

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 – James Madison Middle School

Action Requested:

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



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: James Madison Middle School

6066450

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

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

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

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

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

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

beyond high school. The district's position regarding retention and remediation policies will cause us to re-double our efforts to more fully motivate and involve under-achieving students and their parents. We have implemented extended-day school activities for all students, and skill-boosting programs which we will continue to revise and refine. We will continue to manage and expand existing service programs on site. We offer a comprehensive Safe Passage Program complete with a case manager, psychologist, therapist, and counselors to address the needs of our students in the areas of their psychological, emotional, as well as, their social and ethical needs. Our campus has also been selected to house a comprehensive community clinic. School improvement efforts are guided by the School Site Council, which will meet monthly to formulate, implement, and evaluate our School's Plan for Student Achievement. Throughout the year the faculty and parents will examine the school achievement data, interpret it, and use it to evaluate our progress, set goals, and revise programs. Based on the data, one of our areas of emphasis is improving the skills of our English learners. The Mathematics department will re-design their courses to include Algebra and Geometry classes in eighth grade. We are pleased to embrace our school-wide theme for this year:

VISION

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

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: James Madison Middle School

Principal: LUCINDA TAYLOR

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

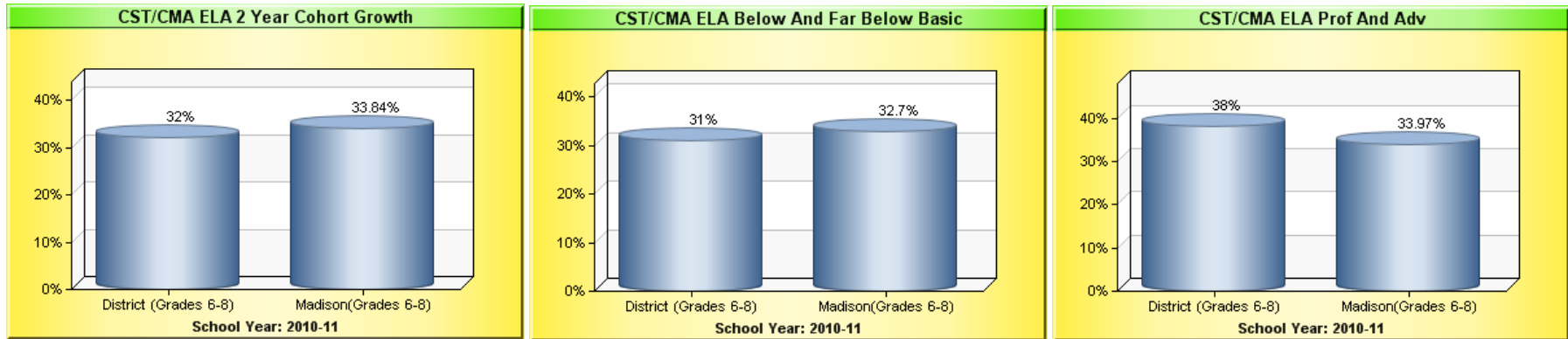
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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



Data Analysis

- Madison saw a small reduction in our ELA 2010-11 CST data with 33.97% Prof. and Adv.
- However, Madison did a good job of moving our Afr. American males out of FBB/BB. We attributed this to excellent teaching, partnerships with Elev8, and Academic support during our extended day which allows for 1:5 tutoring.

Theory Action

- Madison's literacy effort will be grounded on, and support by, high student engagement while reading, a cross-curricular focus on academic vocabulary, and annotation to support reading comprehension.
- Madison will continue to use Springboard ELA to impact rigor, while supporting grammar. Blended Learning rotations will foster an environment of differentiation using academic software.
- We believe Madison's literacy development must be support by small class sizes.
- Madison will provide Read 180 support for our FBB/BB student at 6th - 8th grade.
- Madison will sponsor literacy support for families through campus academic expos.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher to support class size reduction, and individual instructional plans		All Students	2012-13	Dr. Taylor	4/30/2012	215SQ11A2080	Class size reduction	7400-QEIA		K12TCH1792	1	\$52,341.84
Teacher to support class size reduction, and individual instructional plans		All Students	2012-13	Dr. Taylor	4/30/2012	215SQ11A2083	Class size reduction	7400-QEIA		K12TCH1696	0.5	\$27,429.43
EL/FBB/BB Teacher Support using Read 180	SRI, CST	FBB, BB	2012-13	Tin/Dr. Taylor	4/30/2012	215SQ11A2088	provides students with curriculum that is meaningful and challenging to them	3010-Title I		K12TCH1694	0.6	\$40,756.36
Teacher Support for EL's/FBB/BB's in mainstream classes	CST	FBB, BB	2012-13	Dr. Taylor	4/30/2012	215SQ11A2089	provides students with curriculum that is meaningful and challenging to them	3010-Title I		K12TCH1689	0.2	\$13,093.04
Supplies	CST	All Students	2012-13	Dr. Taylor	4/30/2012	215SQ11A2249		7400-QEIA	4310-SUPPLIES		0	\$1,785.23
OUSD Indirect cost					4/30/2012	215SQ11A2250		7400-QEIA	4399-		0	\$15,255.00

									SURPLUS			
OUSD Indirect cost				4/30/2012	215SQ1A2255		3010-Title I	4399- SURPLUS		0	\$1,309.30	

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

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:

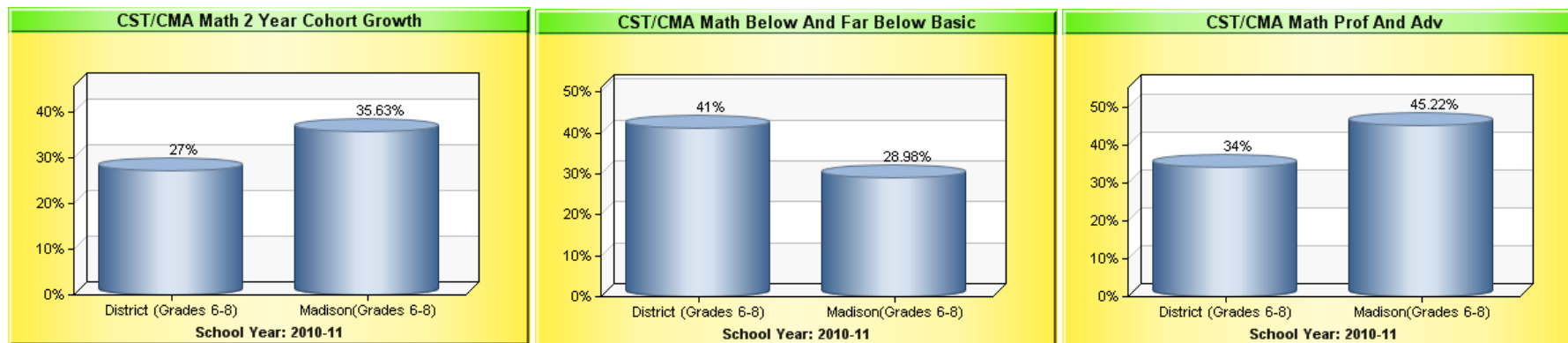
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

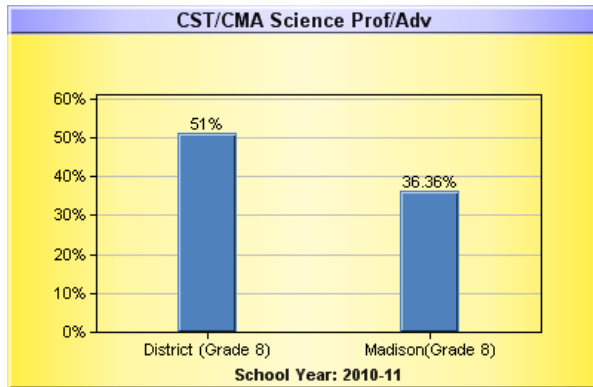
District-level Goals

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.





Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher to support class size reduction	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B2094	provides students with curriculum that is meaningful and challenging to them	7400-QEIA		K12TCH1793	0.8	\$44,522.72
Teacher to support class size reduction	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B2095	provides students with curriculum that is meaningful and challenging to them	7400-QEIA		K12TCH1530	0.75	\$39,422.09
Teacher to support class size reduction	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B2097	provides students with curriculum that is meaningful and challenging to them	7400-QEIA		K12TCH1529	1	\$71,099.30
Teacher to support class size reduction	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B2098	provides students with curriculum that is meaningful and	7400-QEIA		K12TCH0901	0.9	\$53,244.40

							challenging to them						
Teacher to support class size reduction	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B4537	provides students with curriculum that is meaningful and challenging to them	7090-EIA - SCE		K12TCH1793	0.1	\$5,565.34	
Science teacher to improve achievement of EL students	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B2101	Teacher will provide targeted support for student identified as FBB/BB during our intervention classes.	7090-EIA - SCE		K12TCH1530	0.25	\$13,140.70	
Teacher to improve achievement of EL students	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B2104	Teacher will provide targeted support for students identified as FBB/BB during intervention classes.	7090-EIA - SCE		K12TCH0019	0.2	\$14,337.37	
Teacher to improve achievement of EL students	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B4015		N/A			0	\$0.00	
Math Teacher to improve instruction of our EL students	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B2106	provides students with curriculum that is meaningful and challenging to them	3010-Title I		K12TCH0097	0.7	\$36,797.38	
Math Coaching/instructional support	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B2112	Employ a site based math coach.	7090-EIA - SCE		TC111F0018	0.1	\$9,083.65	
Math Coaching/instructional support	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQ11B2113	Employ a site based math coach.	3010-Title I		TC111F0018	0.1	\$9,083.65	
Consultant/Support Staff	CST	All Students			5/15/2012	215SQ11B2251	Supplies will support academic achievement for FBB/BB students during our intervention classes.	7091-EIA - LEP	5825-CONSULTANTS		0	\$4,467.92	
Supplies	CST	All Students	2012-13		5/15/2012	215SQ11B2252	Supplies that support our EL students on campus.	7090-EIA - SCE	4310-SUPPLIES		0	\$3,116.46	
Supplies	CST	All Students	2012-13		5/15/2012	215SQ11B2254	Supplies that support our EL students on campus.	3010-Title I	4310-SUPPLIES		0	\$2,454.84	
SpringBoard Math will add rigor to our math program.	CST	All Students	2012-13	Math Department/Dr. Taylor	5/15/2012	215SQ11B3919	provides students with curriculum that is meaningful and challenging to them	N/A			0	\$0.00	

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: James Madison Middle School

Principal: LUCINDA TAYLOR

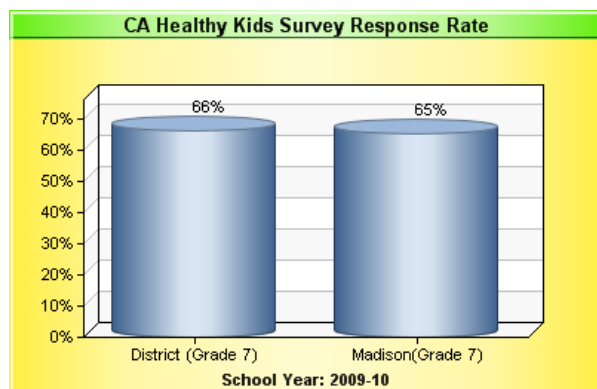
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Theory Action

- We will provide consistent quality services for our students and families that transition from 6-8, and 2013 from Middle School to High School. The process this year will incorporate building those services.
- The School Counselor, will provide relevant parent classes that will support our transitioning EL students.
- The School Counselor will work to educate students and families, and will track and monitor our EL's CELDT data to make sure appropriate grade level schedules are in place
- The School Counselor will conduct PNL Session with EL families for redesignation

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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School Counselor	CST	English Learners	2012-13	Dr. Taylor	5/15/2012	215SQ11C2109	Employ site based counselor to provide academic support to our FBB/BB students.	7091-EIA - LEP		COUNSL2170	0.3	\$26,359.42
School Counselor	CST	FBB, BB and BAS	2012-13	Dr. Taylor	5/15/2012	215SQ11C4536	Employ site based counselor to provide academic support to our FBB/BB students.	7090-EIA - SCE		COUNSL2170	0.1	\$8,786.47

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: James Madison Middle School

Principal: LUCINDA TAYLOR

School Quality Standards relevant to this Strategic Priority

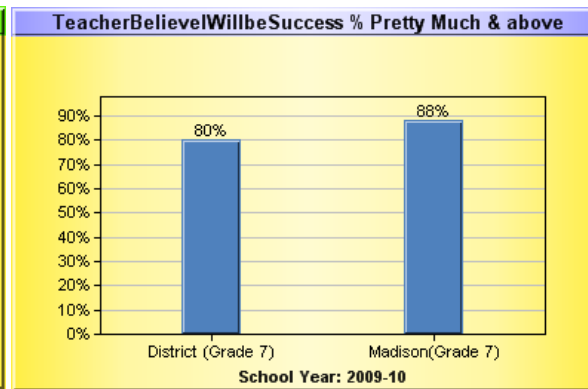
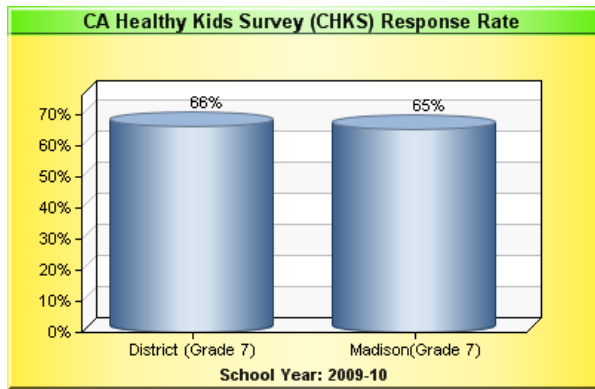
A quality school...

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

From OUSD Strategic Plan:

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

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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue expanding college visuals to decorate school.	Survey	All Students	08/2012	Site	4/18/2012	215SQ11D3750		N/A			0	\$0.00
Student, Parent, Family classes on college readiness and preparation.	Survey	All Students	08/2012	Site	4/18/2012	215SQ11D3751		N/A			0	\$0.00
Work with Ed. Elements/Blended Learning												

to structure a software class for students and families to access college information and stages for prep.	Survey	All Students	05/2013	Parent Crt.	4/18/2012	215SQ1D3752		N/A			0	\$0.00
Host a Career Day with community business leaders to provide students with visible community leaders that can articulate their educational path.	Survey	All Students	Second Semester	Project Achieve After-School	4/18/2012	215SQ1D3753		N/A			0	\$0.00
Create Student/Family Pledge for attending and completing College. This pledge will be visible "College Going Wall of Fame" Student sign as a pledge, and then return to sign upon completion of college.	Wall	All Students	Beginning 8/2012	Students	4/18/2012	215SQ1D3754		N/A			0	\$0.00
Use Advisory to incorporate college vocab across content and grade levels.	survey	All Students	2012-13	Leadership Team	4/18/2012	215SQ1D3755		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: James Madison Middle School

Principal: LUCINDA TAYLOR

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide Life Skills classes for Afr. American Boys to foster self-esteem, and mentorship from men that look like them.	survey	Ethnicity	2012-13	Mr. Kyle	4/30/2012	215SQ1E3757	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00
Continue to provide support for our Afr. American fathers, and host the Father/Son Pot-luck.	survey	Ethnicity	05/2012	Dr. Taylor/Ridgeway/Mr. K	4/30/2012	215SQ1E3758	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00
Gate students will again act, produce, support a coordinated play, supported by students, families, and staff.	survey	GATE	05/2013	Saulsberry	4/30/2012	215SQ1E3759	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00
Gate Students participate in 6th period Gate enrichment class structure for them.	Student Roosters	GATE	08/2012	Saulsberry	4/30/2012	215SQ1E3760	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: James Madison Middle School

Principal: LUCINDA TAYLOR

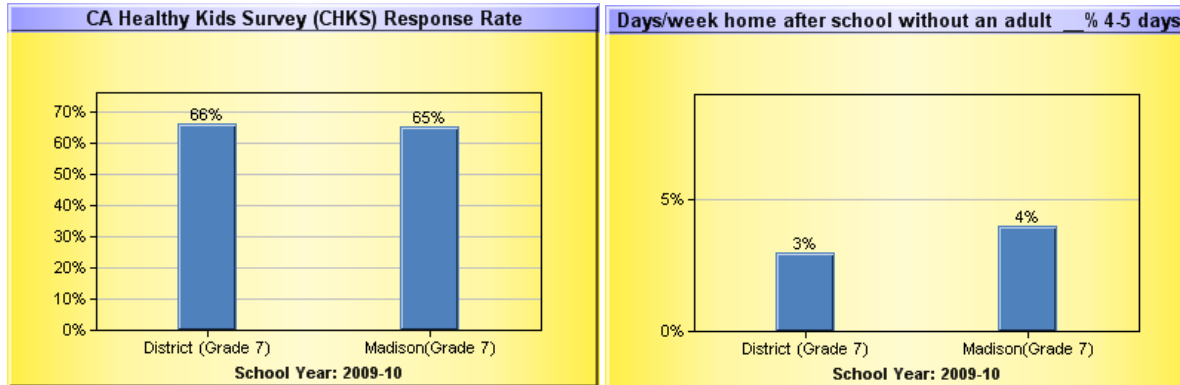
School Quality Standards relevant to this Strategic Priority

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.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provided Extended Day intervention and enrichment classess for ALL students. Program includes: Basketball, soccer, flag football, Golf, softball, gardening/nutrition, cooking club, art & crafts, video and music course for students during our after-school program.	CST	All Students	August-June	Dr. Taylor/Project Achieve	4/30/2012	215SQ11F4016	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00

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

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

School Quality Standards relevant to this Strategic Priority

A quality school...

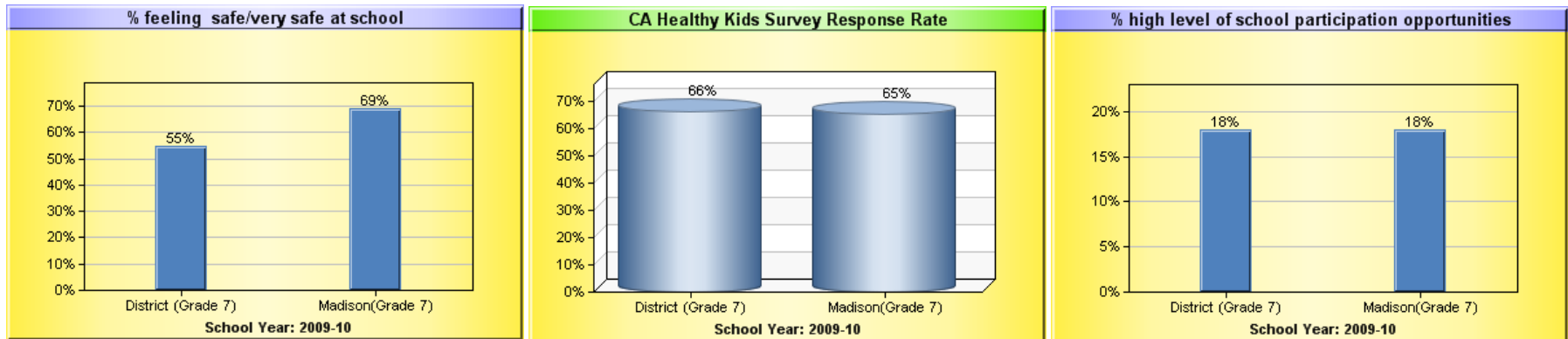
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students 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

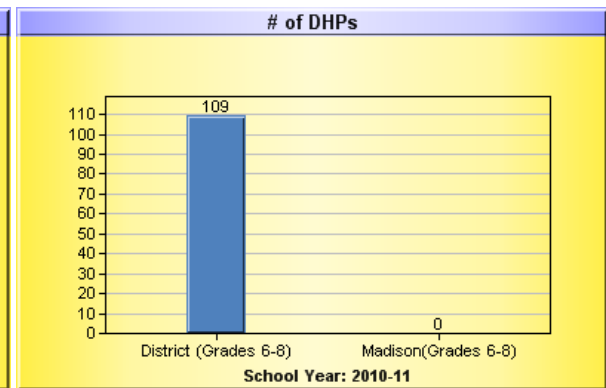
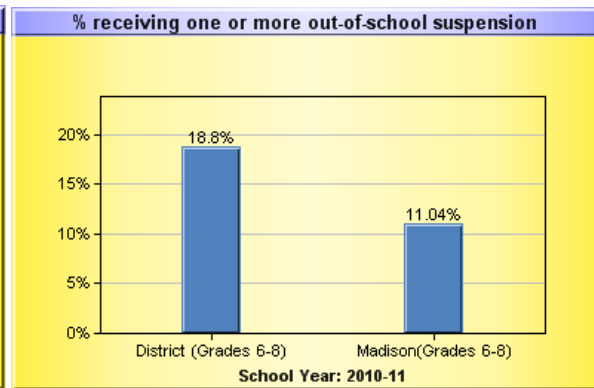
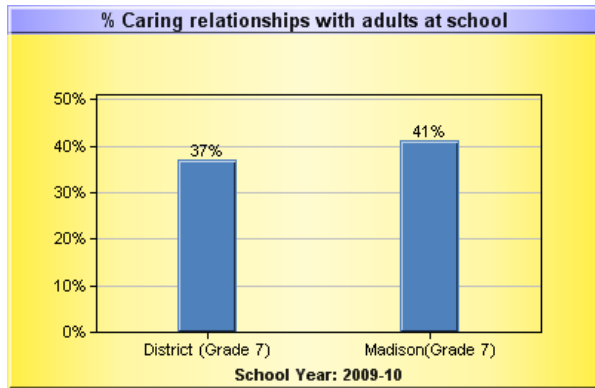
From OUSD Strategic Plan:

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%





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Math/Science Expo Night an opportunity for students to display classroom and grade level project to more than 700 family and community members.	Survey	All Students	06/2013	Math/Science Teachers	4/30/2012	215SQI2A3761	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
ELA/History Expo Night an opportunity for students to display classroom/grade level project to more than 700 family/community members.	survey	All Students	01/2013	History/Teachers	4/30/2012	215SQI2A3762	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Awards Night to celebrate and honor academics, attendance, accelerated growth, teacher choice awards, and extraordinary student leaders. We also honor outstanding parents.		All Students	06/2013	Administration	4/30/2012	215SQI2A3763	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Continue Renaissance Program - Gold/Silver/Bronze Card that encourages academic success, great attendance, academic improvement, and behavior.		All Students	08/2012	Administration	4/30/2012	215SQI2A3764	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Continue Tuesday Talks with priority groups on campus. This time is use to encourage, provide information, and core strategies for specific groups.	survey	All Students	08/2012	Dr. Taylor	4/30/2012	215SQI2A3765	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Continue Music Monday's, this is an opportunity for	survey	All	08/2012	Dr.	4/30/2012	215SQI2A3766	creates an inclusive, welcoming and caring community, fostering	N/A			0	\$0.00

students to be exposed to different genres.		Students		Taylor/Students			communication that values individual/cultural differences.					
Seasonal School dances the promote school community, and foster stong relationships	survey	All Students	2012-13	Student Leadership	4/30/2012	215SQI2A3767	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Multiple School Assemblies that address middle school concerns: bullying, peer pressure, drugs and alcohol, and cultural assemblies.	survey	All Students	2012-13	Student Leadership/Kasier	4/30/2012	215SQI2A3768	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Sport Teams, and school clubs that foster self-awareness, and respect.	Student Surveys	All Students	2012-13	Project Achieve After-School	4/30/2012	215SQI2A3769	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: James Madison Middle School

Principal: LUCINDA TAYLOR

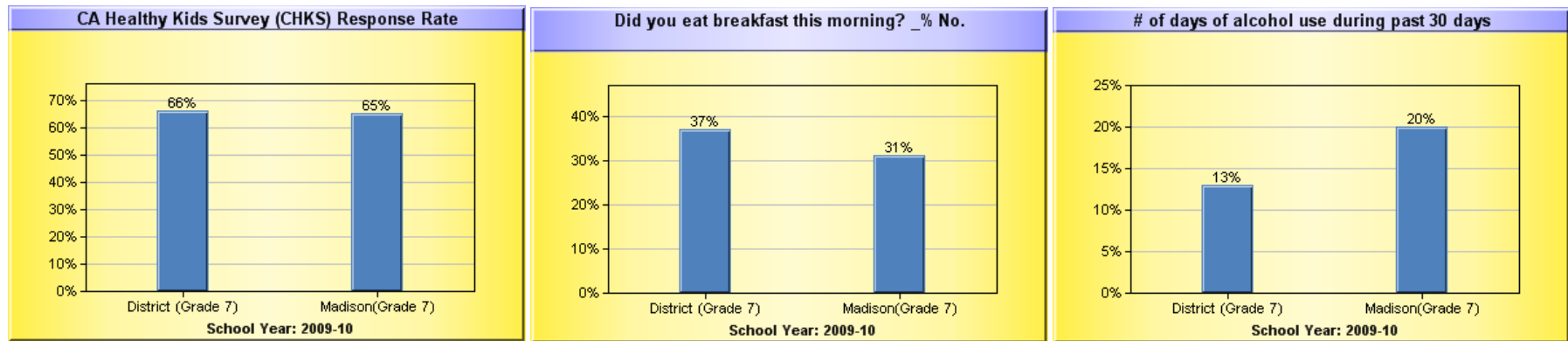
School Quality Standards relevant to this Strategic Priority

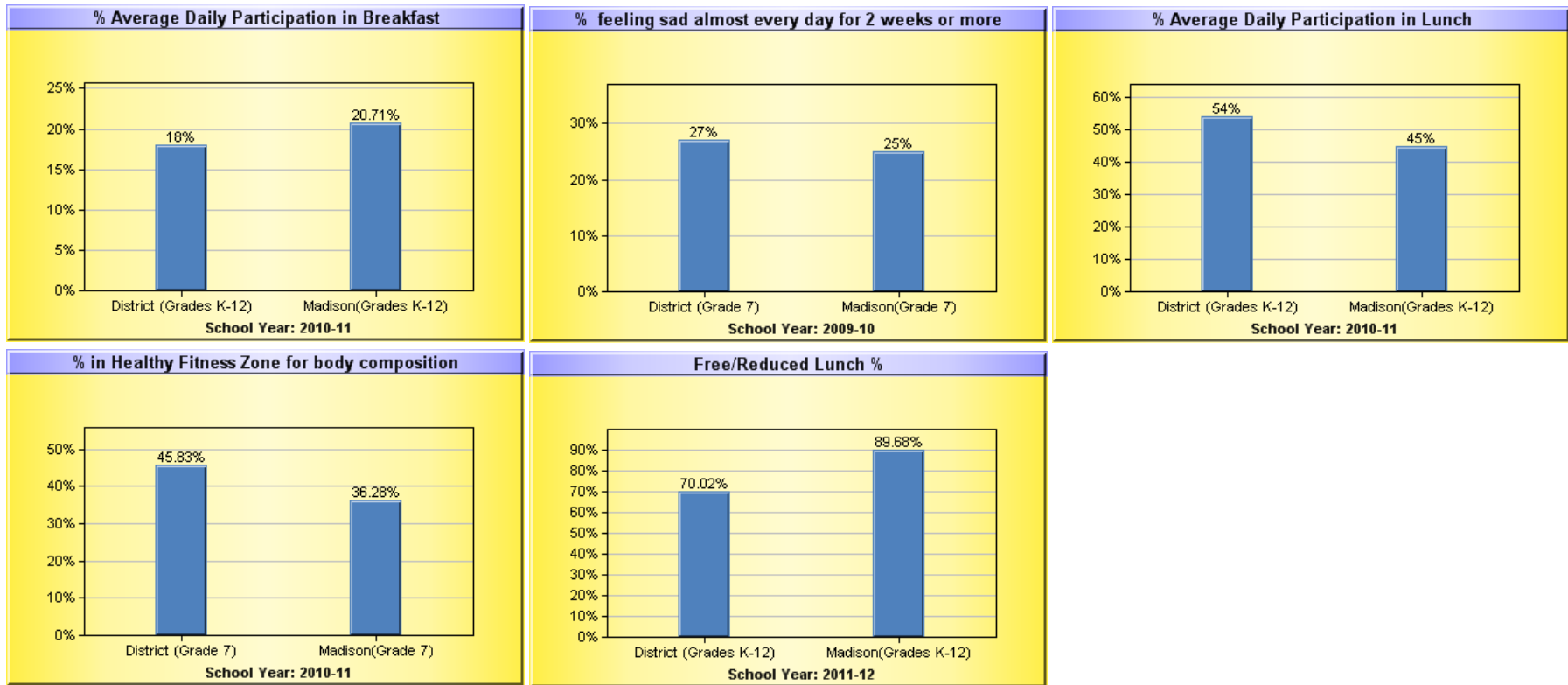
A quality school...

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

From OUSD Strategic Plan:

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





Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Health Education on nutrition, alcohol and tobacco, drugs, gangs, and healthy relationships,	survey	All Students	2012-13	Nuraw Daniels, School Cli	4/30/2012	215SQI2B3770	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
Nutrition Services and Healthy Joe provides exposure to a different fruit/vegetable monthly.	survey	All Students	2012-13	Healthy Joe	4/30/2012	215SQI2B3771	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
Parent/Staff/Student/community participate in yoga, Zumba, and walking classes	survey	All Students	2012-13	Students/Parents	4/30/2012	215SQI2B3772	offers a coordinated and integrated system of academic and learning support services, provided by	N/A			0	\$0.00

Monthly Health Focus identified by school based healthy clinic.	survey	All Students	2012-13	Health Clinic	4/30/2012	215SQI2B3773	adults and youth. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
Teacher support classes as identified by campus support team.	Teacher Survey			Clo Escudero	4/30/2012	215SQI2B3774	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
Salad Bar support by student/parents/	Student Surveys	All Students	2012-13	Parents	4/30/2012	215SQI2B3775	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
Sites supports and sustains: Breakfast, lunch and 2 snacks daily.	survey	All Students	2012-13	Dr. Taylor	4/30/2012	215SQI2B3776	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
Student Organic Garden. Veggies used in cooking classes, and campus pot-lucks.		All Students	2012-13	Project Achieve After-School	4/30/2012	215SQI2B3777	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: James Madison Middle School

Principal: LUCINDA TAYLOR

School Quality Standards relevant to this Strategic Priority

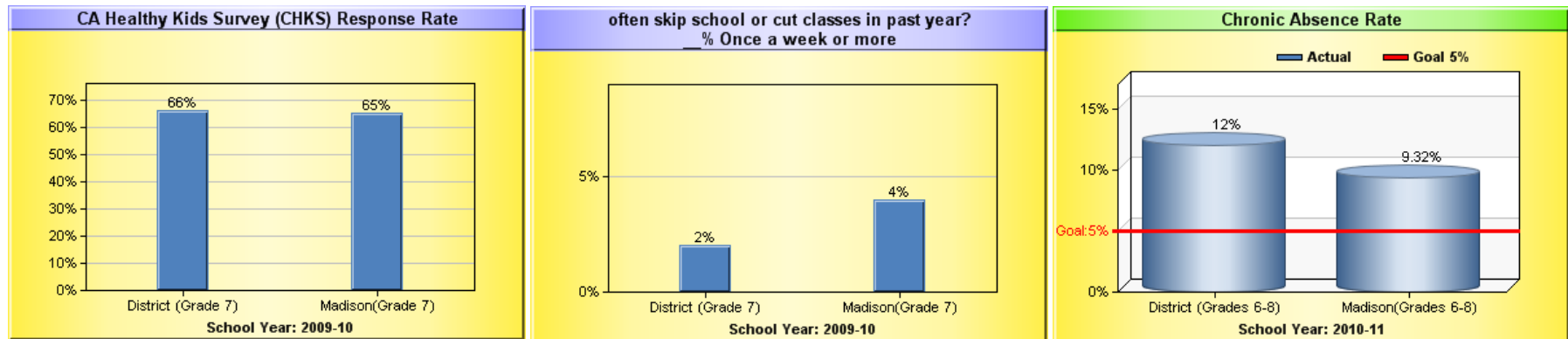
A quality school...

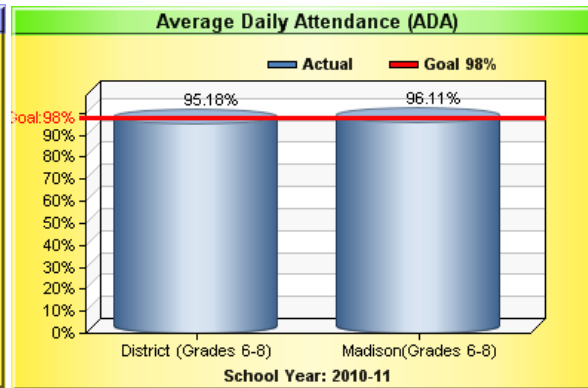
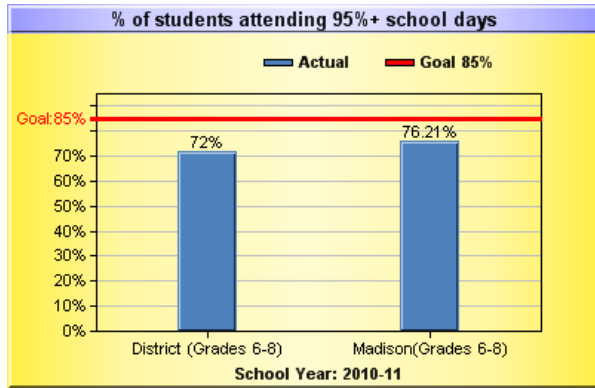
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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)





Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student attendance review team. Use awards and recognition to improve attendance. FOCUS on chronic attendance by including COST team and other staff members to		FBB, BB and BAS			5/16/2012	215SQI2C4556		N/A			0	\$0.00
Outreach Consultant to complete the SART/SARB Process for students/families that need this process.		FBB, BB and BAS			5/16/2012	215SQI2C4557		N/A			0	\$0.00
House visits by Outreach Consultant and/or staff.		FBB, BB and BAS			5/16/2012	215SQI2C4558		N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

School Quality Standards relevant to this Strategic Priority

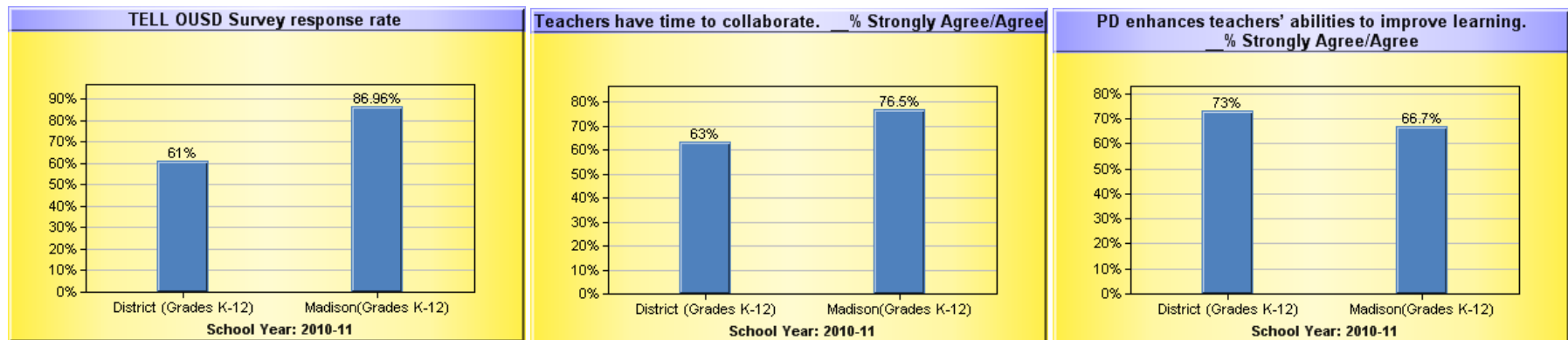
A quality school...

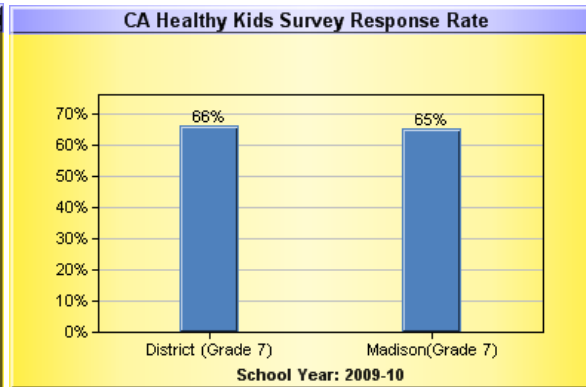
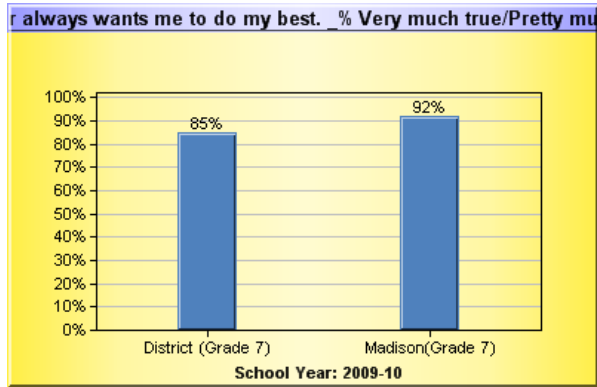
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes 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





Theory Action

- The goal at Madison this year is to continue to support teacher leadership and development. Madison's professional development includes areas for teacher leaders to develop leadership through Department Head positions, and campus leadership roles.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Department Head positions with stipend		FBB, BB and BAS			5/16/2012	215SQI3A4559		N/A			0	\$0.00
Structured Team Leads for Team PLC's		FBB, BB and BAS			5/16/2012	215SQI3A4560		N/A			0	\$0.00
Leadership Team Opportunities		FBB, BB and BAS			5/16/2012	215SQI3A4561		N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: James Madison Middle School

Principal: LUCINDA TAYLOR

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).

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Meeting Refreshments					5/16/2012	215SQI4A2253		9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,330.03
Provide classes, workshops, trainings, Back-to-School Night, Expo Nights, Parent/Student/Teacher Conferences, Academic/Attendance Celebrations, Parent Visitation Day Monthly, After-School Program Celebrations.		FBB, BB and BAS			5/16/2012	215SQI4A4562		N/A			0	\$0.00
Fully-structured Parent Center complete with: Facility, Food Bank, Computer Classes, Legal Aid, to support families		FBB, BB and BAS			5/16/2012	215SQI4A4563		N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: James Madison Middle School

Principal: LUCINDA TAYLOR

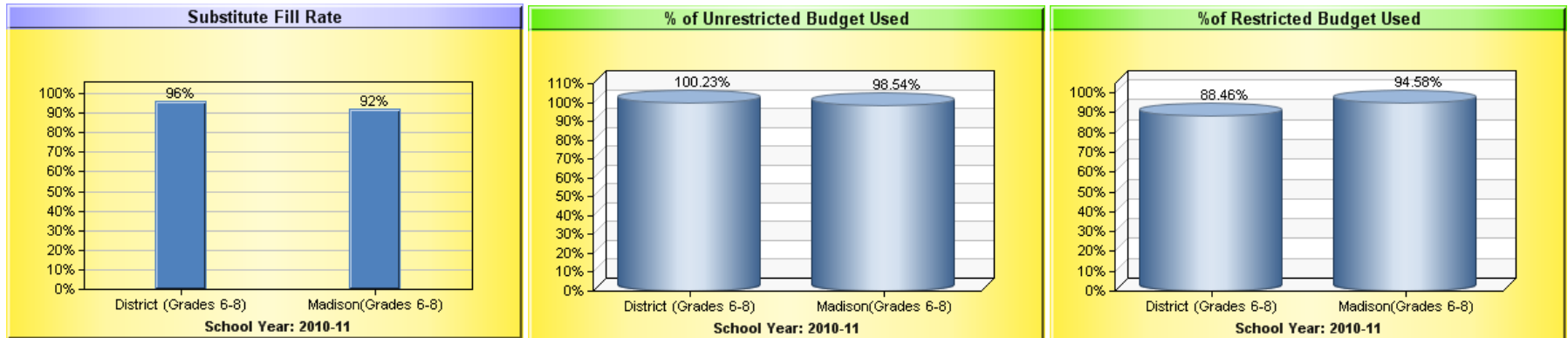
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

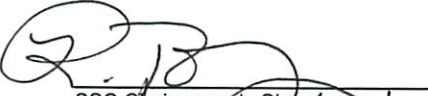


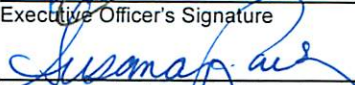
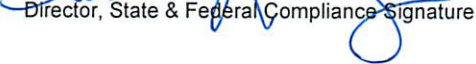
**School Site: James Madison
Site Number: 215**

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 03/08/12.
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:

	Ronniesa Toledano	3/15/2012
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
	Nuvia Montes	3/15/2012
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
	Lucinda Taylor	3/15/12
Principal's Signature	Principal's Name (printed)	Date
	Kimi Kean	5/11/12
Executive Officer's Signature	Executive Officer's Name (printed)	Date
	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: James Madison Middle School

School Year: 2011-2012

Chairperson : Ronniesa Tolefree	Vice Chairperson: Anna Elias
Secretary: Neily Villegas	<u>DAC Representative:</u> Ronniesa Tolefree

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Dr. Taylor	400 Capistrano Drive	X				
Mr. Reisfelt	400 Capistrano Drive		X			
Mr. Rodriquez	400 Capistrano Drive		X			
Mr. Zellman	400 Capistrano Drive		X			
Ms. Rivera	400 Capistrano Drive			X		
Ronniesa Tolefree	400 Capistrano Drive				X	
Ana Elias	400 Capistrano Drive				X	
Maria Magdalena Morales	400 Capistrano Drive				X	
Neily Villegas	400 Capistrano Drive				X	
Maria Piceno	400 Capistrano Drive				X	
DAC Representative	Ronniesa Tolefree				X	
	2016 84 th Ave., Oakland, CA					
Home Ph. 510-228-7653	Email:					

Meeting Schedule	
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SSC Legal Requirements:

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

1-Principal
4-Classroom Teachers
1-Other Staff

Or

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

Title I School Parental Involvement Policy 2012 - 2013

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

Involvement of Parents in the Title I Program

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

Accessibility

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

Adoption

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

This policy was adopted by the (James Madison Middle School) School Site Council on (11/30/11) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The James Madison Middle School notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

(Date)

James Madison Middle School: School Parent-Student Compact

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

As a student I will:

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

Student signature

As a parent/guardian or family member I will:

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

Family member signature

As a teacher I will:

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

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

Teacher signature

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

Signed on this 30 day of November, 2011.

Madison Middle School

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.										
<p>Instructional Program</p> <p>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.</p> <p>* As a result of ABX4 2, the State Board of Education (SBE) R/L/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".</p>		<p>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.</p> <ul style="list-style-type: none"> At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. 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. 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. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>1.1</td> <td style="border: 2px solid black;">4 100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Appropriate Instructional Program Materials All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <u>576</u> All Students <u>25</u> English Learners <u>25</u> Students with disabilities</p> <p>Appropriate Use Identify all that apply: <input checked="" type="checkbox"/> Core materials are used daily as designed. <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.</p>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	1.1	4 100%			
Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%									
1.1	4 100%												
<p>Documentation</p> <p>Reading/Language Arts/ELD</p> <p>District Purchase Date:</p> <p>School Distribution Date:</p> <p>Classroom Distribution Date:</p> <p>Attach publisher purchase order (PO) documentation for sets of classroom core materials.</p>													
<p>Additional Comments</p>													

California Department of Education
5/10/12

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JAMES MADISON MIDDLE SCHOOL
400 CAPISTRANO DRIVE
OAKLAND, CA 94603

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
1. Instructional Program	<p>1.2 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.</p> <p>*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".</p>	<p>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.</p> <ul style="list-style-type: none"> Students are appropriately placed into ELD using CELDT and all available English proficiency measures. 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. 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. For districts using the 2008 SBE-adopted Reading/Language Arts/ELD: <ul style="list-style-type: none"> At all grade levels, teachers use the ELD components of the 2008 SBE-adopted Reading/Language Arts/ELD program (Programs 2 and 3). 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). 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>1.2</td> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Appropriate Instructional Program/Materials All English learner students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted or SBE-approved instructional program materials.</p> <p>If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:</p> <p>Appropriate Use <input checked="" type="checkbox"/> Materials/ELD components are used daily as designed.</p>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	1.2	4			
Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%									
1.2	4												

JAMES MADISON MIDDLE SCHOOL
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Academic Program Survey—Middle School Level

		<ul style="list-style-type: none"> For districts using the 2002 SBE-adopted Reading/Language Arts/ELD: <ul style="list-style-type: none"> Teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials). 	Additional Comments
Documentation			
District Purchase Date:	Reading/Language Arts/ELD		
School Distribution Date:			
Classroom Distribution Date:			
Attach publisher PO documentation for sets of classroom core materials.			

JAMES MADISON MIDDLE SCHOOL
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Essential Program Component	Objective	Criteria, Clarifications, and Citations	1. Instructional Program		Implementation Status and Key Components																					
	<p>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.</p> <p>*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."</p>	<p>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.</p> <ul style="list-style-type: none"> Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. 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. 	<p>Documentation</p> <p>Reading/Language Arts/ELD</p> <p>District Purchase Date:</p> <p>School Distribution Date:</p> <p>Classroom Distribution Date:</p> <p>Attach publisher PO documentation for sets of classroom core materials.</p>	<p>Additional Comments</p>	<p>Review and identify which key components apply. Circle the most appropriate rating:</p> <table border="1"> <tr> <td>Objective</td> <td>4 Fully 100%</td> <td>3 Substantially At least 75%</td> <td>2 Partially At least 50%</td> <td>1 Minimally Less than 50%</td> </tr> </table> <p>Key Components</p> <p>Appropriate Instructional Program Materials</p> <p>Students are assessed, placed and provided appropriate SBE-adopted intensive intervention program and materials.</p> <p>Number of Intensive Intervention Students:</p> <p>All Intensive learners: Gr. 6 ___ Gr. 7 ___ Gr. 8 ___ All Intensive EL's: Gr. 6 ___ Gr. 7 ___ Gr. 8 ___ All Intensive SWD's: Gr. 6 ___ Gr. 7 ___ Gr. 8 ___</p> <table border="1"> <thead> <tr> <th>Number/% Provided</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive EL's</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWD's</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use</p> <p><input checked="" type="checkbox"/> Materials are used daily as designed</p>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	Number/% Provided	Grade 6	Grade 7	Grade 8	All Intensive learners				Intensive EL's				Intensive SWD's			
Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%																						
Number/% Provided	Grade 6	Grade 7	Grade 8																							
All Intensive learners																										
Intensive EL's																										
Intensive SWD's																										

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JAMES MADISON MIDDLE SCHOOL
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 1.75", Tabs: 0.4", List tab + Not at
 0.5" + 1.75"

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.	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. <ul style="list-style-type: none"> 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. 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. 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. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 100%</th> <th>3 At least 75%</th> <th>2 At least 50%</th> <th>1 Less than 50%</th> </tr> </thead> <tbody> <tr> <td>1.4</td> <td style="text-align: center;">4 100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Appropriate Instructional Program Materials All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: 346 All Students English Learners 25 Students with disabilities</p> <p>Appropriate Use Identify all that apply: <input checked="" type="checkbox"/> Core materials are used daily as designed. <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.</p>	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	1.4	4 100%			
Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%								
1.4	4 100%											
Documentation: Mathematics District Purchase Date: School Distribution Date: Classroom Distribution Date: Attach publisher PO documentation for sets of classroom core materials.												
Additional Comments												

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JAMES MADISON MIDDLE SCHOOL
 400 CAPISTRANO DRIVE
 OAKLAND, CA 94603

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 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.	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.	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. <ul style="list-style-type: none"> 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. 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. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 100%</th> <th>3 At least 75%</th> <th>2 At least 50%</th> <th>1 Less than 50%</th> </tr> </thead> <tbody> <tr> <td>1.6</td> <td style="text-align: center;">4 100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Appropriate Instructional Program Materials All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 8 ___ All Intensive EL's Gr. 8 ___ All Intensive SWD's Gr. 8 ___</p> <table border="1"> <thead> <tr> <th>Number</th> <th>Provided SBE Algebra Readiness</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td></td> <td style="text-align: center;">108</td> </tr> <tr> <td>English Learners</td> <td></td> <td></td> </tr> <tr> <td>Students with disabilities</td> <td></td> <td></td> </tr> </tbody> </table> <p>Appropriate Use <input checked="" type="checkbox"/> Materials are used daily as designed.</p>	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	1.6	4 100%				Number	Provided SBE Algebra Readiness	Grade 8	Total Students		108	English Learners			Students with disabilities		
Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																					
1.6	4 100%																								
Number	Provided SBE Algebra Readiness	Grade 8																							
Total Students		108																							
English Learners																									
Students with disabilities																									
Documentation District Purchase Date: School Distribution Date: Classroom Distribution Date: Attach publisher PO documentation for sets of classroom core materials.		Additional Comments 27/108 - 8th graders taking Remedial.																							

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JAMES MADISON MIDDLE SCHOOL
 400 CAPISTRANO DRIVE
 OAKLAND, CA 94603

27 - 8th graders
 taking Remedial

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.	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. <ul style="list-style-type: none"> For mathematics, grades 4-7, the 2008 SBE-adopted intensive intervention materials are not designed as a curriculum to replace core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 100%</th> <th>3 At least 75%</th> <th>2 At least 50%</th> <th>1 Less than 50%</th> </tr> </thead> <tbody> <tr> <td>1.5</td> <td style="text-align: center;">4 100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Appropriate Instructional Program Materials Students are <input checked="" type="checkbox"/> assessed and <input checked="" type="checkbox"/> provided appropriate SBE-adopted mathematics intervention materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 6 ___ Gr. 7 ___ All Intensive EL's: Gr. 6 ___ Gr. 7 ___ All Intensive SWD's: Gr. 6 ___ Gr. 7 ___</p> <p>Appropriate Use <input checked="" type="checkbox"/> Materials are used daily as designed.</p>	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	1.5	4 100%				Documentation District Purchase Date: Mathematics School Distribution Date: Classroom Distribution Date: Attach publisher PO documentation for sets of classroom core materials.
Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
1.5	4 100%												
Additional Comments <i>26/7th graders take Algebra.</i>													

JAMES MADISON MIDDLE SCHOOL
 400 CAPISTRANO DRIVE
 OAKLAND, CA 94603

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.																														
2.1 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. <ul style="list-style-type: none"> 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. <p>** Note for the 2008 SBE-adopted RL/LA/ELD, this means Programs 1, 2 or 3.</p>	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>2.1</td> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of instructional minutes (length of periods) offered at each grade level:</p> <table border="1"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td style="text-align: center;">126</td> <td style="text-align: center;">90</td> <td style="text-align: center;">108</td> </tr> <tr> <td>English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	2.1	4				Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	126	90	108	English learners				Students with disabilities			
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Documentation		Additional Comments																															
District Instructional Regulations:																																	
School Instructional Procedures:																																	
Attach appropriate documents.																																	

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JAMES MADISON MIDDLE SCHOOL
 400 CAPISTRANO DRIVE
 OAKLAND, CA 94603

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																										
2. Instructional Time	2.2 Through the school's master schedule, the school/district 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 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. Strategic learners are assessed and require additional instructional time beyond the core. <ul style="list-style-type: none"> 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. 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. <ul style="list-style-type: none"> The SBE-basic core adopted materials and the core 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>2.2</td> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of HP strategic periods) offered at each grade level:</p> <table border="1"> <thead> <tr> <th>Number of students at each grade level</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td style="text-align: center;">126</td> <td style="text-align: center;">90</td> <td style="text-align: center;">108</td> </tr> <tr> <td>All HP</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Strategic # of HP Strategic provided additional 30-45 minutes or a support period</td> <td style="text-align: center;">20</td> <td style="text-align: center;">10</td> <td style="text-align: center;">40</td> </tr> </tbody> </table>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	2.2	4				Number of students at each grade level	Grade 6	Grade 7	Grade 8	All Strategic	126	90	108	All HP				Strategic # of HP Strategic provided additional 30-45 minutes or a support period	20	10	40
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Academic Program Survey—Middle School Level

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.

Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students	Grade 6	Grade 7	Grade 8
	Additional time provided to all HP strategic students		
Additional time provided to HP strategic ELS			
Additional time provided to HP strategic SWDs			

Additional Comments

Describe assessment and placement criteria for high priority strategic students: *grades, test data, benchmark data, rule assessments.*
 Describe differentiated support for students not needing an additional strategic period: *small group work, extended learning strategies.*

Documentation

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	2. Instructional Time																						
	<p>2.3 Through the school/district 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.</p> <ul style="list-style-type: none"> Grades 6-8: 30-60 minutes (or up to one period) 	<p>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.</p> <ul style="list-style-type: none"> English learners are appropriately placed into ELD using CELDT and all available English proficiency measures. Students at CELDT proficiency levels 1-3 need at least a separate ELD course focused on building English language skills. 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: <ul style="list-style-type: none"> A separate period of ELD ELD during SBE-adopted intensive intervention Program 5 An ELD strategic support class A grade-level English class with in-class ELD support 	<p>Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.</p> <table border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>2.3</td> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Identify all that apply Time is given priority and protected from interruptions. <input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.</p> <p>Identify Number (#) EL students by CELDT level and # of ELD minutes (length of periods) offered at each CELDT level</p> <table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Levels 4-5</th> </tr> </thead> <tbody> <tr> <td># Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	2.3	4				Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	# Students				# of Instructional Minutes in ELD (beyond 2.1 and 2.2)			
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OAKLAND, CA 94603

Academic Program Survey—Middle School Level

		<ul style="list-style-type: none"> 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 1, English learners should be provided daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists 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 		
Additional Comments				
Documentation				
	Reading/Language Arts/ELD			
District Instructional Regulations:				
School Instructional Procedures:				
Attach appropriate documents.				

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and Identify which key components apply. Circle the most appropriate rating.																										
2. Instructional Time	2.4 Through the school/district 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students in need of intensive intervention are defined as students demonstrating proficiency in reading/language arts two or more years below grade level. 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). 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 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>2.4</td> <td style="text-align: center;">4 100%</td> <td style="text-align: center;">3 At least 75%</td> <td style="text-align: center;">2 At least 50%</td> <td style="text-align: center;">1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) of blocked periods:</p> <table border="1"> <thead> <tr> <th># of Instructional minutes at each grade level</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive Student with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	# of Instructional minutes at each grade level	Grade 6	Grade 7	Grade 8	All Intensive learners				Intensive English learners				Intensive Student with disabilities			
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Academic Program Survey—Middle School Level

	<p>program design. For English learners, Program 5 (Intensive Reading Intervention for English learners) meets the required 30-60 minutes of ELD daily instruction.</p>	
Additional Comments		
Documentation		
District Instructional Regulations:	Reading/Language Arts/ELD	
School Instructional Procedures:		
Attach appropriate documents.		

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
2. Instructional Time	2.5 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	<table border="1"> <tr> <td>Objective</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table> <p>Key Components</p> <p><u>3</u> Appropriate Allocation of Daily Instructional Time Time is given priority and protected from interruptions.</p> <p>Identify # of instructional minutes (length of periods) offered at each grade level:</p> <table border="1"> <tr> <th># of Instructional minutes at each grade level</th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra I</th> </tr> <tr> <td>All Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students with disabilities</td> <td></td> <td></td> <td></td> </tr> </table> <p>* For Algebra Readiness see 2.7</p>	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	# of Instructional minutes at each grade level	Grade 6	Grade 7	Algebra I	All Students				English learners				Students with disabilities			
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English learners																								
Students with disabilities																								
Documentation																								
District Instructional Regulations:	Mathematics	<p style="font-size: 2em; font-family: cursive;">All students participate in an extended day where instruction is given.</p>																						
School Instructional Procedures:																								
Attach appropriate documents:																								

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2. Instructional Time	<p>2.6 Through the school's master schedule, the school/district completes 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.</p> <ul style="list-style-type: none"> 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. Grade 8: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course. 	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> For grades 6-7, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. For grades 6-7, strategic students are assessed and need additional instructional time beyond the core. For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level course. <ul style="list-style-type: none"> 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. 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. For grade 8, strategic students are assessed and need additional instructional time beyond the core. 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. Some grade 8 strategic students may have occasional trouble within day-to-day grade-level standards 	<p>Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.</p> <table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>2.6</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> Time is given priority and protected from interruptions.</p> <p>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:</p> <table border="1"> <thead> <tr> <th>Number of students at each grade level</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Strategic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p> <p><i>Behavioral support.</i></p> <p><i>Small group 1:5 instruction</i></p> <p><i>extended day</i></p> <p><i>Read 180</i></p> <p><i>Strategic Math</i></p> <p><i>Geometry or 8th grade (27) kids</i></p> <p><i>Alg. or 7th grade (22) kids</i></p>	Objective	Fully	Substantially	Partially	Minimally	2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	Number of students at each grade level	Grade 6	Grade 7	Grade 8	All Strategic				All HP				Strategic				All HP ELs				All HP SWDs			
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Academic Program Survey—Middle School Level

<p>Documentation</p> <p>District Instructional Regulations:</p> <p>School Instructional Procedures:</p> <p>Attach appropriate documents.</p>	<p>Mathematics</p>	<p>Additional Comments</p>																				
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California Department of Education
5/10/12

John Lee
- more group support 1:5
- extended day
- Read 180

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																										
2. Instructional Time	<p>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.</p> <ul style="list-style-type: none"> 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. Grade 8: one period of Algebra Readiness daily for identified intervention students. 	<p>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.</p> <ul style="list-style-type: none"> 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. For Grade 8, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards. <p>For districts using the 2007 SBE adoptions: 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.</p> <ul style="list-style-type: none"> 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. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>2.7</td> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> Time is given priority and protected from interruptions.</p> <p>Indicate total number of <u>additional</u> minutes:</p> <table border="1"> <thead> <tr> <th># of Instructional minutes at each grade level</th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive Student with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	2.7	4				# of Instructional minutes at each grade level	Grade 6	Grade 7	Algebra Readiness	Intensive learners				Intensive English learners				Intensive Student with disabilities			
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2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
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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			

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
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). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The 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. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 100%</th> <th>3 At least 75%</th> <th>2 At least 50%</th> <th>1 Less than 50%</th> </tr> </thead> <tbody> <tr> <td>3.1</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> <input checked="" type="checkbox"/> Distributed to all teachers at each grade level <input checked="" type="checkbox"/> Used daily at every grade level <input checked="" type="checkbox"/> Pacing Guide Use Monitored <input type="checkbox"/> Principal monitors daily use</p>	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	3.1	4	3	2	1
Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
3.1	4	3	2	1									
Documentation Reading/Language Arts/ELD School/District Pacing Plan by Grade Level or Program Level		Additional Comments											
Attach appropriate documents.													

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating:					
<p>3. Lesson Pacing Guide</p>	<p>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.</p>	<p>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).</p> <ul style="list-style-type: none"> 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. 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. 	<table border="1"> <tr> <td>Objective</td> <td>4 Fully 100%</td> <td>3 Substantially At least 75%</td> <td>2 Partially At least 50%</td> <td>1 Minimally Less than 50%</td> </tr> </table> <p>Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> Distributed to all teachers at each grade Level</p> <p><input checked="" type="checkbox"/> Used daily at every grade level</p> <p><u>Pacing Guide Use Monitored</u> Principal monitors daily use</p>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%
Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%				
<p>Documentation</p> <p>School/District Pacing Plan by Grade Level or Program Level</p> <p>Mathematics</p>		<p>Additional Comments</p>						
<p>Attach appropriate documents.</p>								

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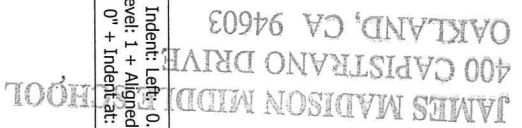
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
<p>4. School Administrator Instructional Leadership Training</p>	<p>4.1 The district provides the principal and vice-principal(s) with a 40 hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted 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.</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40 hours of structured practicum in the current district-adopted Reading/Language Arts/ELD</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40 hour administrative training in the current SBE-adopted 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:</p> <ul style="list-style-type: none"> 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; 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; and The use of the instructional/assessment pacing guide. <p>The remaining 8 hours focus on the following:</p> <ul style="list-style-type: none"> 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/text, ongoing progress monitoring and program effectiveness; Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully 100%</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>4.1</td> <td style="text-align: center;">4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p>Training and Practicum Completed</p> <p>Principal <u>SS</u> Training in Reading/language Arts/ELD Training in Mathematics Structured Practicum*</p> <p>Vice Principal <u>SS</u> Training in Reading/language Arts/ELD Training in Mathematics Structured Practicum*</p> <p>* Refer to suggested practicum activities in EPC 3.2.</p>	Objective	Fully 100%	Substantially	Partially	Minimally	4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully 100%	Substantially	Partially	Minimally									
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Academic Program Survey—Middle School Level

<p>or intensive reading intervention program and mathematics program materials.</p> <p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40 hours) and 40 hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20 hours) and 20 hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20 hours) and 20 hours of structured practicum. Administrators will also have to complete an online survey as well as these 160 hours of combined training and practicum.</p>	<ul style="list-style-type: none"> 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. 	
<p>Documentation</p> <p>Additional Comments</p>		
<p>District Completion Records:</p>	<p>E/L/A/E/LD & Mathematics</p>	
<p>Approved Provider Information:</p>		
<p>Date of Offerings:</p>		

California Department of Education
5/10/12

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(attach appropriate documents.)

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components															
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. * Targeted professional development and support may include: <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. • The effective implementation of targeted research-based instructional strategies to meet the needs of all students including English learners and students with disabilities. • 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. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback • Participation in Modules 2 and 3 of the Administrator Training Program • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> <tr> <td></td> <td>At least 100%</td> <td>At least 75%</td> <td>At least 50%</td> <td>Less than 50%</td> </tr> </thead> <tbody> <tr> <td>4.2</td> <td style="text-align: center;">4 100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Principal's Professional Development Completed</p> <p>Identify type of professional development/support* and hours (refer to suggested targeted professional development and support list):</p>	Objective	4	3	2	1		At least 100%	At least 75%	At least 50%	Less than 50%	4.2	4 100%			
Objective	4	3	2	1														
	At least 100%	At least 75%	At least 50%	Less than 50%														
4.2	4 100%																	

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Academic Program Survey—Middle School Level

	<ul style="list-style-type: none"> • Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • 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. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
Additional Comments		
Documentation		
	Reading/Language Arts/ELD	Mathematics
District Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents.		

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
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.	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>5.1</td> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components <u>100%</u> Percentage of fully credentialed, highly qualified teachers.</p>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	5.1	4			
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5.1	4												
Additional Comments													
Documentation 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													

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																										
<p>5. Credentialed Teachers and Professional Development Opportunity</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> Data team protocol training to analyze and use data to inform classroom and school-wide practices. Participation in subject area/course level team meetings; Weekly/monthly collaborative time to discuss and use student achievement results to 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 100%</th> <th>3 At least 75%</th> <th>2 At least 50%</th> <th>1 Less than 50%</th> </tr> </thead> <tbody> <tr> <td>5.2</td> <td style="border: 2px solid black;">4 100%</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Key Components</p> <p>Training and Practicum Completed:</p> <p>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>3</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Grade 7</td> <td>3</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Grade 8</td> <td>2</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	5.2	4 100%	3	2	1	Grade	# of Teachers	40 hour Training	Structured Practicum	Grade 6	3	✓	✓	Grade 7	3	✓	✓	Grade 8	2	✓	✓
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Academic Program Survey—Middle School Level

<p>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.</p>	<p>determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching Participation: Classroom coaching tied directly to the skilful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
<p>Documentation</p>		
<p>District Completion Records:</p>	<p>Reading/Language Arts/ELD</p>	
<p>Approved Provider Information:</p>		
<p>Dates of Offerings:</p>		
<p>Attach appropriate documents.</p>		
<p>Additional Comments</p>		

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																														
<p>5. Credentialed Teachers and Professional Development Opportunity</p>	<p>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.</p>	<p>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.</p> <p>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 and 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.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> Use of the SBE adopted 4-7th intensive intervention instructional materials along with the basic core program. Data team protocol training to analyze and use data to inform classroom and school-wide practices. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>EDNY</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>5.3</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p>Training and Practicum Completed</p> <p>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1"> <thead> <tr> <th></th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>3</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Grade 7</td> <td>2</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Algebra</td> <td>2</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Algebra Readiness</td> <td>2</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>	Objective	EDNY	Substantially	Partially	Minimally	5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		# of Teachers	40 hour Training	Structured Practicum	Grade 6	3	✓	✓	Grade 7	2	✓	✓	Algebra	2	✓	✓	Algebra Readiness	2	✓	✓
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	# of Teachers	40 hour Training	Structured Practicum																														
Grade 6	3	✓	✓																														
Grade 7	2	✓	✓																														
Algebra	2	✓	✓																														
Algebra Readiness	2	✓	✓																														

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Academic Program Survey—Middle School Level

<p>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.</p>	<ul style="list-style-type: none"> • 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. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
<p>Documentation</p>		
<p>District Completion Records:</p>	<p>Mathematics</p>	
<p>Approved Provider Information:</p>		
<p>Dates of Offerings:</p>		
<p>Attach appropriate documents.</p>		
<p>Additional Comments</p>		

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and Identify which key components apply. Circle the most appropriate rating.										
6. Ongoing Instructional Assistance and Support 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.	<p>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.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, English learners, students with disabilities, benchmark and advanced learners. 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. The principal structures and monitors the use and impact of coaching services on students' achievement. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>6.1</td> <td style="text-align: center;">4 100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Coaches/Content Experts/Specialists: <input checked="" type="checkbox"/> Type of instructional assistance Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support: <i>Myron Gentry project, Edwin Davis, Dr. Taylor</i></p> <p>Monitoring Coaching System <input type="checkbox"/> Principal structures/monitors instructional assistance services</p> <p>Trained Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Completed SBE adopted materials-based training (Identify which program[s]). <input checked="" type="checkbox"/> Completed ELPD</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	6.1	4 100%			
Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%									
6.1	4 100%												
Additional Comments													
Documentation													
School Plan for Assistance and Support to Teachers:		Reading/Language Arts/ELD											

California Department of Education

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Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	i. 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.	Implementation Status and Key Components	Review and identify which key components apply. Circle the most appropriate rating.	Objective	Fully	Substantially	Partially	Minimally
		<p>Coaches/Content Experts/Specialists: <input checked="" type="checkbox"/> Type of instructional assistance works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: <i>Deep practice spent</i></p> <p>Describe criteria used for identifying and providing coaching support: <i>Deep practice spent</i></p> <p>Monitoring Coaching System <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services</p> <p>Trained Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Completed SBE adopted materials-based Training (identify which program[s]). <input checked="" type="checkbox"/> Completed ELPD</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>	<p>Documentation</p> <p>School Plan for Assistance and Support to Teachers: Mathematics</p> <p>California Department of Education</p> <p>5/10/12</p>	<p>Additional Comments</p>	<p>6.2</p> <table border="1"> <tr> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table> <p>Key Components</p>	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%			
4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									

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Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
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.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including English learners and students with disabilities. 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 border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>7.1</td> <td style="text-align: center;">4 100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p><input checked="" type="checkbox"/> Ongoing Assessment and Monitoring System District supported electronic data management System</p> <p><input checked="" type="checkbox"/> District wide reporting and analysis of assessment results</p> <p><input checked="" type="checkbox"/> School wide reporting and analysis of assessment results</p> <p><input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide</p> <p><input checked="" type="checkbox"/> Training on Accessing and Using Electronic Data System Staff trained on using and accessing data from the electronic data system</p> <p><input checked="" type="checkbox"/> Using Formative Assessment Results Common curriculum embedded/formative assessments administered frequently</p> <p><input checked="" type="checkbox"/> School-wide assessment calendar developed and used</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction</p>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	7.1	4 100%			
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7.1	4 100%												

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
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.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the SBE-adopted intervention materials. For the ongoing monitoring system, data collection (including electronic) is used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including English learners and students with disabilities. 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 border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>7.2</td> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p><u>Ongoing Assessment and Monitoring System</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> District supported electronic data management system <input checked="" type="checkbox"/> District wide reporting and analysis of assessment results <input checked="" type="checkbox"/> School wide reporting and analysis of assessment results <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide. <p><u>Training on Accessing and Using Electronic Data System</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system 	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	7.2	4			
Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%									
7.2	4												

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	1. 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. <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities. 	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating:	Objective	Fully	Substantially	Partially	Minimally
Documentation	Reading/Language Arts/ELD	Additional Comments	School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans	Attach appropriate documents.	<p>Scheduled Structured Collaboration Meetings</p> <ul style="list-style-type: none"> 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 <p>Collaborative Meeting Discussion Content</p> <ul style="list-style-type: none"> 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 	8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
i. 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. <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>8.2</td> <td style="text-align: center;">4 100%</td> <td style="text-align: center;">3 At least 75%</td> <td style="text-align: center;">2 At least 50%</td> <td style="text-align: center;">1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <ul style="list-style-type: none"> 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 <p>Collaborative Meeting Discussion Content</p> <ul style="list-style-type: none"> 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 	Objective	Fully	Substantially	Partially	Minimally	8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
Documentation		Additional Comments											
School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans		Mathematics											

Attach appropriate documents:
California Department of Education
5/10/12

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
3. 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).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in reading/language arts, and ELD, are aligned and prioritized in the Single Plan for Student Achievement (SPSA).</p> <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the Single Plan for Student Achievement. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>4 Fully 100%</th> <th>3 Substantially At least 75%</th> <th>2 Partially At least 50%</th> <th>1 Minimally Less than 50%</th> </tr> </thead> <tbody> <tr> <td>9.1</td> <td style="text-align: center;">4 100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Key Components</p> <p>Allocation of Funds <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEAP.</p> <p><i>CSSE</i></p>	Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%	9.1	4 100%			
Objective	4 Fully 100%	3 Substantially At least 75%	2 Partially At least 50%	1 Minimally Less than 50%									
9.1	4 100%												
Additional Comments													
Documentation													
Plan uses all revenues appropriately													
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Academic Program Survey—Middle School Level

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

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