership Teacher | 5/7/2012 | 228SQI2A4253 | Offer an Advisory leadership class once a week during the school day and twice a week after school | N/A | | 0 | $0.00 |

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

## Strategic Priority B. Health & Wellness

**School:** United for Success Academy　　　　　　　　**Principal:** ELIA BUSTAMANTE
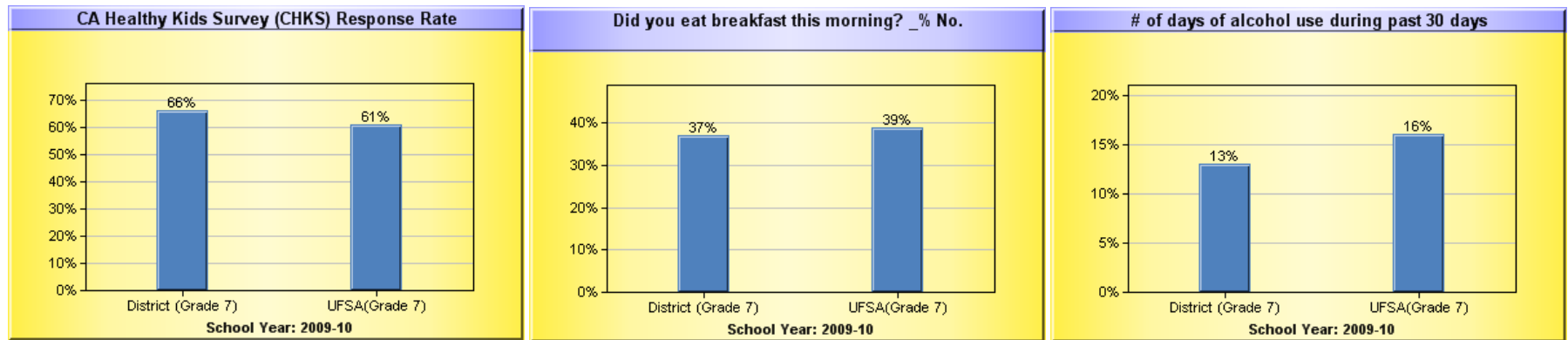
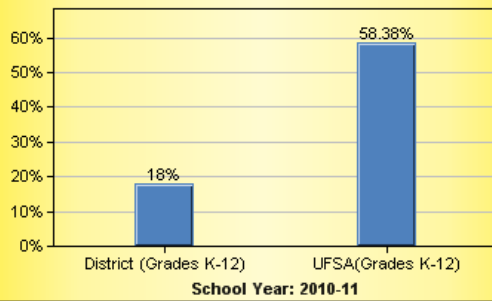**School Quality Standards relevant to this Strategic Priority**
A quality school...

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

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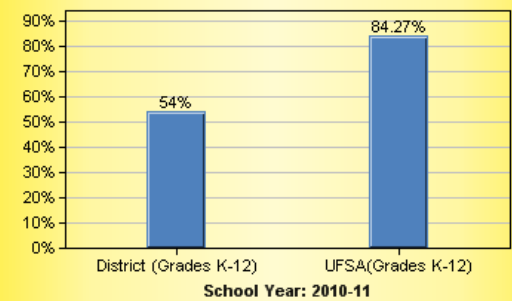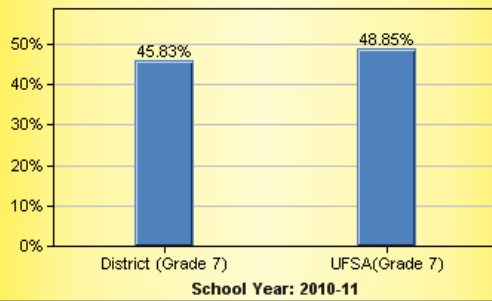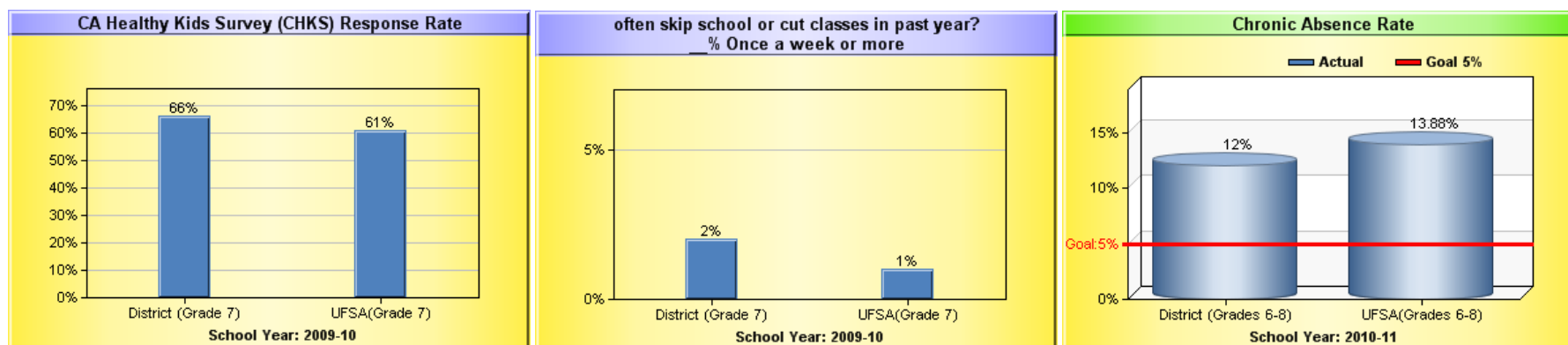


CA Healthy Kids Survey (CHKS) Response Rate — District (Grade 7): 66%, UFSA (Grade 7): 61%. School Year: 2009-10



Did you eat breakfast this morning? _% No. — District (Grade 7): 37%, UFSA (Grade 7): 39%. School Year: 2009-10



# of days of alcohol use during past 30 days — District (Grade 7): 13%, UFSA (Grade 7): 16%. School Year: 2009-10

**% Average Daily Participation in Breakfast**

- District (Grades K-12): 18%
- UFSA(Grades K-12): 58.38%

School Year: 2010-11

**% feeling sad almost every day for 2 weeks or more**

- District (Grade 7): 27%
- UFSA(Grade 7): 23%

School Year: 2009-10

**% Average Daily Participation in Lunch**

- District (Grades K-12): 54%
- UFSA(Grades K-12): 84.27%

School Year: 2010-11
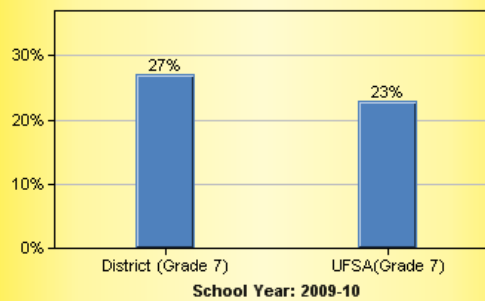
**% in Healthy Fitness Zone for body composition**
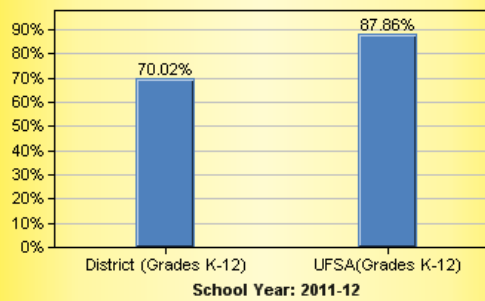
- District (Grade 7): 45.83%
- UFSA(Grade 7): 48.85%

School Year: 2010-11

**Free/Reduced Lunch %**

- District (Grades K-12): 70.02%
- UFSA(Grades K-12): 87.86%

School Year: 2011-12

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

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

**School:** United for Success Academy                    **Principal:** ELIA BUSTAMANTE

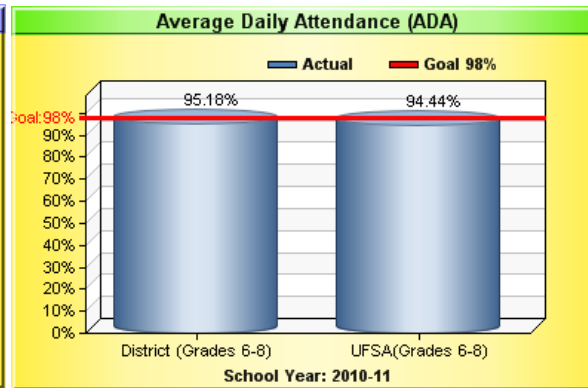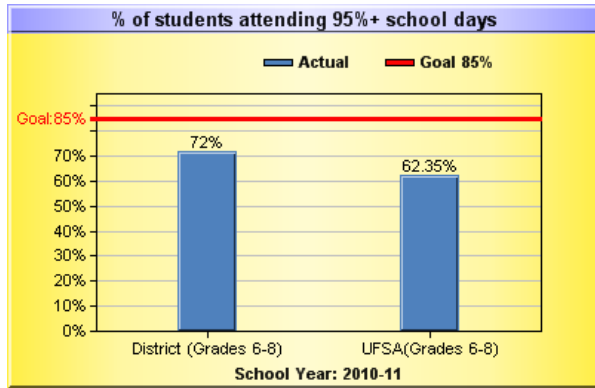**School Quality Standards relevant to this Strategic Priority**
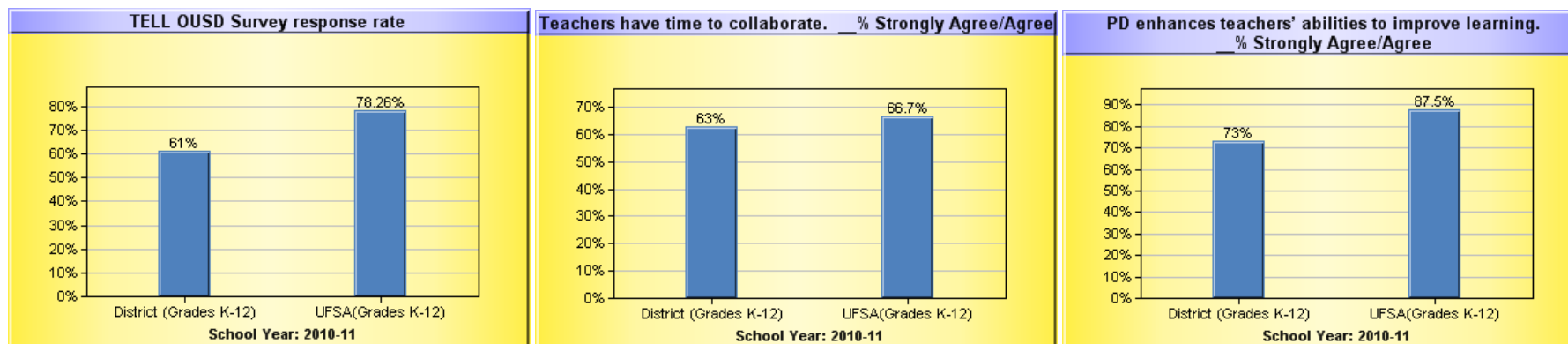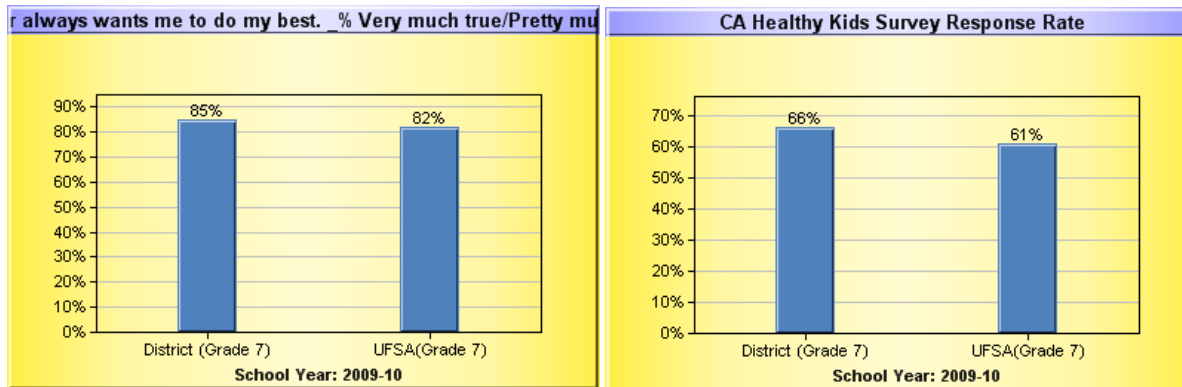A quality school...

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

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

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



CA Healthy Kids Survey (CHKS) Response Rate — District (Grade 7): 66%, UFSA (Grade 7): 61%, School Year: 2009-10

often skip school or cut classes in past year? __% Once a week or more — District (Grade 7): 2%, UFSA (Grade 7): 1%, School Year: 2009-10

Chronic Absence Rate — Actual, Goal 5% — District (Grades 6-8): 12%, UFSA (Grades 6-8): 13.88%, Goal: 5%, School Year: 2010-11

## % of students attending 95%+ school days

Legend: Actual ■ | Goal 85% ■

Goal:85%

- District (Grades 6-8): 72%
- UFSA(Grades 6-8): 62.35%

School Year: 2010-11

## Average Daily Attendance (ADA)

Legend: Actual ■ | Goal 98% ■

Goal:98%

- District (Grades 6-8): 95.18%
- UFSA(Grades 6-8): 94.44%

School Year: 2010-11

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

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

**School:** United for Success Academy                    **Principal:** ELIA BUSTAMANTE

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

A quality school...

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

**From OUSD Strategic Plan:**

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

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

**r always wants me to do my best. _% Very much true/Pretty mu**

District (Grade 7): 85%
UFSA(Grade 7): 82%

School Year: 2009-10



**CA Healthy Kids Survey Response Rate**

District (Grade 7): 66%
UFSA(Grade 7): 61%

School Year: 2009-10

### School Data

- Currently we do not have internal data on staff's input on PD. A Staff Survey will be developed and administered 2 times a year.
- Only two teachers resigned last year- 1 went to Medical School and the other did not obtain the correct credential.

### Data Analysis

- 66.7% of teachers believe they are given sufficient time to collaborate. We want 100% of teachers to believe they have enough collaboration time with other colleagues.

### Theory Action

- If we increase leadership and collaboration and function as a Professional Learning Commnity, and we get differentiated Professional Development, and we focus on student learning,
- and time for collaborations is structured into the school day, then we will develop shared leadership, structures and routines that enable us to run an effective program.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Increase teacher leadership capacity in order for them to lead Professional Learning Communities and Instructional Rounds. | Internal Assessments | All Students | Every term | Principal | 4/2/2012 | 228SQI3A1006 | Hire Transformation Leadership Coach to support teacher leaders and principal in increasing leadership, facilitation, and coaching skills in regards to instruction. | 3181-SIG | 5715-INTERPGM - INSTRUCTIONAL SERVICES | | 0 | $57,000.00 |
| Increase teacher leadership capacity in order for them to lead Professional Learning Communities and Instructional Rounds. | Internal Assessments | All Students | Every term | Principal | 4/2/2012 | 228SQI3A3062 | Contract with National Equity Project to support teacher leaders and principal in building internal capacity at the school site for increasing equity conversations and promoting a positive school culture and climate | 3181-SIG | | | 0 | $15,000.00 |
| Increase teacher leadership capacity in | | | | | | | Support Instructional | | | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| order for them to lead Professional Learning Communities and Instructional Rounds. | Internal Assessments | All Students | Every term | Principal | 4/2/2012 | 228SQI3A3089 | rounds by hiring a STIP substitutes to support learning process. | 3181-SIG | | TCSTIP0318 | 1 | $40,445.62 |
| Organize different teams and provide time to focus on goal setting, monitoring student growth and progress. | Internal Assessments | All Students | Weekly | Principal | 4/2/2012 | 228SQI3A1007 | 2 hours a week in grade level to focus on aligning behavioral expectations, creating a positive school culture, provide interventions, communicating with ELT about student needs and supports | N/A | | | 0 | $0.00 |
| Organize different teams and provide time to focus on goal setting, monitoring student growth and progress. | Internal Assessments | All Students | Weekly | Principal | 4/2/2012 | 228SQI3A3055 | Teams focused on leading the work in each of the four school-wide goals closely monitor the data to inform changes and implementation gaps | N/A | | | 0 | $0.00 |
| Organize different teams and provide time to focus on goal setting, monitoring student growth and progress. | Internal Assessments | All Students | Weekly | Principal | 4/2/2012 | 228SQI3A3056 | Instructional Leadership to monitor and oversee PD plan | N/A | | | 0 | $0.00 |
| Organize different teams and provide time to focus on goal setting, monitoring student growth and progress. | Internal Assessments | All Students | Weekly | Principal | 4/2/2012 | 228SQI3A3057 | Culture and Climate Leadership team to monitor effectiveness of initiatives pertaining to Culture and Climate (including PBIS and RJ) | N/A | | | 0 | $0.00 |
| Organize different teams and provide time to focus on goal setting, monitoring student growth and progress. | Internal Assessments | All Students | Weekly | Principal | 4/2/2012 | 228SQI3A3083 | Staff retreats twice a year to work on transformation efforts. | 3181-SIG | 5220-CONFERENCE EXPENSE | | 0 | $20,000.00 |
| Organize different teams and provide time to focus on goal setting, monitoring student growth and progress. | Internal Assessments | All Students | Weekly | Principal | 4/2/2012 | 228SQI3A3085 | Admin team to plan an participate in retreats and bimonthly meetings. | 3181-SIG | 1320-SUPV&ADM SALARIES STIPENDS | | 0 | $40,000.00 |
| Organize different teams and provide time to focus on goal setting, monitoring student growth and progress. | Internal Assessments | All Students | Weekly | Principal | 4/2/2012 | 228SQI3A3086 | Provide food for conferences/retreats | 3181-SIG | 4311-MEETING REFRESHMENTS | | 0 | $9,000.00 |
| Organize different teams and provide time to focus on goal setting, monitoring student growth and progress. | Internal Assessments | All Students | Weekly | Principal | 4/2/2012 | 228SQI3A3094 | Ensure participation of all staff at specific meetings (classified staff) | 3181-SIG | 2220-CLASSSUPPT SALARIES STIPENDS | | 0 | $5,000.00 |

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

## Strategic Priority A. Family & Community Engagement

**School:** United for Success Academy                    **Principal:** ELIA BUSTAMANTE

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

A quality school...

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

**From OUSD Strategic Plan:**

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

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

**School Data**

- 10% of parents are actively engaged on a weekly basis at UFSA.

**Data Analysis**

- Currently we have met/exceeded the district goal of "offering" services to our families. We would like to focus on increasing the level of involvement of our families.

**Theory Action**

- If we create meaningful engagement opportunities for our families, and bridge the gap in communication that exists, then our families will be empowered to work closely with staff to ensure the academic success of their child and improve our school.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Increase parent ownership of the school by investing in parent leadership. | Survey | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A3068 | Hire Family Engagement Director and additional Family Resource Center staff to lead these efforts. | 3181-SIG | 5825-CONSULTANTS | | 0 | $60,000.00 |
| Increase parent ownership of the school by investing in parent leadership. | Survey | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A3069 | Offer weekly meetings that enable parents to engage in the school community and make important recommendations to the principal. | N/A | | | 0 | $0.00 |
| Increase parent | | | | | | | Maintain compliant, | | | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ownership of the school by investing in parent leadership. | Survey | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A3070 | active and knowledgeable governance bodies such as ELAC and SSC | N/A | | 0 | $0.00 |
| Increase parent ownership of the school by investing in parent leadership. | Survey | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A3087 | Provide food and refreshment for family meetings. | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | 0 | $2,743.29 |
| Increase parent ownership of the school by investing in parent leadership. | Survey | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A4248 | Focus on diversifying our parent leadership group, specifically increase the number of African American families by hosting specific targeted events.. | N/A | | 0 | $0.00 |
| Increase parent education opportunities at UFSA. | Surveys | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A3071 | Identify partners in the community who can provide education to our parents. | N/A | | 0 | $0.00 |
| Increase parent education opportunities at UFSA. | Surveys | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A3072 | Maintain partnerships with ALAS, ESL classes, PLAN, Champions for Change | N/A | | 0 | $0.00 |
| Increase parent awareness of their child's academic progress. | Surveys, Grades | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A3074 | Maintain Reading and Writing bimonthly parent group focusing on understanding their child's reading level and CELDT scores. | N/A | | 0 | $0.00 |
| Increase parent awareness of their child's academic progress. | Surveys, Grades | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A3075 | Provide progress report workshop for parents on an ongoing basis. | N/A | | 0 | $0.00 |
| Increase parent awareness of their child's academic progress. | Surveys, Grades | All Students | | Family Engagement Director | 5/7/2012 | 228SQI4A4247 | Continue to hold Student Led Conferences twice a year so that students engage with parents in a dialogue about their own learning. | N/A | | 0 | $0.00 |
| Bridge the communication between parents and teachers. | Surveys | All Students | | Family Engagement Team | 5/7/2012 | 228SQI4A3076 | Ongoing communication with families and teachers via newsletters. | N/A | | 0 | $0.00 |
| Bridge the communication between parents and teachers. | Surveys | All Students | | Family Engagement Team | 5/7/2012 | 228SQI4A3077 | Continue participating in FAMELI network. | N/A | | 0 | $0.00 |
| Bridge the communication between parents and teachers. | Surveys | All Students | | Family Engagement Team | 5/7/2012 | 228SQI4A3078 | Monthly Family engagement team meetings (including teaching staff) | N/A | | 0 | $0.00 |

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

## Strategic Priority A. Strategic Operational Practices

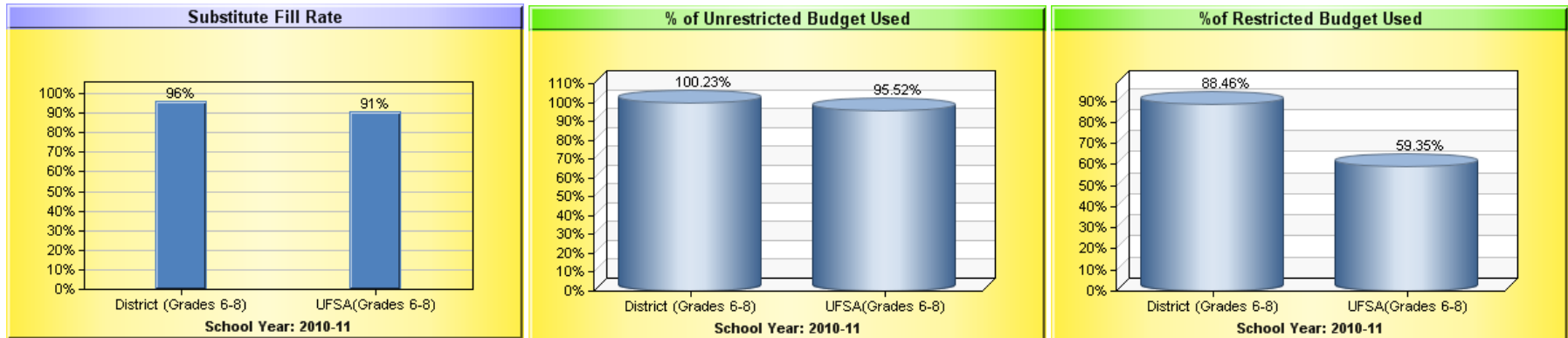**School:** United for Success Academy                    **Principal:** ELIA BUSTAMANTE

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

A quality school...

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

**From OUSD Strategic Plan:**

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



**Substitute Fill Rate**

| | District (Grades 6-8) | UFSA (Grades 6-8) |
|---|---|---|
| | 96% | 91% |

School Year: 2010-11

**% of Unrestricted Budget Used**

| | District (Grades 6-8) | UFSA (Grades 6-8) |
|---|---|---|
| | 100.23% | 95.52% |

School Year: 2010-11

**%of Restricted Budget Used**

| | District (Grades 6-8) | UFSA (Grades 6-8) |
|---|---|---|
| | 88.46% | 59.35% |

School Year: 2010-11

**ASSURANCES**
**2012-2013**

**School Site: United for Success Academy**
**Site Number: 228**

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.

2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on     3/6/12

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on     2/21/12, 3/6/12

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:

| Signature | Printed Name | Date |
|---|---|---|
| _(signature)_ | Sohail Ahmed | 5/7/12 |
| SSC Chairperson's Signature | SSC Chairperson's Name (printed) | Date |
| EVA ROQUE | Eva Roque | 5/7/12 |
| ELAC Chairperson's Signature | ELAC Chairperson's Name (printed) | Date |
| _(signature)_ | Elia Bustamante | 5/7/12 |
| Principal Signature | Principal's Name (printed) | Date |
| _(signature)_ | MATT DUFFY | 5/8/12 |
| Executive Officer's Signature | Executive Officer's Name (printed) | Date |
| _(signature)_ | Susana Ramirez | 6/8/12 |
| Director, State & Federal Compliance Signature | Director, State & Federal's Name (printed) | Date |

# School Site Council Membership Roster – Middle School

**School Name:** _United for Success Academy_____ **School Year** __2011-2012___

| Chairperson : Sohail Ahmed | Vice Chairperson: Eva Roque |
|---|---|
| **Secretary:** Maha Nusrat | **DAC Representative:** |

Check Appropriate Representation

| Members' Names | Address | Principal | Classroom Teacher | Other Staff | Parent/ Comm | Student |
|---|---|---|---|---|---|---|
| Eva Roque | | | | | X | |
| Elias Pinzon | | | | | X | |
| Claudia Solano | | | | | X | |
| Elvira Espino | | | | | X | |
| Maria | | | | | X | |
| Andres Matias | | | | | X | |
| Maha Nusrat | | | X | | | |
| Sohail Ahmed | | | X | | | |
| Stan Lake | | | X | | | |
| Ron McSwain | | | X | | | |
| Arnoldo Garcia | | | | X | | |
| Elia Bustamante | | X | | | | |
| **DAC Representative** | | | | | | |
| | | | | | | |
| Home Ph. | Email: | | | | | |

| **Meeting Schedule** | **3rd Tuesday of the Month** |
|---|---|

**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 <u>not</u> required to be members of the Middle School SSC**

**5** **Parent/community members cannot be employees at the site.**

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
**Or**
3 –Parent/Community
And 3 - students

**Involvement of Parents and Building Their Capacity in the Title I Program**
*United for Success Academy* agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- Accessibility: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.  Schools will work to build capacity for parent involvement through the following:

  1. The school offers a flexible number of meetings for parents, and involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title IA programs and the Title I Parental Involvement policy.

     *Parents are invited to attend monthly School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings.  These meetings are advertised through flyers brought home by students, mailed home, posted around school, families are called individually and via an auto dialer.  Additionally, our school has developed a series of courses and events to engage our families to encourage and promote active participation in their child's education and school.*

  2. Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
     The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following,

     - The State of California's academic content standards
     - The State of California's student academic achievement standards
     - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
     - The requirements of Title 1
     - How to monitor their child's progress
     - How to work with educators

     *Twice every school year, each student has a Student Led Conference, during which they explain to their family their academic progress at school. Students are supported by their teachers to know what they are learning, their*

*own level of mastery based on CST and District Benchmark exams and Progress Writing Assessments, and what they need in order to improve. Students reflect out loud about their progress, set goals and ask for specific support from their teachers and families. Additionally, teachers meet with families during Student Success Team (SST) meetings, which are set up as needed to address specific behavior and academic concerns for students.*

3. Provide materials and training to help Title I Parents work with their children to improve their children's achievement.

   *Parents are invited to learn at Student Led Conferences about the academic work their child is learning. Families learn about content material, as well as support services provided by the school and community. These resources include Extended Day during which students get academic help and homework support, as well as enrichment classes. Through our Coordination of Services Team (COST), families learn of direct health and mental health services available for their student. Through our Family Resource Center (FRC), families get direct services, such as Gang Awareness trainings, Reading and Writing workshops, Progress Report Workshops, and much more.*

4. Educate staff with the assistance of Title I parents of the value of parent contributions and how to work with parents as equal partners.

   *We have done a series of Professional Development meetings at which staff learn about the importance of engaging with families, calling home and what this looks and sounds like when done well. Staff is expected to call home and communicate with families about student success and concerns. Additionally, at SSC and ELAC meetings, staff and families work together to discuss school-wide issues/concerns and come up with solutions that work for all stakeholders.*

5. Coordinate and integrate the Title I Parental Involvement program with other activities that encourage and support parents to more fully participate in the education of their children.

   *Our Family Advocate helps lead the efforts of our FRC in engaging all families and encouraging them to more fully participate in school activities. Families are reached-out to regarding attending our many family planning meetings. Families are encouraged to attend school with their child, both scheduled and unscheduled. Families are also invited to attend field trips as chaperones, including over-night camping trips.*

6. Distribute to Title I parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

   *Monthly parent newsletters are sent home in English and Spanish which highlight upcoming events, parent meetings and student activities. Also, 2 or 3*

*times a month, we use our auto dialer to call every family with key information, in both English and Spanish.*

7. In regular meetings, provide support for parental activities requested by Title I parents.

   *During meetings, we provide food, translation and child care in order to help families stay and remain focused on the content of the meeting or event.*

**Annual Title I Meeting**

1) *United for Success Academy* will convene an annual Title I meeting to inform parents of the following:
   - Review **Home School Compact**
   - Their child's school participates in Title 1
   - The requirements of Title 1
   - Their right to be involved
   - Their right to participate in the development of the District's Title 1 Plan
   - About their school's participation in Title 1

**Adoption**

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

School Site Council minutes.

This policy was adopted by the United for Success Academy's School Site Council and will be in effect for the period of August 2012-June 2013. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before August 2012. It will be made available to the local community on or before August 2012. United for Success Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


_____        _____
(principal's signature)                                (date)

# United for Success Academy 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, internet use, 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, student led conferences, Open House, Back-to-School Night, monthly family nights, and Expo.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

_____
Family member signature

## As a teacher I will:

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

_____
Teacher signature

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

Signed on this _____ day of _____, 20__.

California Department of Education

# Academic Program Survey—Middle School Level

| 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. |

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components |
|---|---|---|---|
| **1. Instructional Program** | 1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts/ English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.<br><br>\* As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current". | Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in Reading/Language Arts/ELD. These materials are implemented daily as designed to support the needs of all students.<br>• 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.<br>• All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and English learners. 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 English learners, students with reading difficulties, students with disabilities, and advanced learners.<br>• Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education plan (IEP), to enable them to participate successfully in a basic core classroom. | (see table and key components below) |

**Implementation Status and Key Components**

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 1.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

**Key Components**

**Appropriate Instructional Program Materials**
All students are _____ assessed, _____placed, and _____provided appropriate SBE-adopted instructional program materials.

**Number of Students:**
_____ All Students
_____ English Learners
_____ Students with disabilities

**Appropriate Use**
Identify all that apply:
__X___Core materials are used daily as designed.
__X___Ancillary materials are used daily as designed.

**Formatted:** Highlight

| Documentation | Additional Comments |
|---|---|
| | Reading/Language Arts/ELD | |
| District Purchase Date: | | |
| School Distribution Date: | | |
| Classroom Distribution Date: | | |

Attach publisher purchase order (PO) documentation for sets of classroom core materials.
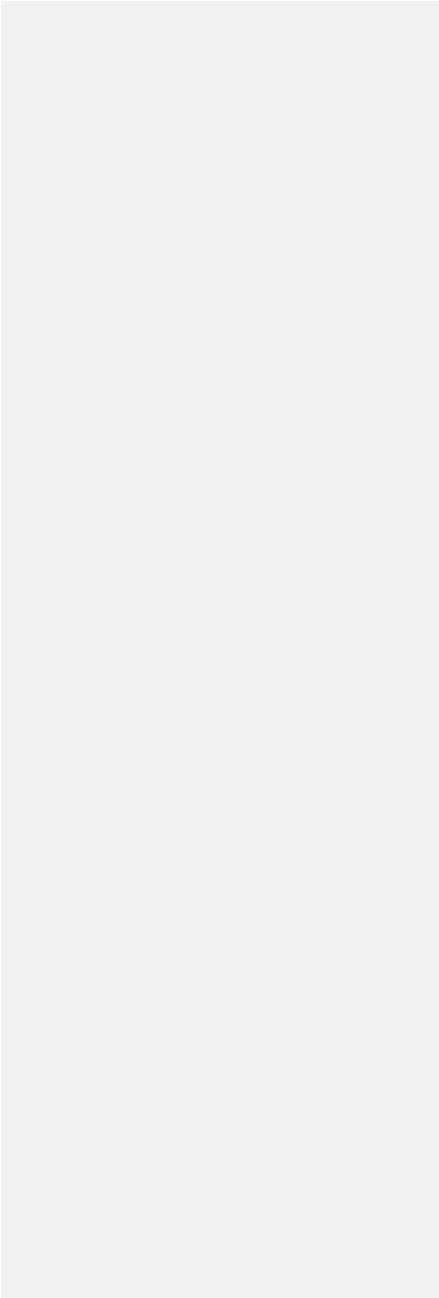
| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components — Review and identify which key components apply. Circle the most appropriate rating. |
|---|---|---|---|
| **1. Instructional Program** | 1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified English learner student.<br><br>*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current". | Full implementation means that English learners are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption the materials from the previous SBE-approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students.<br>• Students are appropriately placed into ELD using CELDT and all available English proficiency measures.<br>• Students at CELDT proficiency levels 1-3 need at least a separate ELD course, using current ELD materials focused on building English language skills through SBE-adopted materials.<br>• Students performing at California English Language Development Test (CELDT) Levels 4 and 5 (Early Advanced and Advanced) may not need separate ELD courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, which focus on building English language skills for mastery of content standards.<br>• For districts using the 2008 SBE-adopted Reading/Language Arts/ELD:<br>  – At all grade levels, teachers use the ELD components of the 2008 SBE-adopted Reading/Language Arts/ELD program (Programs 2 and 3).<br>  – For districts/sites adopting only Program 1, teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials). | See table and key components below |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 1.2 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Appropriate Instructional Program Materials**
All English learner students are ___assessed, ___placed, and ___provided appropriate SBE-adopted or SBE-approved instructional program materials.

**If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:**
**High Point**

**Appropriate Use**
_____Materials/ ELD components are used daily as designed.

*Formatted: Highlight*

*Formatted: Highlight*

California Department of Education

**Academic Program Survey—Middle School Level**

| | | | |
|---|---|---|---|
| | | • For districts using the 2002 SBE-adopted Reading/Language Arts/ELD:<br>   – Teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials). | |

| Documentation | | Additional Comments |
|---|---|---|
| | Reading/Language Arts/ELD | |
| District Purchase Date: | | |
| School Distribution Date: | | |
| Classroom Distribution Date: | | |
| Attach publisher PO documentation for sets of classroom core materials. | | |

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components |
|---|---|---|---|

| | | | **Implementation Status and Key Components**<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |

**1. Instructional Program**

1.3 The school/district provides the current* SBE-adopted Reading/Language Arts intensive intervention programs and materials in grades 6-8. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.

*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."

Full implementation means that all students identified as needing intensive intervention in grades 6-8, including English learners and students with disabilities, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.

- Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction.
- The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support.
- Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list.

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 1.3 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Formatted:** Highlight

**Formatted:** Highlight

**Formatted:** Indent: Left: 0.15", Bulleted + Level: 1 + Aligned at: 1.5" + Tab after: 1.75" + Indent at: 1.75", Tab stops: 0.4", List tab + Not at 0.5" + 1.75"

**Key Components**

**Appropriate Instructional Program Materials**
Students are _____ assessed, _____ placed and _____ provided appropriate SBE-adopted intensive intervention program and materials.

**Number of Intensive Intervention Students**:
All Intensive learners: Gr. 6 _30_ Gr. 7 _45_ Gr. 8 _45_
All Intensive EL's    Gr. 6 _12_ Gr. 7 _12_ Gr. 8 _14_
All Intensive SWD's   Gr. 6 _15_ Gr. 7 _15_ Gr. 8 _15_

| Number/% Provided SBE Intensive Intervention | | | |
|---|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 |
| **All Intensive** learners | | | |
| **Intensive** EL's | | | |
| **Intensive** SWD's | | | |

**Appropriate Use**
 _____ Materials are used daily as designed

| Documentation | Additional Comments |
|---|---|

| | Reading/Language Arts/ELD |
|---|---|
| District Purchase Date: | |
| School Distribution Date: | |
| Classroom Distribution Date: | |

California Department of Education

Attach publisher PO documentation for sets of classroom core materials.

**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 the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.<br><br>    * As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current". | Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.<br><br>• At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.<br>• All SBE-adopted programs have been designed with additional ancillary materials that are to 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 English learners, students with mathematics difficulties, students with disabilities, and advanced learners.<br>• Some students with disabilities 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. | (see rating table and key components below) |

Implementation Status and Key Components rating table:

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 1.4 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Appropriate Instructional Program Materials**
All students are ___assessed, _____placed, and ____ provided appropriate SBE-adopted instructional program materials.

**Number of Students:**
_____ All Students
_____ English Learners
_____ Students with disabilities

**Appropriate Use**
Identify all that apply:
__X___Core materials are used daily as designed.
__X___Ancillary materials are used daily as designed.

| Documentation | | Additional Comments |
|---|---|---|
| | Mathematics | |
| District Purchase Date: | | |
| School Distribution Date: | | |
| Classroom Distribution Date: | | |
| Attach publisher PO documentation for sets of classroom core materials. | | |

*Formatted: Highlight*
*Formatted: Highlight*

**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 | 1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades 6-7.These programs are implemented as designed and documented to be in use with materials for every identified intensive student.<br><br>For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program. | Full implementation means that all identified intensive intervention students in grades 6-7, including English learners and students with disabilities, who are two or more years below grade level in mathematics are provided the current SBE-adopted 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.<br>• For mathematics, grades 4-7, the 2008 SBE-adopted intensive intervention materials are not designed as a curriculum to replace core instruction.<br>• 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. | (see detail below) |

Implementation Status and Key Components detail:

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 1.5 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Appropriate Instructional Program Materials**
Students are ___assessed and ___provided appropriate SBE-adopted mathematics intervention materials.

**Number of Intensive Intervention Students:**
All Intensive learners:  Gr. 6 _15__ Gr. 7 _15__
All Intensive EL's         Gr. 6 ___ Gr. 7 ___
All Intensive SWD's       Gr. 6 ___ Gr. 7 ___

**Appropriate Use**
 _____Materials are used daily as designed.

*Formatted: Highlight*
*Formatted: Highlight*

| Documentation | | Additional Comments |
|---|---|---|
| | Mathematics | |
| District Purchase Date: | | |
| School Distribution Date: | | |
| Classroom Distribution Date: | | |
| Attach publisher PO documentation for sets of classroom core materials. | | |

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. | | | | |
|---|---|---|---|---|---|---|---|
| **1. Instructional Program** | 1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified intensive intervention students in grade 8 needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.<br><br>For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program. | Full implementation means that all students in grade 8, including English learners, students with disabilities, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.<br><br>• The Algebra Readiness program is a one period, stand-alone, intervention program to prepare students to enter into a grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.<br>• Some students with disabilities placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. | **Objective / Fully / Substantially / Partially / Minimally** table follows | | | | | |

Implementation Status table:

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 1.6 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Appropriate Instructional Program Materials**
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

**Number of Intensive Intervention Students**:
All Intensive learners:  Gr. 8 _20__
All Intensive EL's        Gr. 8 _17__
All Intensive SWD's     Gr. 8 _5__

| Number Provided SBE Algebra Readiness | |
|---|---|
| | **Grade 8** |
| Total Students | |
| English Learners | |
| Students with disabilities | |

**Appropriate Use**
 _____ Materials are used daily as designed.

| Documentation | | Additional Comments |
|---|---|---|
| | **Mathematics** | |
| District Purchase Date: | | |
| School Distribution Date: | | |
| Classroom Distribution Date: | | |

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education

# Academic Program Survey—Middle School Level

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components |
|---|---|---|---|
| **2. Instructional Time** | 2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for Reading/Language Arts/ELD. This time is given priority and protected from interruptions.<br>• Grades 6-8: 1.0 and up to 2.0 hours (or up to two periods) | Full implementation means that the school's master schedule allocates for all Reading/Language Arts/ELD classrooms the appropriate daily instructional time in the current SBE-adopted Reading/Language Arts/ELD basic core materials**. This provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions.<br>** Note for the 2008 SBE-adopted R/LA/ELD, this means Programs 1,2 or 3. | **Implementation Status and Key Components**<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |

**Implementation Status and Key Components**
Review and identify which key components apply.
Circle the most appropriate rating.

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 2.1 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Formatted:** Highlight

**Formatted:** Highlight

**Key Components**

**Appropriate Allocation of Daily Instructional Time**
_____Time is given priority and protected from interruptions.

**Identify Number (#) of instructional minutes (length of periods) offered at each grade level:**

| Number of instructional minutes at each grade level | | | |
|---|---|---|---|
| | **Grade 6** | **Grade 7** | **Grade 8** |
| All students | | | |
| English learners | | | |
| Students with disabilities | | | |

| Documentation | | Additional Comments |
|---|---|---|
| | Reading/Language Arts/ELD | |
| District Instructional Regulations: | | |
| School Instructional Procedures: | | |
| Attach appropriate documents. | | |

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |
|---|---|---|---|
| **2. Instructional Time** | 2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions.<br>• Grades 6-8: 30-45 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. | Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, 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.<br>• This time is given priority and protected from interruptions.<br>• Students identified in need of strategic support are defined as students demonstrating proficiency in Reading/English-language arts standards no more than two years below grade level.<br>• Strategic learners are assessed and require additional instructional time beyond the core.<br>  – For high priority strategic students, the support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade level course.<br>Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core English-language arts classroom.<br><br>• The SBE-basic core adopted materials and the core | (see below) |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 2.2 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Appropriate Allocation of Daily Instructional Time**
_____Time is given priority and protected from interruptions.

**Identify Number (#) of Strategic and High Priority (HP) strategic students served <u>and</u> the amount of strategic time (length of HP strategic periods) offered at each grade level:**

| Number of students at each grade level | | | |
|---|---|---|---|
|  | Grade 6 | Grade 7 | Grade 8 |
| All Strategic |  |  |  |
| All HP Strategic |  |  |  |
| # of HP Strategic <u>provided additional</u> 30-45 minutes or a support period |  |  |  |

**Formatted:** Highlight

**Formatted:** Highlight

**Formatted:** Indent: Left: 0.4", Bulleted + Level: 1 + Aligned at: 0.75" + Tab after: 1" + Indent at: 1", Tab stops: Not at 1"

California Department of Education

**Academic Program Survey—Middle School Level**

<table>
<tr>
<td rowspan="2"></td>
<td rowspan="2"></td>
<td rowspan="2">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 core program with their peers.</td>
<td colspan="4"><strong>Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grade 6</strong></td>
<td><strong>Grade 7</strong></td>
<td><strong>Grade 8</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Additional time provided to all HP strategic students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Additional time provided to HP strategic ELs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Additional time provided to HP strategic SWDs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td colspan="4"><strong>Describe assessment and placement criteria for high priority strategic students:</strong><br><br><br><strong>Describe differentiated support for students not needing an additional strategic period:</strong></td>
</tr>
</table>

<table>
<tr>
<td colspan="2" align="center">Documentation</td>
<td align="center">Additional Comments</td>
</tr>
<tr>
<td></td>
<td align="center">Reading/Language Arts/ELD</td>
<td rowspan="4"></td>
</tr>
<tr>
<td>District Instructional Regulations:</td>
<td></td>
</tr>
<tr>
<td>School Instructional Procedures:</td>
<td></td>
</tr>
<tr>
<td colspan="2">Attach appropriate documents.</td>
</tr>
</table>

California Department of Education

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |
|---|---|---|---|
| 2. Instructional Time | 2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified English learners, using either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.<br><br>• Grades 6-8: 30-60 minutes (or up to one period) | Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for all identified English learners. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.<br>• English learners are appropriately placed into ELD using CELDT and all available English proficiency measures.<br>• Students at CELDT proficiency levels 1-3 need at least a separate ELD course focused on building English language skills.<br>• Students at CELDT proficiency levels 4 and 5 (Early Advanced and Advanced levels) may not need separate ELD courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, that focus on building English language skills for mastery of content standards. Examples of designated ELD master schedule offerings include:<br>  – A separate period of ELD<br>  – ELD during SBE-adopted intensive intervention Program 5<br>  – An ELD strategic support class<br>  – A grade-level English class with in-class ELD support | (see below) |

**Implementation Status and Key Components**

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 2.3 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Appropriate Allocation of Daily Instructional Time**
Identify all that apply
_____Time is given priority and protected from interruptions.
_____ ELD instruction is additional time in the schedule.

**Identify Number (#) EL students by CELDT level and # of ELD minutes (length of periods) offered at each CELDT level**

| Proficiency Levels | Levels 1-2 | Level 3 | Levels 4-5 |
|---|---|---|---|
| # Students | | | |
| # of Instructional Minutes in ELD (beyond 2.1 and 2.2) | | | |

Formatted: Highlight

Formatted: Highlight

Formatted: Indent: Left: 0.06", Bulleted + Level: 1 + Aligned at: 1.03" + Tab after: 1.28" + Indent at: 1.28"

| | | | |
|---|---|---|---|
| | 1.28" | • Districts who have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program I, English learners should be provided daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists<br>• Districts not adopting from the 2008 SBE list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists | |

| Documentation | | Additional Comments |
|---|---|---|
| | Reading/Language Arts/ELD | |
| District Instructional Regulations: | | |
| School Instructional Procedures: | | |
| Attach appropriate documents. | | |

**Formatted:** Indent: Left: 0.06", Bulleted + Level: 1 + Aligned at: 1.03" + Tab after: 1.28" + Indent at: 1.28"

California Department of Education

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components |
|---|---|---|---|
| | | | Review and identify which key components apply. Circle the most appropriate rating. |
| 2. Instructional Time | 2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted intensive intervention programs in Reading/Language Arts. This time is given priority and protected from interruptions.<br>• Grades 6-8: 2.5 to 3.0 hours (or up to 3 periods) | Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including English learners and students with disabilities. The current SBE-adopted Reading/Language Arts/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.<br><br>• This time is given priority and protected from interruptions.<br>• Students in need of intensive intervention are defined as students demonstrating proficiency in reading/language arts two or more years below grade level.<br>• The master schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-Adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers (two to three periods within the master schedule).<br>• The master schedule reflects that English learners assessed and identified for intensive intervention receive the appropriate recommended minutes of instruction daily in the intervention program (2008 SBE-adopted Program 5 or materials from the previous 2002 SBE-adopted materials lists). These materials are designed to provide intensive, accelerated, and extensive ELD that complements and supports reading/language arts instruction. English learners in intensive intervention Program 5 will receive embedded ELD instruction as per | (see detailed table below) |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 2.4 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Appropriate Allocation of Daily Instructional Time**
_____Time is given priority and protected from interruptions.

**Indicate total length (minutes) of blocked periods:**

**# of Instructional minutes at each grade level**

| | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| All Intensive learners | | | |
| Intensive English learners | | | |
| Intensive Student with disabilities | | | |

California Department of Education

**Academic Program Survey—Middle School Level**

| | | program design. For English learners, Program 5 (Intensive Reading Intervention for English learners) meets the required 30-60 minutes of ELD daily instruction. | |
|---|---|---|---|
| | | | |

| 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<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |
|---|---|---|---|
| **2. Instructional Time** | 2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for mathematics. This time is given priority and protected from interruptions.<br>• Grades 6-8: 50-60 minutes (or one period) | Full implementation means that the school's master schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.<br>• This time is given priority and protected from interruptions. | See table below |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 2.5 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

**Formatted:** Highlight

**Formatted:** Highlight

### Key Components

**Appropriate Allocation of Daily Instructional Time**
_____Time is given priority and protected from interruptions.

**Identify # of instructional minutes (length of periods) offered at each grade level:**

| # of Instructional minutes at each grade level | | | |
|---|---|---|---|
| | Grade 6 | Grade 7 | Algebra I |
| All Students | | | |
| English learners | | | |
| Students with disabilities | | | |

**\* For Algebra Readiness see 2.7**

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

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating. |
|---|---|---|---|
| 2. Instructional Time | 2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials. <br>• Grades 6-7: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. <br>• Grade 8: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course. | Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, 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. <br>• For grades 6-7, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. <br>• For grades 6-7, strategic students are assessed and need additional instructional time beyond the core. <br> – For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level course. <br> – Some grade 6-7 students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade- level skills and concepts in their core mathematics classroom. <br>• For grade 8, strategic students are defined as demonstrating proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. <br>• For grade 8, strategic students are assessed and need additional instructional time beyond the core. <br> – For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. <br> – Some grade 8 strategic students may have occasional trouble within day-to-day grade-level standards | (see below) |

**Implementation Status and Key Components**

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 2.6 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

**Key Components**

**Appropriate Allocation of Daily Instructional Time**

_____Time is given priority and protected from interruptions.

**Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of periods) offered at each grade level:**

| Number of students at each grade level | | | |
|---|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 |
| All Strategic | | | |
| All HP Strategic | | | |
| All HP ELs | | | |
| All HP SWDs | | | |

**Describe differentiated support for students not needing an additional strategic period:**

<table>
<tr><td rowspan="2"></td><td colspan="3">instruction. These students may not need additional strategic time beyond the core period.  In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.<br><br>• For grades 6-8, the core adopted 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 core program with their peers.</td></tr>
</table>

| Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students | | | |
|---|---|---|---|
| | **Grade 6** | **Grade 7** | **Algebra 1** |
| Additional time provided to all HP strategic students | | | |
| Additional time provided to HP strategic English learners | | | |
| Additional time provided to HP strategic Students with disabilities | | | |

**Describe differentiated support for students not needing an additional strategic period:**

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

Formatted: Indent: Left: 0.09", Bulleted + Level: 1 + Aligned at: 0.05" + Tab after: 0.3" + Indent at: 0.3"

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |
|---|---|---|---|
| **2. Instructional Time** | 2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials or program for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.<br><br>• Grades 6-8: 30-60 minutes (or up to one period) additional intensive support at each grade-level core course when additional intervention support is needed.<br>• Grade 8: one period of Algebra Readiness daily for identified intervention students. | Full implementation means that the school's master schedule allocates sufficient 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 intervention students.<br>• For Grades 6-7, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards.<br>• For Grade 8, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards.<br><br>**For districts using the 2007 SBE adoptions:**<br>The fourth through seventh grade intensive intervention materials are not designed as a curriculum to replace core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed.<br>• For Grade 8, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. | (see below) |

**Implementation Status:**

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 2.7 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Appropriate Allocation of Daily Instructional Time**
_____ Time is given priority and protected from interruptions.

**Indicate total number of additional minutes:**

| # of Instructional minutes at each grade level | | | |
|---|---|---|---|
| | **Grade 6** | **Grade 7** | **Algebra Readiness** |
| Intensive learners | | | |
| Intensive English learners | | | |
| Intensive Student with disabilities | | | |

*Formatted: Highlight*

*Formatted: Highlight*

*Formatted: Indent: Left: 0.33", Bulleted + Level: 1 + Aligned at: 0.07" + Tab after: 0.32" + Indent at: 0.32", Tab stops: 0.58", List tab + Not at 0.32"*

California Department of Education

**Academic Program Survey—Middle School Level**

<table>
<tr>
<td></td>
<td></td>
<td colspan="2"><strong>For districts using the 2001 SBE adoptions:</strong><br>• 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.</td>
<td></td>
</tr>
<tr>
<td colspan="2" align="center">Documentation</td>
<td colspan="3" align="center">Additional Comments</td>
</tr>
<tr>
<td></td>
<td align="center">Mathematics</td>
<td colspan="3" rowspan="4"></td>
</tr>
<tr>
<td>District Instructional Regulations:</td>
<td></td>
</tr>
<tr>
<td>School Instructional Procedures:</td>
<td></td>
</tr>
<tr>
<td>Attach appropriate documents.</td>
<td></td>
</tr>
</table>

California Department of Education

## Academic Program Survey—Middle School Level

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>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 (6-8) for the current SBE-adopted Reading/Language Arts/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 daily use in all reading, language arts, and ELD classrooms to fully implement the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).<br><br>• 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.<br>• The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. | Objective / 3.1 rating table below |  |  |  |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 3.1 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Instructional/Assessment Pacing Guides**
_____ Distributed to all teachers at each grade Level
_____ Used daily at every grade level

**Pacing Guide Use Monitored**
_____ Principal monitors daily use

<table>
<tr><td>Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td></td></tr>
<tr><td>School/District Pacing Plan by Grade Level or Program Level</td><td></td><td></td></tr>
<tr><td colspan="3">Attach appropriate documents.</td></tr>
</table>

*Formatted: Highlight*

*Formatted: Highlight*

California Department of Education

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. | | | |
|---|---|---|---|---|---|---|
| 3. Lesson Pacing Guide | 3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted mathematics programs (6-8) 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 daily use in all mathematics classrooms to fully implement the current SBE-adopted mathematics programs by grade level (and by tracks if a year-round school schedule).<br>• Use of the pacing guide ensures 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.<br>• The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/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. | | | | |

Within the Implementation Status box:

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 3.2 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Instructional/Assessment Pacing Guides**
_____ Distributed to all teachers at each grade Level
_____ Used daily at every grade level

**Pacing Guide Use Monitored**
_____ Principal monitors daily use

| Documentation | | Additional Comments |
|---|---|---|
| | Mathematics | |
| School/District Pacing Plan by Grade Level or Program Level | | |
| Attach appropriate documents. | | |

**Formatted:** Highlight

**Formatted:** Highlight

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components |
|---|---|---|---|
| | | | Review and identify which key components apply. Circle the most appropriate rating. |
| 4. School Administrator Instructional Leadership Training | 4.1 The district provides the principal and vice-principal(s) with a 40 hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted Reading/Language Arts/ELD basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40 hour structured practicum based on the implementation of the R/LA and mathematics instructional materials and the Essential Program Components.<br><br>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40 hours of structured practicum in the current district-adopted Reading/Language Arts/ELD | Full implementation means the district validates that the principal and vice-principal(s) have completed the 40 hour administrative training in the current SBE-adopted Reading/Language Arts/ELD core or intervention program materials and current SBE-adopted mathematics program materials and 40 hours of structured practicum. The 40 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training in the following:<br>• Sixteen (16) hours in the current Reading/Language arts core or intensive reading intervention materials and 16 hours in the current SBE adopted mathematics materials used in the school;<br>• The ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners;<br>• Curriculum Framework language and the academic content standards addressed in the materials; and<br>• The use of the instructional/assessment pacing guide.<br><br>The remaining 8 hours focus on the following:<br>• 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;<br>• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; | See detail below |

| Objective | Fully 100% | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 4.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

**Key Components**

**Training and Practicum Completed**
Principal
_____ Training in Reading/Language Arts/ELD
_____ Training in Mathematics
_____ Structured Practicum*

Vice Principal
_____ Training in Reading/Language Arts/ELD
_____ Training in Mathematics
_____ Structured Practicum*

* Refer to suggested practicum activities in EPC 3.2.

**Formatted:** Highlight

**Formatted:** Highlight

**Formatted:** Indent: Left: 0.15", Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25"

**Formatted:** Indent: Left: 0.23", Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25"

California Department of Education

| | | |
|---|---|---|
| or intensive reading intervention program and mathematics program materials.<br><br>**Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40 hours) and 40 hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20 hours) and 20 hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20 hours) and 20 hours of structured practicum. Administrators will also have to complete an online survey as well as these 160 hours of combined training and practicum.** | • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. | |

> **Formatted:** Indent: Left: 0.23", Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25"

| Documentation | | Additional Comments |
|---|---|---|
| | E/LA/ELD & Mathematics | |
| District Completion Records: | | |
| Approved Provider Information: | | |
| Date of Offerings: | | |

| Attach appropriate documents. | |
|---|---|
| | |

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |
|---|---|---|---|
| **4. School Administrator Instructional Leadership Training** | 4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs. | Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.<br><br>* Targeted professional development and support may include:<br>• Development, use, and monitoring of classroom observation protocols to include<br>   ○ Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide,<br>   ○ The effective implementation of targeted research-based instructional strategies to meet the needs of all students including English learners and students with disabilities.<br>• Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.<br>• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback<br>• Participation in Modules 2 and 3 of the Administrator Training Program<br>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. | See table below |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 4.2 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Principal's Professional Development**
_____ Completed

**Identify type of professional development/support\* and hours (refer to suggested targeted professional development and support list):**

California Department of Education

**Academic Program Survey—Middle School Level**

| | | |
|---|---|---|
| | | • Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention<br>• Implementation and monitoring of standards-based IEP.<br>• Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials.<br>• Supporting and training 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.<br>• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. | |

| Documentation | | | Additional Comments |
|---|---|---|---|
| | Reading/Language Arts/ELD | Mathematics | |
| District Completion Records: | | | |
| Approved Provider Information: | | | |
| Date of Offerings: | | | |
| 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.** |

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components |
|---|---|---|---|
| **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 No Child Left Behind (NCLB) Act of 2001. | Full implementation means that all classrooms have fully credentialed, highly qualified teachers appropriately credentialed for their assignment. | *(rating table below)* |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 5.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

**Key Components**

_____ **Percentage of fully credentialed, highly qualified teachers.**

Formatted: Highlight

Formatted: Highlight

| Documentation | | | Additional Comments |
|---|---|---|---|
| | Reading/Language Arts/ELD | Mathematics | |
| District SB 472 Completion Records: | | | |
| Approved Provider Information: | | | |
| Dates of Offerings: | | | |
| Attach appropriate documents. | | | |

California Department of Education

5/10/12 5/6/12 8/31/09

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 Reading/Language Arts/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Reading/Language Arts/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.<br><br>This requirement is fulfilled when the teacher completes 40 hours of SBE-adopted instructional materials | Full implementation means that all teachers of Reading/Language Arts/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted Reading/Language Arts/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.<br><br>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.<br>Some practicum activities might include:<br>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.<br>• Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to | (see below) |

Implementation table:

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 5.2 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Training and Practicum Completed**:

**Indicate the number of teachers at each grade level and number completing training and practicum:**

| | # of Teachers | 40 hour Training | Structured Practicum |
|---|---|---|---|
| Grade 6 | | | |
| Grade 7 | | | |
| Grade 8 | | | |

\* Refer to suggested practicum activities

| | | | |
|---|---|---|---|
| | training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan. | 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.<br>• 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.<br>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards.<br>• Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.<br>• Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.<br>• Training on RtI$^2$ including support on providing tiered intervention<br>• Implementation and monitoring of standards-based IEP.<br>• Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. | |

| Documentation | | Additional Comments | |
|---|---|---|---|
| | Reading/Language Arts/ELD | | |
| District Completion Records: | | | |
| Approved Provider Information: | | | |
| Dates of Offerings: | | | |
| 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<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |
|---|---|---|---|
| 5. Credentialed Teachers and Professional Development Opportunity | 5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.<br><br>This requirement is fulfilled when the teacher completes 40 hours of instructional materials | Full implementation means that all teachers of mathematics, Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.<br><br>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.<br><br>Some practicum activities might include:<br>• Use of the SBE adopted 4-7th intensive intervention instructional materials along with the basic core program.<br>• Data team protocol training to analyze and use data to inform classroom and school-wide practices. | See below |

### Implementation Status and Key Components

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 5.3 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Training and Practicum Completed**

**Indicate the number of teachers at each grade level and number completing training and practicum:**

| | # of Teachers | 40 hour Training | Structured Practicum |
|---|---|---|---|
| Grade 6 | | | |
| Grade 7 | | | |
| Algebra | | | |
| Algebra Readiness | | | |

\* Refer to suggested practicum activities

Formatted: Highlight

Formatted: Highlight

California Department of Education

| | | |
|---|---|---|
| | training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan. | <ul><li>Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</li><li>Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</li><li>Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners 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$^2$ including support on providing tiered intervention.</li><li>Implementation and monitoring of standards-based IEP.</li><li>Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li></ul> |

| Documentation | | Additional Comments |
|---|---|---|
| | Mathematics | |
| District Completion Records: | | |
| Approved Provider Information: | | |
| Dates of Offerings: | | |
| Attach appropriate documents. | | |

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. | | |
|---|---|---|---|---|---|
| **6. Ongoing Instructional Assistance and Support for Teachers** | 6.1 The school/district provides instructional assistance and ongoing support to all teachers of Reading/Language Arts/ELD, including strategic and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program, and work inside the 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 reading/language arts/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 current adopted Reading/Language Arts/ELD and intensive intervention instructional programs to improve student achievement.<br>• 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.<br>• 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, English learners, students with disabilities, benchmark and advanced learners.<br>• The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers.<br>• The principal structures and monitors the use and impact of coaching services on students' achievement. | See ratings table below | | |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 6.1 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Coaches/Content Experts/Specialists**:
_____ Type of instructional assistance
_____ Works primarily in classrooms

**Describe type of classroom/teacher assistance regularly provided to teachers:**

**Describe criteria used for identifying and providing coaching support:**

**Monitoring Coaching System**
_____ Principal structures/monitors instructional assistance services

**Trained Coaches/ Content Experts/Specialists**
_____ Completed SBE adopted materials-based
         training  (identify which program[s]).
_____ Completed ELPD

**Describe type of training/ support planned and/or provided for coaches/content experts/specialists:**

| Documentation | | Additional Comments |
|---|---|---|
| | Reading/Language Arts/ELD | |
| School Plan for Assistance and Support to Teachers: | | |

Formatted: Highlight

Formatted: Highlight

| Attach appropriate documents. | |
|---|---|

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |
|---|---|---|---|
| **6. Ongoing Instructional Assistance and Support for Teachers** | 6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the current 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 current adopted mathematics instructional programs to improve student achievement.<br>• 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.<br>• 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, English learners, students with disabilities, benchmark and advanced learners.<br>• The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers.<br>• The principal structures and monitors the use and impact of coaching services on students' achievement. | **Objective / Fully / Substantially / Partially / Minimally**<br><br>6.2 — 4 100% — 3 At least 75% — 2 At least 50% — 1 Less than 50%<br><br>**Key Components**<br><br>**Coaches/Content Experts/Specialists**:<br>_____ Type of instructional assistance<br>_____ Works primarily in classrooms<br><br>**Describe type of classroom/teacher assistance regularly provided to teachers:**<br><br>**Describe criteria used for identifying and providing coaching support:**<br><br>**Monitoring Coaching System**<br>_____ Principal structures/monitors instructional assistance services<br><br>**Trained Coaches/ Content Experts/Specialists**<br>_____ Completed SBE adopted materials-based Training (identify which program[s]).<br>_____ Completed ELPD<br><br>**Describe type of training/ support planned and/or provided for coaches/content experts/specialists:** |
| Documentation | | Additional Comments | |
| | Mathematics | | |
| School Plan for Assistance and Support to Teachers: | | | |

Formatted: Highlight

Formatted: Highlight

California Department of Education

## Academic Program Survey—Middle School Level

| Attach appropriate documents. | |
|---|---|

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. |
|---|---|---|---|
| **7. Student Achievement Monitoring System** | 7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs. 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 on 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.<br>• 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.<br>• 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 English learners and students with disabilities.<br>• 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. | (see rating table and key components below) |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 7.1 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Formatted:** Highlight

**Formatted:** Highlight

**Key Components**

**Ongoing Assessment and Monitoring System**
_____ District supported electronic data management System
_____ District wide reporting and analysis of assessment results
_____ School wide reporting and analysis of assessment results
_____ Timely data from assessments available to and easily accessible by administrators and teachers
_____ Common curriculum embedded/formative assessments in use school-wide

**Training on Accessing and Using Electronic Data System**
_____ Staff trained on using and accessing data from the electronic data system

**Using Formative Assessment Results**
_____ Common curriculum embedded/formative assessments administered frequently
_____ School-wide assessment calendar developed and used
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction

California Department of Education

**Academic Program Survey—Middle School Level**

| | | | |
|---|---|---|---|
| | | | |

| Documentation | | Additional Comments |
|---|---|---|
| | Reading/Language Arts/ELD | |
| Example of Curriculum Embedded Assessments: | | |
| Sample report of assessment at the following levels | | |
| Classroom: | | |
| School: | | |
| District: | | |
| Attach appropriate documents. | | |

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. | | | | |
|---|---|---|---|---|---|---|---|
| 7. Student Achievement Monitoring System | 7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted core mathematics and intensive intervention programs. 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 on 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 entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.<br>• 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.<br>• In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the SBE-adopted intervention materials.<br>• 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 English learners and students with disabilities.<br>• 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. | | | | | |

<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>7.2</td><td>4<br>100%</td><td>3<br>At least 75%</td><td>2<br>At least 50%</td><td>1<br>Less than 50%</td></tr>
</table>

**Key Components**

**Ongoing Assessment and Monitoring System**
_____ District supported electronic data management system
_____ District wide reporting and analysis of assessment results
_____ School wide reporting and analysis of assessment results
_____ Timely data from assessments available to and easily accessible by administrators and teachers
_____ Common curriculum embedded/formative assessments in use school-wide.

**Training on Accessing and Using Electronic Data System**
_____ Staff trained on using and accessing data from the electronic data system

Formatted Table
Formatted: Highlight
Formatted: Highlight

California Department of Education

**Academic Program Survey—Middle School Level**

| | | | **Using Formative Assessments Results** |
|---|---|---|---|
| | | | _____ Common curriculum embedded/formative assessments administered frequently |
| | | | _____ School wide assessment calendar developed and used |
| | | | _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction |
| Documentation | | Additional Comments | |
| | Mathematics | | |
| Example of Curriculum Embedded Assessments: | | | |
| Sample report of assessment at the following levels | | | |
| Classroom: | | | |
| School: | | | |
| District: | | | |
| Attach appropriate documents. | | | |

**Academic Program Survey—Middle School Level**

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. | | | |
|---|---|---|---|---|---|---|

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | | | | |
|---|---|---|---|---|---|---|
| 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 assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted Reading/Language Arts/ELD programs. | Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.<br>• Teachers are trained in collaboration meeting protocols.<br>• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:<br>  – Entry-level placement and/or diagnostic<br>  – Progress monitoring, including frequent formative and curriculum-embedded assessments; and<br>  – Summative benchmark assessments<br>• 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 English learners and students with disabilities. | | | | |

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 8.1 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Scheduled Structured Collaboration Meetings**
_____ Number per month
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate
_____ Meetings are structured, protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels

**Collaborative Meeting Discussion Content**
_____ Using and analyzing timely student common assessment results from all students
_____ Strengthening program implementation
_____ Designing and improving lessons/ instruction
_____ Identifying research-based strategies to support specific skill needs of all students

| Documentation | | Additional Comments |
|---|---|---|
| | Reading/Language Arts/ELD | |
| School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans | | |
| Attach appropriate documents. | | |

5/10/125/6/128/31/09

Formatted: Highlight
Formatted: Highlight
Formatted: Indent: Left: 0.42", Bulleted + Level: 2 + Aligned at: 0.8" + Tab after: 1.05" + Indent at: 1.05", Tab stops: 0.67", List tab + Not at 1.05"

California Department of Education

# Academic Program Survey—Middle School Level

| Essential Program Component | Objective | Criteria, Clarifications, and Citations | Implementation Status and Key Components<br>Review and identify which key components apply.<br>Circle the most appropriate rating. | | | | |
|---|---|---|---|---|---|---|---|

**8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal**

8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.

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.

- Teachers are trained in collaboration meeting protocols.
- Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
  - Entry-level placement and/or diagnostic
  - Progress monitoring, including frequent formative and curriculum-embedded assessments; and
  - Summative benchmark assessments
- Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities.

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 8.2 | 4<br>100% | 3<br>At least 75% | 2<br>At least 50% | 1<br>Less than 50% |

**Key Components**

**Scheduled Structured Collaboration Meetings**
_____ Number per month
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate
_____ Meetings are structured, protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels

**Collaborative Meeting Discussion Content**
_____ Using and analyzing timely student common assessment results from all students
_____ Strengthening program implementation
_____ Designing and improving lessons/ instruction
_____ Identifying research-based strategies to support specific skill needs of all students

*Formatted: Highlight*

*Formatted: Highlight*

*Formatted: Indent: Left: 0.33", Bulleted + Level: 2 + Aligned at: 0.8" + Tab after: 1.05" + Indent at: 1.05", Tab stops: 0.58", List tab + Not at 1.05"*

| Documentation | | Additional Comments |
|---|---|---|
| | 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 |
|---|---|---|---|
| **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 Reading/Language Arts/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 reading/language arts, and ELD, are aligned and prioritized in the Single Plan for Student Achievement (SPSA).<br>• The SPSA is aligned with the goals and activities in the LEA Plan.<br>• 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 Single Plan for Student Achievement.<br>• The district requires that SPSA expenditures detail EPC alignment.<br>• District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform. | **Implementation Status and Key Components**<br>Review and identify which key components apply.<br>Circle the most appropriate rating.<br><br>See rating table below. |

**Implementation Status and Key Components** — Review and identify which key components apply. Circle the most appropriate rating.

| Objective | Fully | Substantially | Partially | Minimally |
|---|---|---|---|---|
| 9.1 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% |

**Key Components**

**Allocation of Funds**
_____ District and site categorical and general funding are aligned to support EPC implementation.

**Coordination of Funds**
_____ The SPSA aligns to the goals and activities in the LEAP.

| Documentation | | Additional Comments |
|---|---|---|
| | Reading/Language Arts/ELD | |
| Plan uses all revenues appropriately | | |
| 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<br>Review and identify which key components apply.<br>Circle the most appropriate rating. | | | |
|---|---|---|---|---|---|---|
| **9. Fiscal Support** | 9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the 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 mathematics are aligned and prioritized in the Single Plan for Student Achievement (SPSA).<br>• The SPSA is aligned with the goals and activities in the LEA Plan.<br>• 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 Single Plan for Student Achievement.<br>• The district requires that SPSA expenditures detail EPC alignment.<br>• District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform. | Objective / 9.2 — Fully / 4 100% — Substantially / 3 At least 75% — Partially / 2 At least 50% — Minimally / 1 Less than 50%<br><br>**Key Components**<br><br>**Allocation of Funds**<br>_____ District and site categorical and general funding are aligned to support EPC implementation.<br><br>**Coordination of Funds**<br>_____ The SPSA aligns to the goals and activities in the LEAP. | | | |

| | | Implementation | Status and Key Components | | | |
|---|---|---|---|---|---|---|
| Objective | Fully | Substantially | Partially | Minimally | | |
| 9.2 | 4 100% | 3 At least 75% | 2 At least 50% | 1 Less than 50% | | |

| Documentation | | Additional Comments |
|---|---|---|
| | Mathematics | |
| Plan uses all revenues appropriately | | |
| Attach appropriate documents. | | |