OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

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

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

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in reading/language arts (RLA)/English language development (ELD), including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.</td><td>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided locally-adopted, standards-aligned basic core instructional program materials in RLA/ELD which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.
At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
If the selected program has been designed with additional ancillary materials, those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.1</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>
Key Components

<u>Instructional Program Materials</u>
All students are ☑ assessed, ☑placed, and ☑ provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.

number of Students:
<u>886</u> All Students
<u>39</u> ELs
<u>38</u> SWDs

<u>Use</u>
Identify all that apply:
☑ Basic core and/or CCSS-aligned materials are used as designed
☑ Ancillary materials are used as designed.
</td></tr>
</table>

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

Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed	Full implementation means that ELs are provided locally-adopted, standards-aligned instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment.	Objective: 1.2 Fully: 4 100% Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Appropriate Instructional Program Materials** All EL students are appropriately ☑ assessed, ☑placed, and ☑provided appropriate locally-adopted, standards-aligned instructional program materials. **Appropriate Use** ☑ Materials/ELD components are used as designed.

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

Attach publisher PO documentation for sets of classroom basic core materials.

California Department of Education
Academic Program Survey—Middle School Level

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<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades six through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.</td><td>Full implementation means that all students identified as needing intensive intervention (two or more years below grade level in reading) in grades six through eight, including ELs and SWDs, are provided the intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed.
• 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.
.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>1.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are ☑ assessed, ☑ placed, and ☑ provided appropriate intervention program materials

<table>
<tr><th colspan="4">number of Intensive Intervention Students</th></tr>
<tr><th></th><th>Gr. 6</th><th>Gr. 7</th><th>Gr. 8</th></tr>
<tr><td>All Intensive learners</td><td>44</td><td>52</td><td>38</td></tr>
<tr><td>All Intensive ELs</td><td>14</td><td>13</td><td>12</td></tr>
<tr><td>All Intensive SWDs</td><td>15</td><td>13</td><td>10</td></tr>
</table>

<table>
<tr><th colspan="4">number/Percentage Provided Intensive Intervention</th></tr>
<tr><th></th><th>Grade 6</th><th>Grade 7</th><th>Grade 8</th></tr>
<tr><td>All Intensive learners</td><td>44/14%</td><td>52/18%</td><td>38/13%</td></tr>
<tr><td>Intensive ELs</td><td>14/10%</td><td>13/9%</td><td>12/8%</td></tr>
<tr><td>Intensive SWDs</td><td>15/11%</td><td>13/9%</td><td>10/7%</td></tr>
</table>

<u>Appropriate Use</u>
_____ Materials are used as designed</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>District Purchase Date:</td><td></td></tr>
<tr><td>School Distribution Date:</td><td></td></tr>
<tr><td>Classroom Distribution Date:</td><td></td></tr>
<tr><td colspan="4">Attach publisher PO documentation for sets of classroom basic core materials.</td></tr>
</table>

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.4 The school/district provides California standards-aligned or CCSS-aligned, basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. • At all levels, teachers use the locally-adopted, basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	Objective: 1.4 Fully: 4 100% Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Instructional Program Materials** All students are ☑assessed, ☑placed, and ☑ provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials. **number of Students:** **887** All Students **49** ELs **57** SWDs **Appropriate Use** Identify all that apply: ☑ Basic core and/or CCSS-aligned materials are used as designed. ☑ Ancillary materials are used as designed.

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

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades six and seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all identified intensive intervention students (are two or more years below grade level in mathematics) in grades six and seven, including ELs and SWDs, are provided the locally-adopted, standards-aligned intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • For mathematics, grades six and seven, intensive intervention materials are not designed as a curriculum to replace basic core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.	Objective: 1.5 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Appropriate Instructional Program Materials** All students are ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials.

number of Intensive Intervention Students		
	Grade 6	**Grade 7**
All Intensive learners	73	77
All Intensive Els	16	17
All Intensive SWDs	19	18

Appropriate Use
☑ Materials are used as designed.

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

California Department of Education
Academic Program Survey—Middle School Level

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<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.1 Through the school's master schedule, the school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.</td><td>Full implementation means that the school's master schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs.
• This time is given priority and protected from interruptions.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.1</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>
Key Components

<u>Allocation of Instructional Time</u>
☑ Time is given priority and protected from interruptions.

Identify number of instructional minutes (length of periods) offered at each grade level:
<table>
<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>
<tr><td>All students</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
<tr><td>ELs</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
<tr><td>SWDs</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
</table>
</td></tr>
</table>

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

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.2 Through the school's master schedule, the school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA	Full implementation of strategic support means that the school's master schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. • Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. • The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. .	Objective: 2.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Allocation of Instructional Time** ☑ Time is given priority and protected from interruptions.

Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students

	Grade 6	Grade 7	Grade 8
Additional time provided identified Strategic students	**54 mins**	**54 mins**	**54 mins**
Additional time provided identified Strategic ELs	**54 mins**	**54 mins**	**54 mins**
Additional time provided identified Strategic SWDs	**54 mins**	**54 mins**	**54 mins**

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

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.3 Through the school's master schedule, the school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school's master schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • ELs who are also identified as SWDs must receive daily ELD instruction.	Objective: 2.3 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50%

Key Components

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

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

Proficiency Levels	Levels 1-2	Level 3	Levels 4-5
Number of students	24	7	18
Number of instructional minutes in ELD (beyond 2.1 and 2.2)	0 mins	0 mins	0 mins

Documentation		Additional Comments
	Reading/Language Arts/ELD	ELD instruction is embedded in the curriculum.
District Instructional Regulations:		
School Instructional Procedures:		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	Full implementation means that the school's master schedule provides adequate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The RLA/ELD intensive intervention reading program materials are utilized as designed to support the needs of all intensive intervention students. • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The master schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. • The master schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time for ELD instruction.	Objective: 2.4 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Allocation of Instructional Time** ☑ Time is given priority and protected from interruptions. **Indicate total length (minutes) of blocked periods:**

Number of instructional minutes at each grade level

	Grade 6	Grade 7	Grade 8
All Intensive learners	54 mins	54 mins	54 mins
Intensive ELs	54 mins	54 mins	54 mins
Intensive SWDs	54 mins	54 mins	54 mins

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

California Department of Education
Academic Program Survey—Middle School Level

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<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.</td><td>Full implementation means that the school's master schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.
• This time is given priority and protected from interruptions.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.5</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>
Key Components

<u>Allocation of Instructional Time</u>
☑ Time is given priority and protected from interruptions.

Identify number of instructional minutes (length of periods) offered at each grade level:
<table>
<tr><th colspan="4">Number of instructional minutes at each grade level</th></tr>
<tr><th></th><th>Grade 6</th><th>Grade 7</th><th>Algebra I</th></tr>
<tr><td>All Students</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
<tr><td>ELs</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
<tr><td>SWDs</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
</table>
</td></tr>
</table>

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

California Department of Education
Academic Program Survey—Middle School Level

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<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.</td><td>Full implementation means that the school's master schedule allocates adequate additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
• For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.
• For grade eight, strategic students are defined as demonstrating proficiency at or above the grade seven mathematics standards but are unable to master Algebra I standards
• Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction.
• For grades six through eight, the basic core adopted materials and the basic core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<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>
</table>
Key Components

<u>Appropriate Allocation of Instructional Time</u>
☑ Time is given priority and protected from interruptions.

Identify number of strategic students served and the amount of additional strategic instructional time (length of periods) offered at each grade level:

<table>
<tr><th colspan="4">Number of students at each grade level</th></tr>
<tr><th></th><th>Grade 6</th><th>Grade 7</th><th>Grade 8</th></tr>
<tr><td>All Strategic</td><td>73</td><td>73</td><td>73</td></tr>
<tr><td>All strategic ELs</td><td>16</td><td>17</td><td>16</td></tr>
<tr><td>All strategic SWDs</td><td>19</td><td>18</td><td>19</td></tr>
<tr><td>Additional time provided to strategic students</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
<tr><td>Additional time provided to identified EL students</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
<tr><td>Additional time provided to identified SWD students</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
</table>
</td></tr>
</table>

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

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<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.</td><td>Full implementation means that the school's master schedule allocates adequate instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.
• For grades six and seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards.
• For grade eight, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards.
For districts using the 2007 SBE adoptions:
• For grade four through seven intensive intervention materials are not designed as a curriculum to replace basic core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed.
For districts using the 2001 and 2005 SBE adoptions:
• Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional instructional time and support using the ancillary materials from the adopted program.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.7</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>
Key Components

<u>Allocation of Instructional Time</u>
☑ Time is given priority and protected from interruptions.

Indicate total number of additional minutes:
<table>
<tr><th colspan="4">Number of instructional minutes at each grade level</th></tr>
<tr><th></th><th>Grade 6</th><th>Grade 7</th><th>Pre-algebra/Al-gebra Readiness</th></tr>
<tr><td>Intensive learners</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
<tr><td>Intensive ELs</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
<tr><td>Intensive SWDs</td><td>54 mins</td><td>54 mins</td><td>54 mins</td></tr>
</table>
</td></tr>
</table>

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

California Department of Education
Academic Program Survey—Middle School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (six through eight) for the RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.</td><td>Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).
• Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.
• The basic core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.1</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>
Key Components

<u>Instructional/Assessment Pacing Guides</u>
☑ Distributed to each grade level.
☑ In use at every grade level.

<u>Pacing Guide Use Monitored</u>
☑ Principal monitors use.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>School/District Pacing Plan by Grade Level or Program Level</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

California Department of Education
Academic Program Survey—Middle School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the mathematics programs (grades six through eight) in order for all mathematics teachers to follow a common sequence of instruction and assessment.</td><td>Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the mathematics programs by grade level (and by tracks if a year-round school schedule).
• Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.
• The basic core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics course content being taught; 2) the use of the locally- adopted basic core program ancillary materials; 3) time for pre/re teaching; and 4) time to address specific skill needs of students.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>3.2</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>
Key Components

<u>Instructional/Assessment Pacing Guides</u>
☑ Distributed to each grade level.
☑ In use at every grade level.

<u>Pacing Guide Use Monitored</u>
☑ Principal monitors use.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>School/District Pacing Plan by Grade Level or Program Level</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted RLA/ELD basic core and intervention program materials, locally-adopted mathematics programs, and CCSS-aligned instructional materials in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted RLA/ELD basic core or intervention program materials, locally-adopted mathematics program materials, and CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: • The locally-adopted, RLA/ELD basic core or intensive reading intervention materials and mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.	Objective: 4.1 Fully 100%: 4 Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** Principal ☑ Training in RLA/ELD ☑ Training in Mathematics ☑ Coaching, as resources permit Vice Principal _____ Training in RLA/ELD _____ Training in Mathematics ☑ Coaching, as resources permit

Suggested Documentation		Additional Comments
RLA/ELD	Mathematics	

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Academic Program Survey—Middle School Level

California Department of Education
Academic Program Survey—Middle School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td rowspan="2">4. Professional Development for School Administrators</td><td rowspan="2">4.2 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.</td><td rowspan="2">Full implementation means that the district provides and monitors regular on-going targeted professional development to increase the instructional leadership skills of the principal and vice-principal(s) to support the full implementation of the EPCs. Targeted professional development and support may include:
• Development, use, and monitoring of classroom observation protocols to include:
– Full and skillful implementation of instructional materials including use of ancillaries.
– The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.
• Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices.
• Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>4.2</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>
Key Components

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

CCCS Math PD for Principals
CCCS ELA PD for Principals
Instructional Rounds for Math (Principal)
Data Review Protocol for Math and ELA PD(Principal)
</td></tr>
</table>

California Department of Education
Academic Program Survey—Middle School Level

		and adapt instruction to support struggling learners. • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in EL professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI2) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	

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Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Middle School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>5. Credentialed Teachers and Professional Development Opportunity</td><td>5.1 The school/district staffs all classrooms with fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).</td><td>Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignment.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>5.1</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>
Key Components

100% Percentage of fully credentialed, highly-qualified teachers.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>RLA/ELD</td><td>Mathematics</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td><td colspan="2"></td></tr>
</table>

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Academic Program Survey—Middle School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>5. Credentialed Teachers and Professional Development Opportunity</td>
<td>5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials-based professional development focused on locally-adopted, standards-aligned RLA/ELD, and intensive intervention instructional programs, and/or CCSS-aligned instructional materials in use at the school.</td>
<td>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials-based professional development focused on the locally-adopted RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.

The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the Academic Content standards addressed in the materials; the use of a variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include:

• Data team protocol training to analyze and use data to inform classroom and school-wide practices.
• Participation in subject area/course level team meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is</td>
<td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>5.2</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>
Key Components

Indicate the number of teachers at each grade level engaged in professional development:

<table>
<tr><th></th><th>Number of Teachers</th><th>Training</th><th>Classroom Support</th></tr>
<tr><td>Grade 6</td><td>11</td><td>11</td><td>11</td></tr>
<tr><td>Grade 7</td><td>11</td><td>11</td><td>11</td></tr>
<tr><td>Grade 8</td><td>11</td><td>11</td><td>11</td></tr>
</table>
</td>
</tr>
</table>

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		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 English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	

Suggested Documentation		Additional Comments
	RLA/ELD	

California Department of Education
Academic Program Survey—Middle School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>5. Credentialed Teachers and Professional Development Opportunity</td>
<td>5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with instructional materials-based professional development focused on the locally-adopted mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.</td>
<td>Full implementation means that all teachers of mathematics, Algebra I, and pre-algebra/Algebra Readiness are engaged in instructional materials-based professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.

The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.

Some activities might include:
• Use of the locally-adopted grade four through seven intensive intervention instructional materials along with the basic core program.
• Data team protocol training to analyze and use data to inform classroom and school-wide practices.
• Participation in subject area/course level team meetings:</td>
<td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<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>
</table>
Key Components

Indicate the number of teachers at each grade level engaged in professional development:
<table>
<tr><th></th><th>Number of Teachers</th><th>Training</th><th>Classroom Practice</th></tr>
<tr><td>Grade 6</td><td>8</td><td>8</td><td>8</td></tr>
<tr><td>Grade 7</td><td>2</td><td>2</td><td>2</td></tr>
<tr><td>Algebra I</td><td>2</td><td>2</td><td>2</td></tr>
<tr><td>Pre-algebra/Algebra Readiness</td><td>2</td><td>2</td><td>2</td></tr>
</table>
</td>
</tr>
</table>

California Department of Education
Academic Program Survey—Middle School Level

		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 English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	

Documentation	Additional Comments
Mathematics	

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD, including strategic and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS-aligned instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and implementation of the CCSS and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	<table><tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr><tr><td>6.1</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> **Key Components** **<u>Coaches/Content Experts/Specialists</u>** ☑ Type of instructional assistance ☑ Works primarily in classrooms **Describe type of classroom/teacher assistance regularly provided to teachers:** • Intervention Specialist • TSA – Push-in and Coaching **Describe criteria used for identifying and providing coaching support:** • Student need • Teacher need **<u>Monitoring Coaching System</u>** ☑ Principal structures/monitors instructional assistance services **<u>Trained Coaches/ Content Experts/Specialists</u>** ☑ Provided with materials-based training **Describe type of training/ support planned and/or provided for coaches/content experts/specialists:** District PD for ELA CCCS implementation

Documentation		Additional Comments
	Reading/Language Arts/ELD	

California Department of Education
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School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support	6.2 The school/district provides instructional assistance and ongoing support to all teachers of	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	6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

California Department of Education
Academic Program Survey—Middle School Level

for Teachers	mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing students who need intervention, ELs, SWDs, benchmark and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current, locally-adopted adopted program and/or CCSS-aligned programs and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	**Key Components** **Coaches/Content Experts/Specialists** ☑ Type of instructional assistance ☑ Works primarily in classrooms **Describe type of classroom/teacher assistance regularly provided to teachers:** Intervention Specialist Math Intervention Coach **Describe criteria used for identifying and providing coaching support:** • Student Need • Teacher Need **Monitoring Coaching System** ☑ Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** ☑ Provided with materials-based training. **Describe type of training/ support planned and/or provided for coaches/content experts/specialists:** • **CCCS Math PD** • **Instructional Rounds**

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS-aligned programs used in the school district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs.	Objective: 7.1 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Ongoing Assessment and Monitoring System** ☑ District-supported electronic data management system ☑ District-wide reporting and analysis of assessment results. ☑ School-wide reporting and analysis of assessment results. ☑ Timely data from assessments available to and easily accessible by administrators and teacher ☑ Common curriculum embedded/formative assessments in use school-wide. **Training on Accessing and Using Electronic Data System** ☑ Staff trained on using and accessing data from the electronic data system. **Using Formative Assessment Results** ☑ Common curriculum embedded/formative assessments administered frequently. ☑ School-wide assessment calendar developed & used. ☑ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

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

California Department of Education
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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.
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned basic core mathematics, intensive intervention, and/or CCSS-aligned programs used in the school district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum, embedded; and summative assessments) are used to inform teachers and principals student placement/diagnoses, progress, and effectiveness of instruction.	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. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. • In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the locally-adopted intervention materials. • For the ongoing monitoring system, data collection (including electronic) is used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs.	Objective: 7.2 — Fully: 4, 100% — Substantially: 3, At least 75% — Partially: 2, At least 50% — Minimally: 1, Less than 50% **Key Components** **Ongoing Assessment and Monitoring System** ☑ District supported electronic data management system. ☑ District-wide reporting and analysis of assessment results. ☑ School-wide reporting and analysis of assessment results. ☑ Timely data from assessments available to and easily accessible by administrators and teachers. ☑ Common curriculum embedded/formative assessments in use school-wide. **Training on Accessing and Using Electronic Data System** ☑ Staff trained on using and accessing data from the electronic data system. **Using Formative Assessments Results** ☑ Common curriculum embedded/formative assessments administered frequently. ☑ School wide assessment calendar developed and used. ☑ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	Mathematics	
Example of Curriculum Embedded Assessments:		
Sample report of assessment at the following levels		

California Department of Education
Academic Program Survey—Middle School Level

Classroom:		
School:		
District:		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/ district assessments of student progress in the RLA/ELD, intensive intervention, and/or CCSS-aligned instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	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. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.	Objective: 8.1 — Fully: 4 (100%) — **Substantially: 3 (At least 75%)** — Partially: 2 (At least 50%) — Minimally: 1 (Less than 50%) **Key Components** **Scheduled Structured Collaboration Meetings** **2** Number per month. ☑ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ☑ Meetings are structured, protocols/tools are developed and used. ☑ Training for collaboration meeting protocols provided to teachers. ☑ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ☑ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. **Collaborative Meeting Discussion Content** ☑ Using and analyzing timely student common assessment results from all students. ☑ Strengthening program implementation. ☑ Designing and improving lessons/ instruction. ☑ Identifying research-based strategies to support specific skill needs of all students.

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

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/ district assessments of student progress in the mathematics and/or CCSS-aligned instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.	Objective: 8.2 Fully: 4 — 100% Substantially: 3 — At least 75% Partially: 2 — At least 50% Minimally: 1 — Less than 50% **Key Components** **Scheduled Structured Collaboration Meetings** **2** Number per month. ☑ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ☑ Meetings are structured, protocols/tools are developed and used. ☑ Training for collaboration meeting protocols provided to teachers. ☑ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ☑ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. **Collaborative Meeting Discussion Content** ☑ Using and analyzing timely student common assessment results from all students. ☑ Strengthening program implementation. ☑ Designing and improving lessons/ instruction. ☑ Identifying research-based strategies to support specific skill needs of all students.

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

California Department of Education
Academic Program Survey—Middle School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria, Clarifications, and Citations</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>9. Fiscal Support</td><td>9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).</td><td>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are aligned and prioritized in the SPSA.
The SPSA is aligned with the goals and activities in the LEA Plan.
The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.
The district requires that SPSA expenditures detail EPC alignment.
District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>9.1</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>
Key Components

<u>Allocation of Funds</u>
☑ District and site categorical and general funding are aligned to support EPC implementation.

<u>Coordination of Funds</u>
☑ The SPSA aligns to the goals and activities in the LEAP.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>Plan uses all revenues appropriately</td><td></td></tr>
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California Department of Education
Academic Program Survey—Middle School Level

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<tr><td>Plan uses all revenues appropriately</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

School Site: Montera Middle School
Site Number: 211

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

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

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

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

3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.

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

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/10/2013

6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

SSC Chairperson's Signature	Jay Ward SSC Chairperson's Name (printed)	4/15/13 Date
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
Principal Signature	Tina Tranzor Principal's Name (printed)	4/15/13 Date
Executive Officer's Signature	Sondra Aguilera Executive Officer's Name (printed)	5/20/13 Date
Director, State & Federal Compliance Signature	Susana Ramirez Director, State & Federal's Name (printed)	6/5/13 Date

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Montera Middle School

6057079

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Montera Middle School is a 6th to 8th grade middle school serving all of Oakland's community since 19___. Our school colors are black and gold and our mascot is the Toro whose strength and determination is symbolic of our school spirit and community. Montera is a place where students are challenged to reach their full potential through rigorous and engaging instruction within a safe and caring community. Montera graduates are prepared to excel in high school, college and beyond. We embrace and cultivate the diversity of our school community. According to the SARC, Montera is comprised of African American 42% Asian 12% Caucasian 25% Hispanic 16% Multi-Ethnicity 2% Native American 1% Pacific Islander 1% All students and their families are welcomed at Montera and the cultural impact and diversity of our community is significant to Montera. Students, staff and community have helped to create a secure, safe, lively and nurturing environment with promotes mutual respect and self-esteem. Montera prides itself on educating the whole child, both academically and socially and we understand that the middle school years are a time for young adults to explore choices, build trust, and develop relationships with peers and adults. It is a tradition at Montera to offer programs that stress excellence and diversity in scope and depth of content. The intense level of parent involvement and support, a consistent and dedicated teaching faculty, and a student body willing to meet the challenge of Montera's high expectations ensures that Montera thrives in all areas. We offer courses in woodshop, music, art, foreign languages, restorative justice peer mediation student leadership and computers. Montera also supports special needs students through a wide range of programs that reach a third of our student population. Our Special Education programs are full inclusion with an emphasis on moving our students towards independence. As additional support, we are proud of our intervention programs at Montera. We offer strategies classes in English Language Arts and in Mathematics. We use Achieve3000 and PLATO as supplemental online computer programs to encourage a blended learning model. Our goal is to ensure that every student reaches their full potential as young adolescents while at Montera Middle School. Montera believes that in order for all students to reach their full potential we must cultivate a safe community and climate. We are committed to

implementing our specifically designed Positive Behavior Intervention Strategies model and using Restorative Justice Practices to guide our vision. We are committed to growth in achievement. Throughout the year the faculty and parents will examine the school achievement data, interpret the data and use the data to evaluate our progress, set goals and revise programs.

VISION

Montera Middle School is a diverse school community where students are challenged to reach their full potential through rigorous and engaging instruction within a safe and caring community. Montera graduates are prepared to excel in high school, college and beyond. We embrace and cultivate the diversity of our school community.

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

Montera's Administrative Team will monitor our progress toward the goals outlined in this plan. The SSC will also monitor and support our achievement of these goals. Our collaboration with our PTO will support our achievement of these goals. The C.O.S.T team will monitor and support our achievement of these goals. Through PLC work, our faculty and staff will monitor our progress and support our achievement of these goals outlined in this plan. Administrative Team: At weekly Administrative Team Meetings, the principal, assistant principals, and TSA's,will analyze progress towards reaching school quality standards, based on collection of data from a variety of sources. Plans will be adjusted and made to better meet the needs of students. SSC: At monthly meetings the School Site Council will analyze our progress towards reaching school quality standards as it pertains to categorical funds and students needs. PTO: At the monthly PTO Board meetings, and PTO General meetings, the Principal will provide a report. The principal's report is part of the agenda for each PTO meeting. Updates will be given on the progress of the school towards reaching the school quality standards. Parent feedback on progress towards reaching the goals will be collected and used to help support our achievement of these goals. C.O.S.T. and Attendance committee members: At biweekly team meetings the team will analyze data from a variety of sources to monitor all site student support interventionsand programs including truant students. PLC: Using PLC standards, faculty and staff, the principal and assistant principals will assess the progress that the school is making towards the achievement of the goals otulined in this plan.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

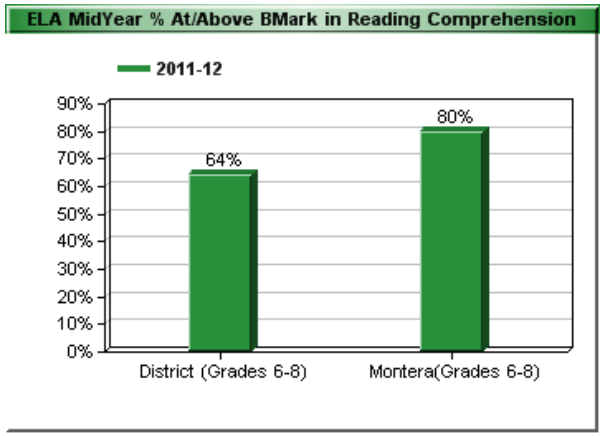
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

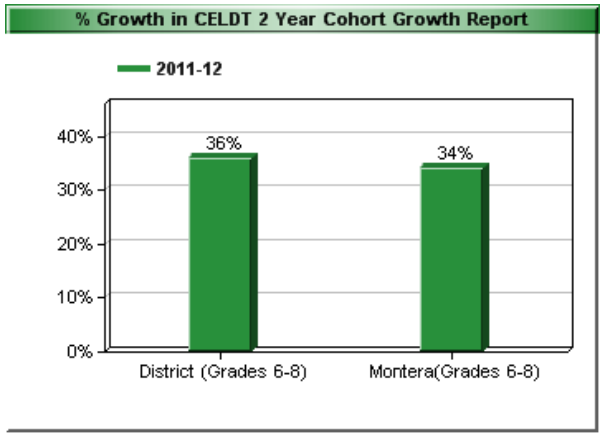
A quality school...

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

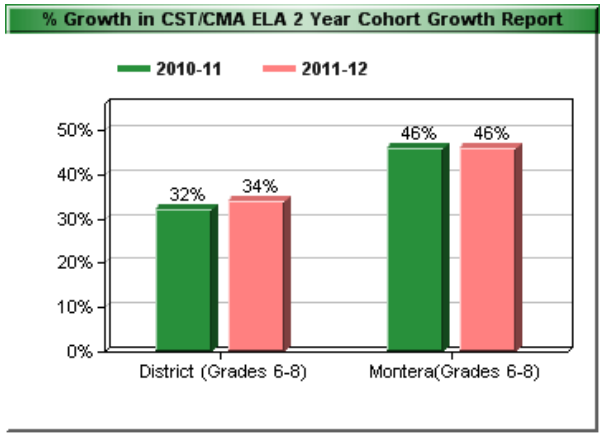
Benchmark

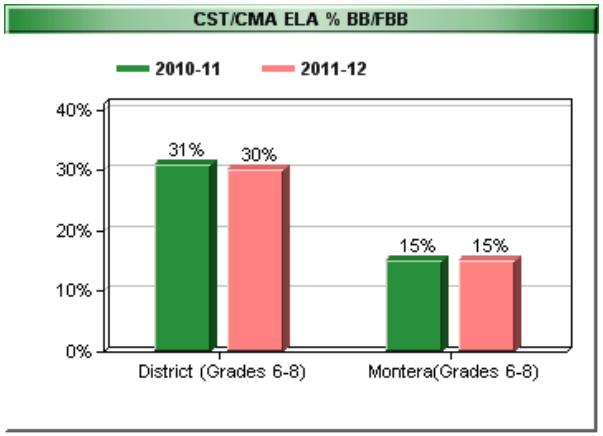


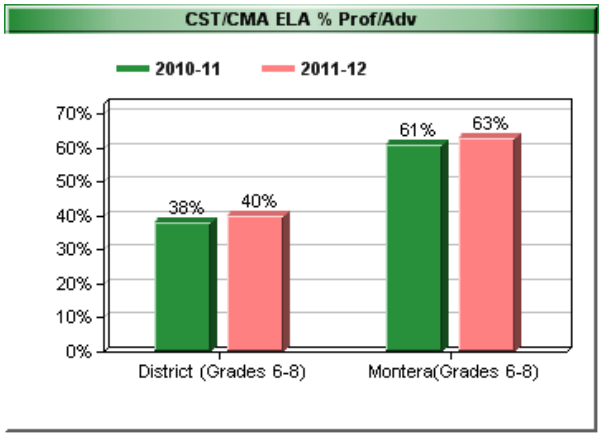
CELDT



CST







Data Analysis

- Montera has 80% of students reading at or above grade level.
- Montera has shown an increase in the number of Latino FBB & BB and there has been a marked upward movement from prof. to adv. in this subgroup.
- Montera had a slip in growth is our AA and Latino sub-groups in ELA. Montera as shown a decrease in achievement in ELA for our AA males.

Theory of Action

- Montera students will use their Lexile scores data from SRI testing to guide their learning.
- If all students were assessed on regular basis and individual student data was utilized effectively to determine instruction in small class settings,
- and if a school wide system of interventions were put in place to support all FBB, BB, and Bs, and all teachers adhered to the PLC model of data analysis and intervention,
- then student achievement will increase across all subgroups and performance categories.
-

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
ELA instructional support for identified students	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	3/30/2013	211SQI1A2332	Provide supplemental academic intervention and support for identified students. To provide supplemental academic support and intervention and professional development for identified FBB,BB and B students.	7090-EIA - SCE		C10TSA0001	1	$109,223.90
Supplemental Materials and Supplies for identified and eligible students	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Semester	Principal	4/30/2013	211SQI1A5302	Provide supplemental materials regarding ELA to support interventions for identified eligible students	7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	$489.00
Supplemental Materials and Supplies for identified and eligible students	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Semester	Principal	4/30/2013	211SQI1A5303	Provide supplemental materials regarding Math to support interventions for identified eligible students	3010-Title I	4300-MATERIALS & SUPPLIES		0	$5,744.89
Supplemental Materials and Supplies for identified and eligible students	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Semester	Principal	4/30/2013	211SQI1A5304	Provide supplemental materials for teacher of identified and eligible LEP students	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	$1,432.08
Intervention Specialist ELA academic support for identified students FBB,BB,and B with intervention specialist support.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	211SQI1A2299	Provide supplemental academic intervention and support for identified students.Provide supplemental ELA academic support for identified students FBB,BB,and B with intervention specialist support.	7090-EIA - SCE		INTSPC0252	0.5	$16,295.21
							Provide supplemental academic intervention					

Intervention Specialist ELA academic support for identified students FBB,BB,and B with intervention specialist support.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	211SQI1A5992	and support for identified students.Provide supplemental ELA academic support for identified students FBB,BB,and B with intervention specialist support.	3010-Title I		INTSPC0252	0.1	$3,258.60
Teacher support for Achieve3000 computer based program	SRI	All Students	Weekly	Other	3/30/2013	211SQI1A5117	Teacher support for Achieve3000 computer based program to increase non-fiction Lexile score and reading comprehension	Centralized Services			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

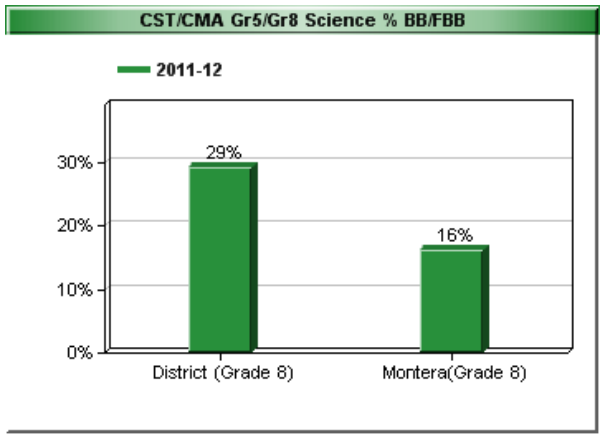
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

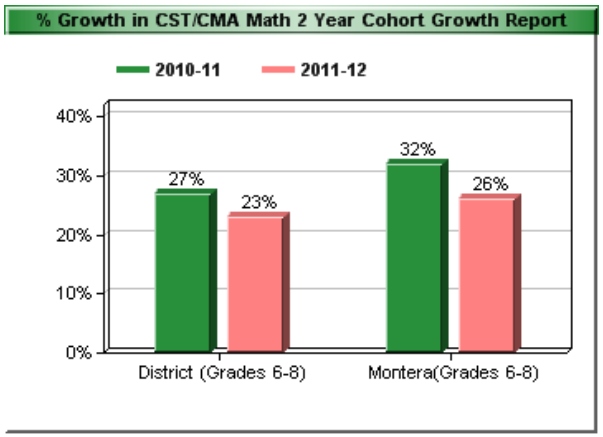
School Quality Standards relevant to this Strategic Priority

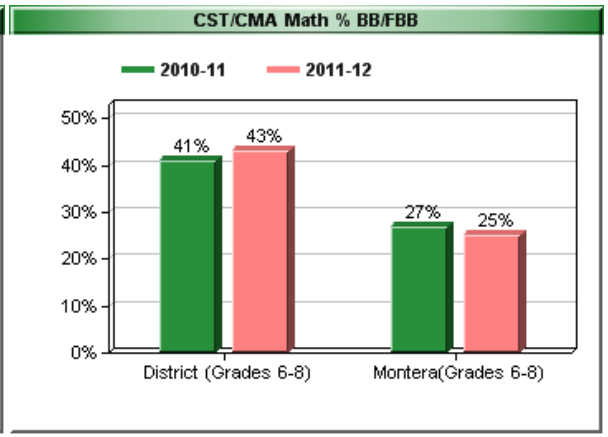
A quality school...

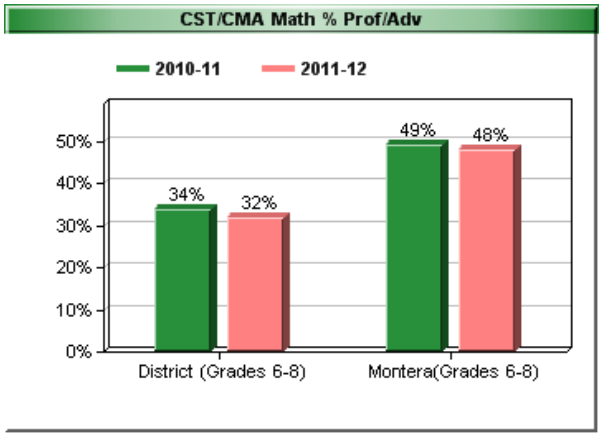
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

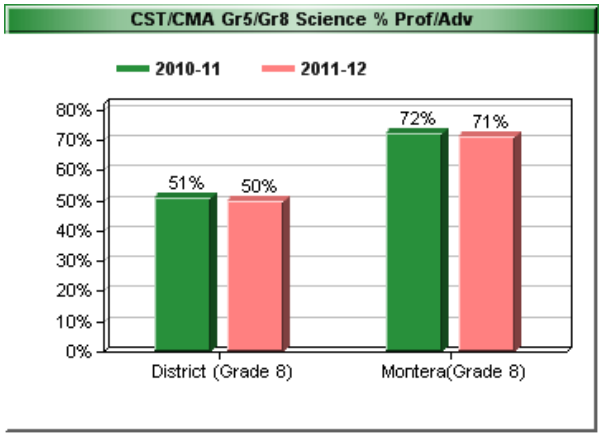
CST











Data Analysis

- Montera has scored higher in Science as compared to the district growth in the last 2 years. At least 70% of Montera students are Prof/Adv in Science.
- Montera has seen a 10% decline in overall growth in Math CST scorce. 25% of our students are BB/FBB in Math. 26% of our students are B in Math and 49-48% of our students are Pro/Adv in Math
- Our decline in achievement was most pronounced in the performance of AA and Latino students, with both subgroups showing double-digit declines.

Theory of Action

- If all teachers provided rigorous, relevant and standards based instruction,
- and if all teachers used student data to guide and differentiate instruction,
- and if all teachers collaborate to provide a system of interventions,
- then there will be a marked improvement in student performance as measured by common formative assessments, benchmarks and CST scores.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Supplemental Materials and Supplies for identified and eligible students	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Semester	Principal	4/30/2013	211SQI1B5302	Provide supplemental materials regarding ELA to support interventions for identified eligible students	7090-EIA-SCE	4300-MATERIALS & SUPPLIES		0	$489.00
Supplemental Materials and Supplies for identified and eligible students	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Semester	Principal	4/30/2013	211SQI1B5303	Provide supplemental materials regarding Math to support interventions for identified eligible students	3010-Title I	4300-MATERIALS & SUPPLIES		0	$5,744.89
Supplemental Materials and Supplies for identified and eligible students	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Semester	Principal	4/30/2013	211SQI1B5304	Provide supplemental materials for teacher of identified and eligible LEP students	7091-EIA-LEP	4300-MATERIALS & SUPPLIES		0	$1,432.08

Interventions in Math to support Basic, Below Basic and Far Below Basic students.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/30/2013	211SQI1B1561	Intervention Specialist works with small groups of students in a push in and pull out program in Math	7090-EIA-SCE		INTSPC0244	0.6	$20,461.30
Instruction - Peer Observations	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	3/30/2013	211SQI1B1688	Teachers do peer observations on a regular basis using student vital behaviors (eg second sentences, academic language, and equity) as their lens and debrief afterwards.	N/A			0	$0.00
Provide supplemental and intervention support in Math to identified eligible students and improve quality and rigor of math instruction by providing on-going professional development.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/3/2013	211SQI1B2305	Provide supplemental instructional support to identified elgible students in Math instruction and professional development.	3010-Title I		C10TSA9999	0.84	$75,529.48

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

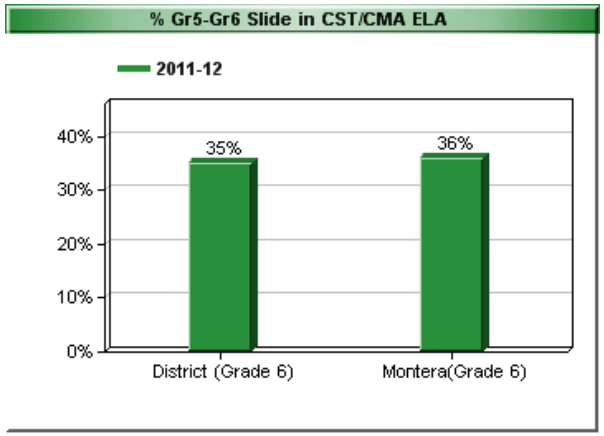
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the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

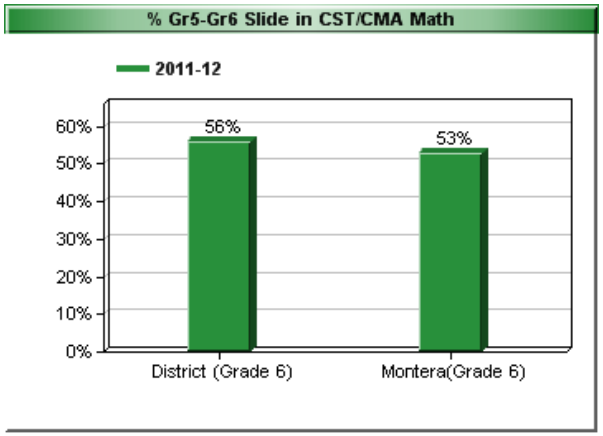
School Quality Standards relevant to this Strategic Priority

A quality school...

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

CST





School Data

- There's no conclusive quantitative data indicating the percentage of Montera Middle School students who graduated from high school and/or college.

Data Analysis

- Montera's 5th to 6th grade Slide percentages are consistent with the district percentages. This is a prevailing concern that must be determined and considered.
- Students who have successful middle school experiences in the classroom are bound to be equally successfull in high school and beyond.
- Conversely, those who earn low grades in middle school are equally likely to fail in high school.

Theory of Action

- Montera Middle School must continue to engage in vertical collaboration with all high schools the students attend. We must also engage in collaboration with all our elementary feeder schools to ensure transition support.
- We will provide consistent quality services for our students and families that transition from elementary to 6th grade and from 8th grade to high school.
- Our school counselor in collaboration with our parent organizations must work to provide relevant suppport information to our transitioning families.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School Counselor	State tests (CST/STAR, PFT)	All Students	End of Year	Other	3/30/2013	211SQI1C5118	Counselor to engage in vertical collaboration with elementary feeder schools and high schools	Non-SSC approved			0	$0.00
Parent Liaison - ELAC and Title 1	CELDT	English Learners	Weekly	Principal	4/29/2013	211SQI1C5122	Provide a parent liasion for ELL students to support student achievement	7091-EIA-LEP		COMABI9999	0.25	$10,996.51
Parent Liaison - ELAC and Title 1	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	211SQI1C5993	Provide a parent liasion for Title I eligible students to support student achievement	3010-Title I		COMABI9999	0.25	$10,996.51

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

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

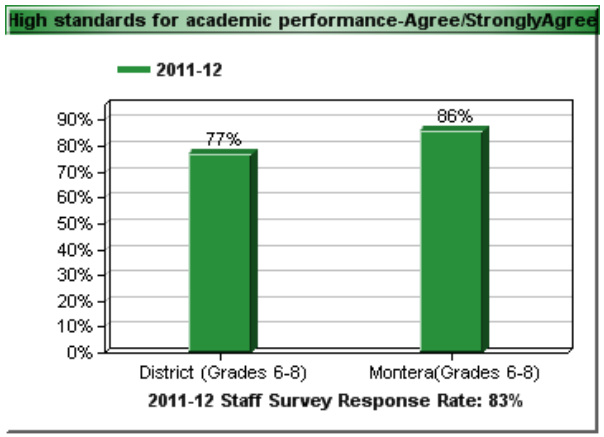
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

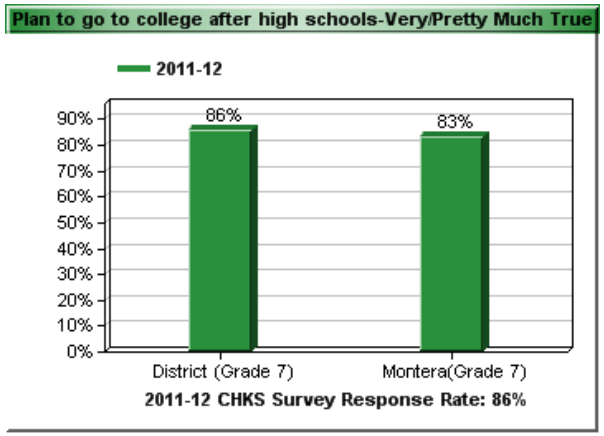
A quality school...

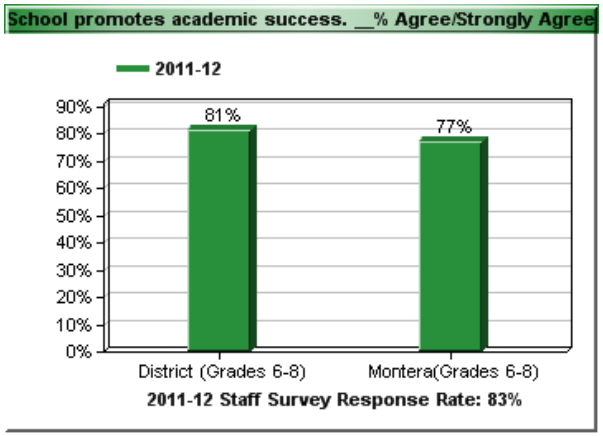
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards



Survey - Success





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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 data (CHKS, etc.)	All Students	Every Marking Period	Other	3/30/2013	211SQI1D5119	Provide visual reminders for students to connect with college goals.	N/A			0	$0.00
Career Day	Survey data (CHKS, etc.)	All Students	Every Semester	Other	3/30/2013	211SQI1D5120	Host a Career Day wtih community business leaders to provide students with visable connections to their educational path	Non-SSC approved			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: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- Our African American students make up 39% of the student population and is the largest lowest performng group sub-group at Montera.
- Our English Language Learners is a subgroup that is also one of our lowest performing sub-groups.

Data Analysis

- Our African American students' scores in both Math and ELA need to be placed within a context:
- Lack of on-going, targeted and structured intervention programs undermine student progress.
- Equally detrimental is the distance of the school from where the students live, rendering it challenging for most to take part in various tutorial opportunities.
- Parents do not have easy access to the school in order to discuss student progress and/or participate in school governance.

Theory of Action

- If Montera Middle School established a system of interventions and if if all teachers analyzed African Ameircan students' and ELL students' Math and ELA performances in the CST, and benchmarks on consistent basis,
- and if identified students received targeted interventions and if teachers communicated student progress to parents by using all available means including, Jupiter Grades, telephone, email and direct conferences,
- Then all lowest performing subgroup students will engage actively in the classroom and greatly improve their performance.
- If our ELL families were provided addtional support in how to engage in our academic process, then our students would improve their performance.
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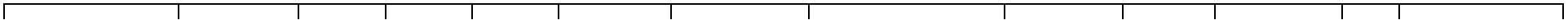

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Intervention Specialist ELA academic support for identified students FBB,BB,and B with intervention specialist support.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	211SQI1E2299	Provide supplemental academic intervention and support for identified students.Provide supplemental ELA academic support for identified students FBB,BB,and B with intervention specialist support.	7090-EIA - SCE		INTSPC0252	0.5	$16,295.21
Intervention Specialist ELA academic support for identified students FBB,BB,and B with intervention specialist support.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	211SQI1E5992	Provide supplemental academic intervention and support for identified students.Provide supplemental ELA academic support for identified students FBB,BB,and B with intervention specialist support.	3010-Title I		INTSPC0252	0.1	$3,258.60
Teacher support for Achieve3000 computer based program	SRI	All Students	Weekly	Other	3/30/2013	211SQI1E5117	Teacher support for Achieve3000 computer based program to increase non-fiction Lexile score and reading comprehension	Centralized Services			0	$0.00
Parent Liaison - ELAC and Title 1	CELDT	English Learners	Weekly	Principal	4/29/2013	211SQI1E5122	Provide a parent liasion for ELL students to support student achievement	7091-EIA - LEP		COMABI9999	0.25	$10,996.51
Parent Liaison - ELAC and Title 1	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	211SQI1E5993	Provide a parent liasion for Title I eligible students to support student achievement	3010-Title I		COMABI9999	0.25	$10,996.51
Extended learning hours	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/30/2013	211SQI1E4230	ELA and Math Intervention specialists will carefully analyze student data to provide targeted intervention during school and after school hours.	N/A			0	$0.00
African American Male Man-Up Elective	State tests (CST/STAR, PFT)	Ethnicity	Weekly	Principal	3/30/2013	211SQI1E5121	Provide class that will offer additional support to Black male students to promote and encourage student achievement	Non-SSC approved			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher support for Achieve3000 computer based program	SRI	All Students	Weekly	Other	3/30/2013	211SQI1F5117	Teacher support for Achieve3000 computer based program to increase non-fiction Lexile score and reading comprehension	Centralized Services			0	$0.00
After School Programs	Survey data (CHKS, etc.)	All Students	Weekly	Principal	3/30/2013	211SQI1F5123	Continue to provide after-school enrichment programs, sports programs and intervention tutorials	Non-SSC approved			0	$0.00

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

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

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: To prepare staff and students for a variety of emergencies and respond appropriately to all emergencies. Staff will communicate to parents/guardians/ procedures should a disaster occur.

- Strategy 1.1: Annual review/revise Montera Middle School Disaster Preparedness, Emergency Plan Procedures, replenish emergency supplies.
- Strategy 1.2: Practice plan changes with student drill procedures

Goal 2: To reduce incidents of bullying and increase student awareness of community to promote a safe learning environment for all students.

- Strategy 2.1: Ensure that all students attend the showing of "The Bully Project", as well as support the teachings of movie in advisory classes utilizing restorative justice circles; Increase usage of restorative justice circles in cases of bullying and harassment; Ensure that all administrative staff, various teachers, and selected students are trained on the implementation of restorative justice practices.
- Strategy 2.2: Creation of staff/student facilitated Social Action Committee which is a place where our school community can enrich 8th grade students to become leaders promoting tolerance and understanding among all students to create a safer school environment. These students will work on various outreach projects including: "Spread The Word to Ban the Word", and the National day of Silence.

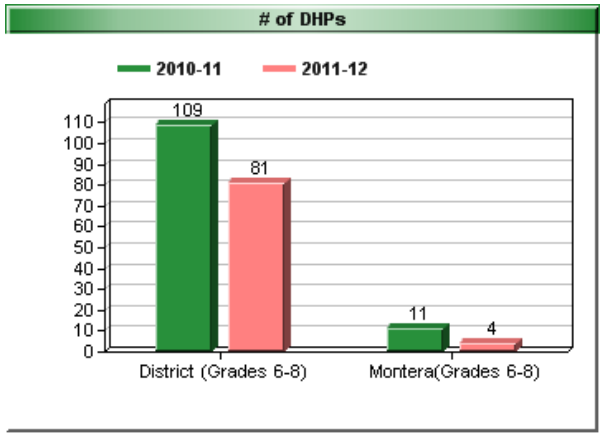
School Quality Standards relevant to this Strategic Priority

A quality school...

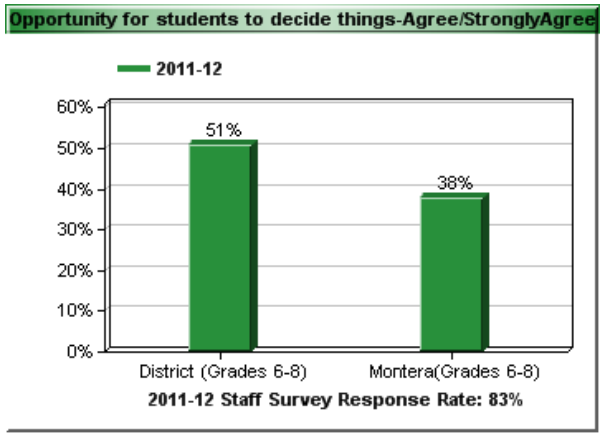
- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

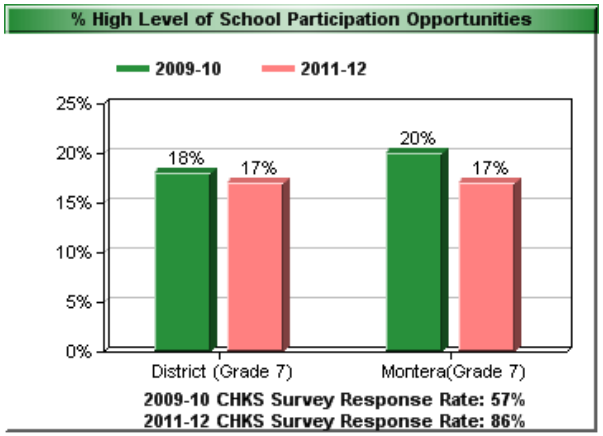
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

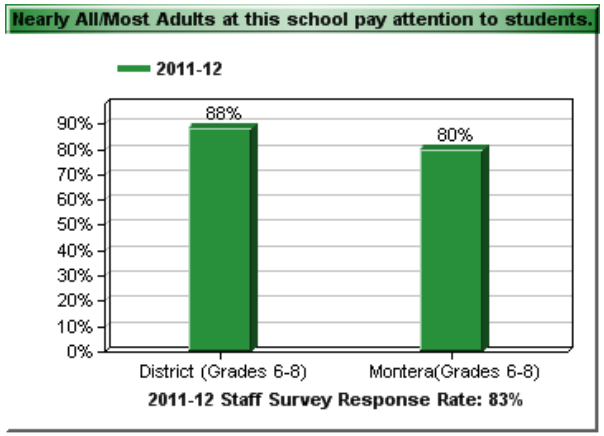


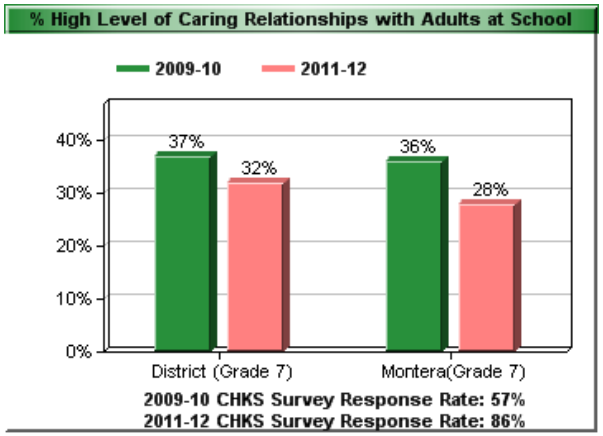
Survey - Engagement



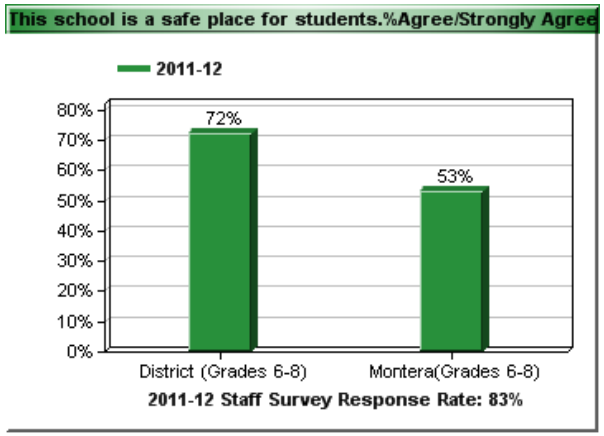


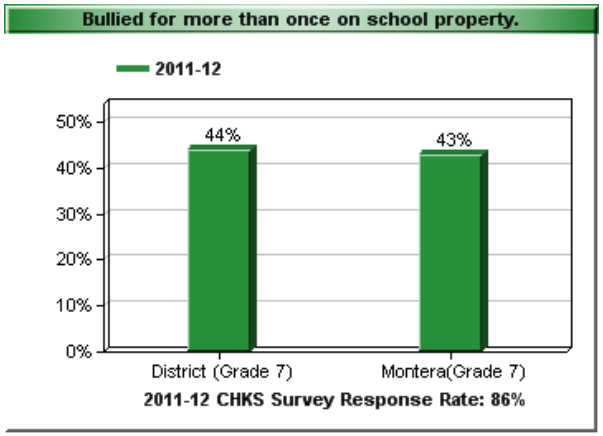
Survey - Relationships

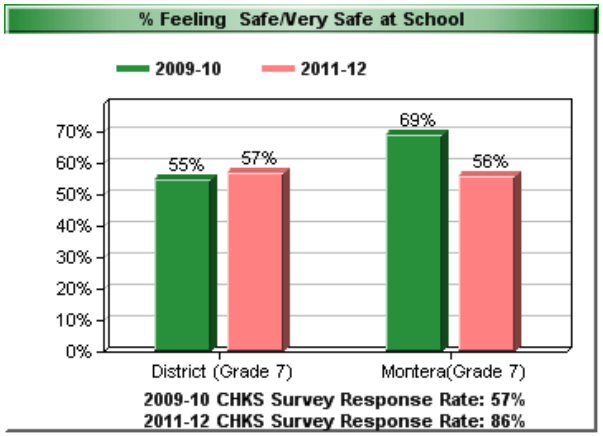




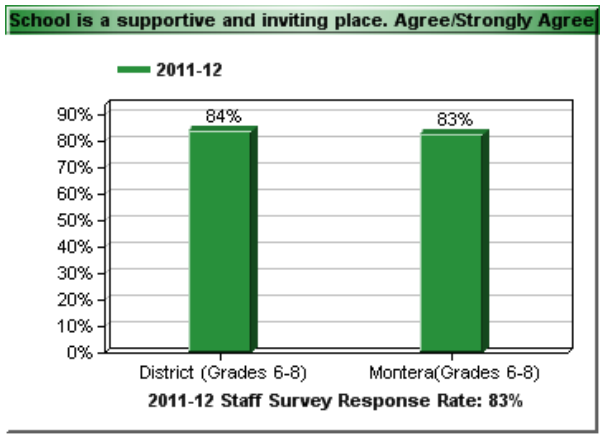
Survey - Safety



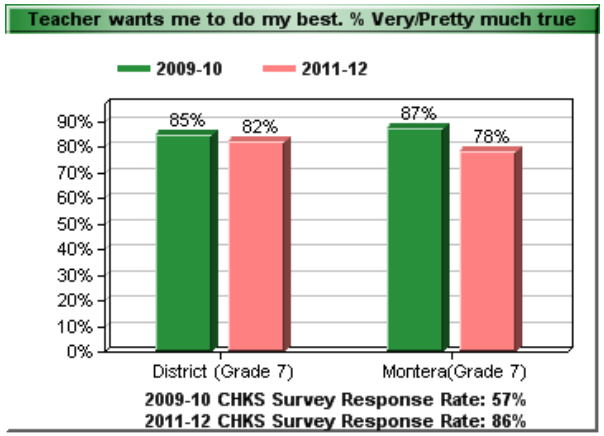




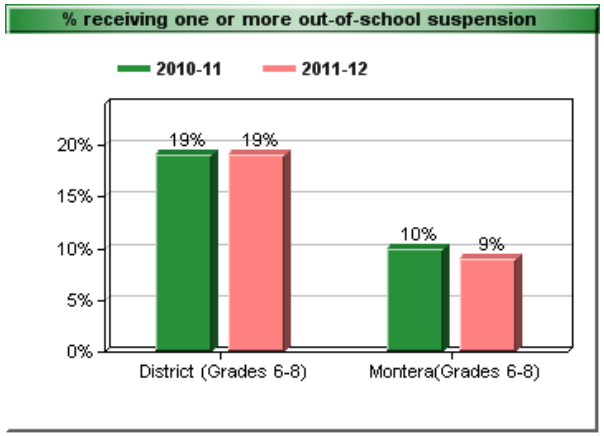
Survey - Welcoming



Survey- Beliefs



Suspensions



Data Analysis

- Montera has reduced the number of suspensions and DHP's over the years and our percentage is lower than the district average. Overall students feel that Montera is a safe school and that teachers want students to do their best.
- We must create more opportunities for students to feel connected to adults and school activities

Theory of Action

- By planning and implementing our PBIS system at Montera we should be able to create a safer school culture and provide for clear expectations of behavior.
- We will celebrate the positive and create a spirit of enthusiams and community at Montera. By having a designated parent liason to reach our ELL families, we will reach many of our families that have not felt part of our community.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Liaison - ELAC and Title 1	CELDT	English Learners	Weekly	Principal	4/29/2013	211SQI2A5122	Provide a parent liasion for ELL students to support student achievement	7091-EIA-LEP		COMABI9999	0.25	$10,996.51
Parent Liaison - ELAC and Title 1	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	211SQI2A5993	Provide a parent liasion for Title I eligible students to support student achievement	3010-Title I		COMABI9999	0.25	$10,996.51
PBIS- positive behavior recognition and student engagement	Discipline/CSC	All Students	Weekly	Leadership Team	1/23/2013	211SQI2A4891	Students will recognize positive behaviors they see in fellow peers around being safe, being respectful, and being responsible. These "shout outs" will be monitored, chosen, posted and announcement by Student Council weekly.	Non-SSC approved			0	$0.00
PBIS- Positive Behavior Intervention Strategy	Discipline/CSC	All Students	Weekly	Leadership Team	1/23/2013	211SQI2A4893	Implement three school rules- be safe, be respectful, be responsible. Create lesson plans, teach, and enforce school wide positive behavioral expectations for every section of the school.	Non-SSC approved			0	$0.00
Awards Assemblies to honor academics and attendance	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/3/2013	211SQI2A5255	Host awards assemblies to honor academics and attendance and positive behavior to create an inclusive , welcoming and caring community, fostering communication that values individual/cultural differences	Non-SSC approved			0	$0.00
Seasonal Student Dances	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/3/2013	211SQI2A5256	Seasonal student dances that promote school community, and foster strong relationships.	Non-SSC approved			0	$0.00
School Psychologist	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/3/2013	211SQI2A5246	Provide additional emotional support to our students through our School Psychologist. This support will be offered to General Education students	Non-SSC approved			0	$0.00
Sport Teams and							Creates and inclusive welcoming and caring					

school clubs that foster self-awareness and respect	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/3/2013	211SQI2A5257	community, fostering communication that values individual/cultural differences.	Non-SSC approved			0	$0.00
Student Assemblies	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/3/2013	211SQI2A5293	Middle school student assemblies that address Middle School concerns such as bullying, peer pressure, diversity, drugs and alcohol, and culture and climate.	Non-SSC approved			0	$0.00
C.O.S.T Team	Attendance	All Students	Every Other Week	Attendance Team	4/3/2013	211SQI2A5250	Continue use of the Montera C.O.S.T. team to support students in attendance concerns	Non-SSC approved			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

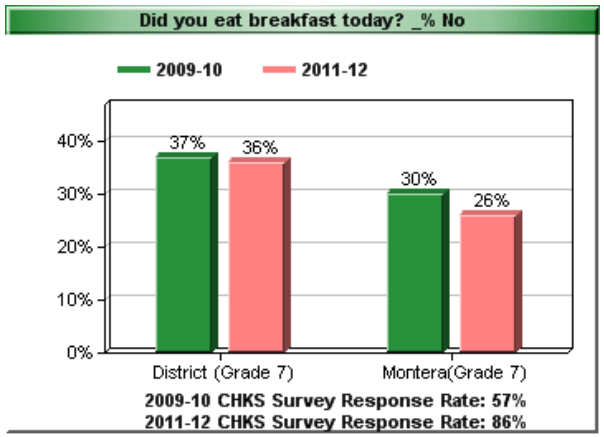
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

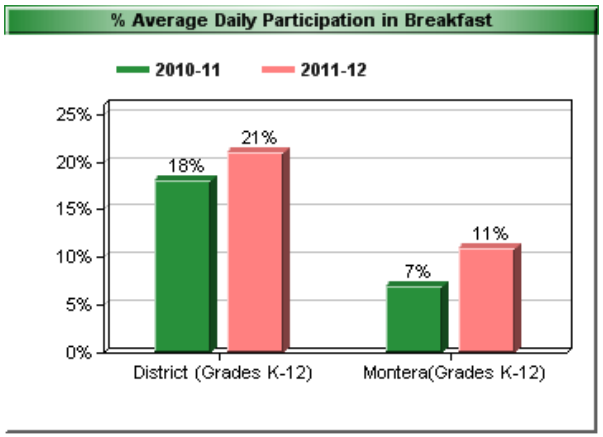
School Quality Standards relevant to this Strategic Priority

A quality school...

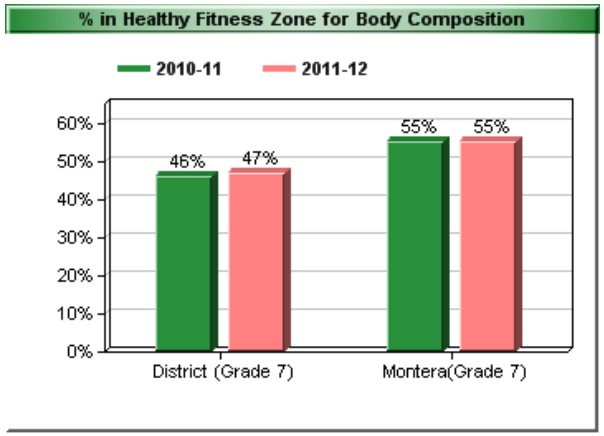
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

Breakfast

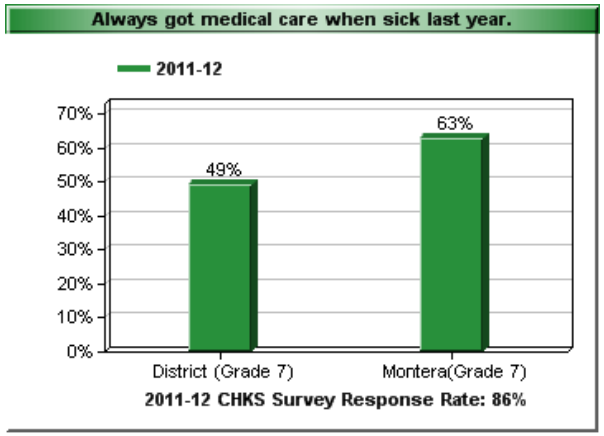




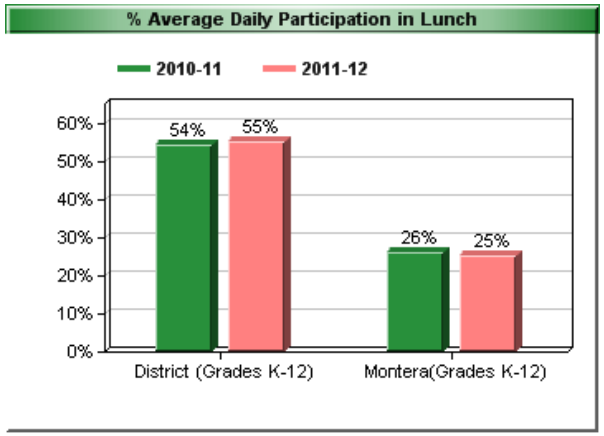
Fitness



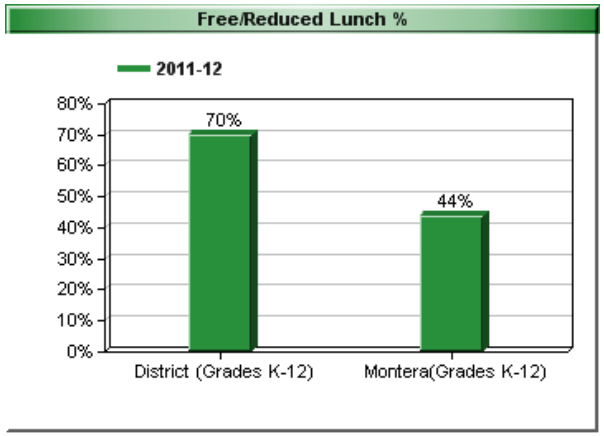
Health Access



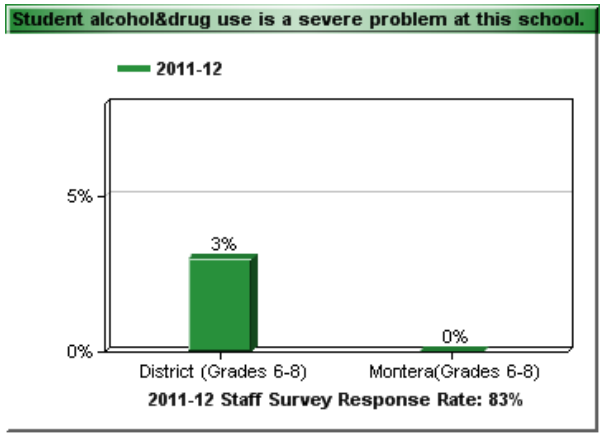
Lunch

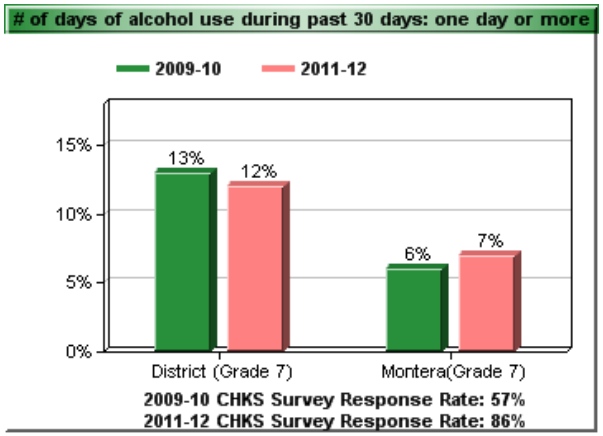


Socio Economics

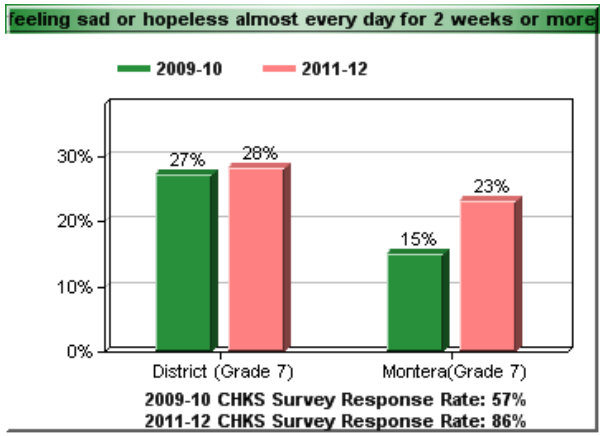


Survey - Drugs / Alcohol





Survey - Mental Health



Data Analysis

- Montera has a very low percentage of students that eat breakfast or lunch. Not all students that are eligible for free or reduced lunch eat the nutritious meal provided by the school.
- About half of our students are physically fit. Drug use seems to be limited at Montera. There is some alcohol use at Montera.
- About 1/4 of our student population is feeling sad or hopeless during the school year.

Theory of Action

- Montera must ensure that all students eat a nutritious breakfast and lunch to fuel their bodies and minds for academic excellence.
- We must continue to offer exercise and fitness classes and education to promote healthy living and physical fitness for our students.
- Students must supported emotionally at school in order to feel safe to learn.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School Psychologist	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/3/2013	211SQI2B5246	Provide additional emotional support to our students through our School Psychologist. This support will be offered to General Education students	Non-SSC approved			0	$0.00
Sport Teams and school clubs that foster self-awareness and respect	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/3/2013	211SQI2B5257	Creates and inclusive welcoming and caring community, fostering communication that values individual/cultural differences.	Non-SSC approved			0	$0.00
Student Assemblies	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/3/2013	211SQI2B5293	Middle school student assemblies that address Middle School concerns such as bullying, peer pressure, diversity, drugs and alcohol, and culture and climate.	Non-SSC approved			0	$0.00
Health Education on nutrition, alcohol, tobacco, drugs, gangs and healthy relationships	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/3/2013	211SQI2B5258	Conduct workshops and professional developments for staff, parents and students regarding societal topics to provide support to all parties in need.	Non-SSC approved			0	$0.00
Salad Bar supported by students and parents	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/3/2013	211SQI2B5259	Offer a salad bar with healthy nutritious options for students. This salad bar is supported by students and parents	Non-SSC approved			0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

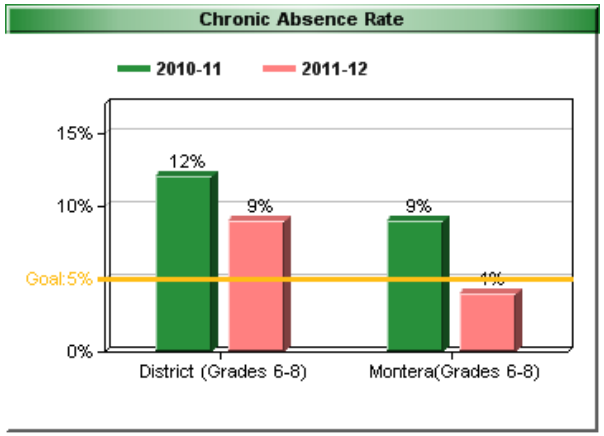
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

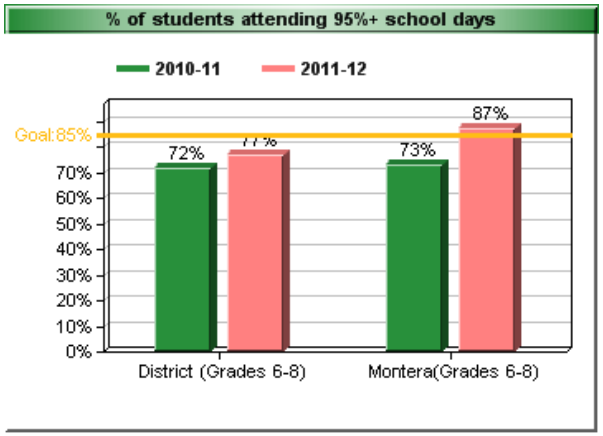
1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

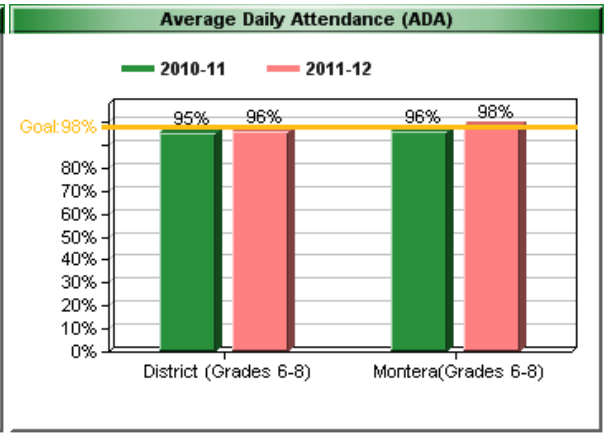
School Quality Standards relevant to this Strategic Priority

A quality school...

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







Data Analysis

- Montera Middle School has a lower rate of chronic absences compared to the district. Montera has less than 5% chronic absence rate for last year.
- We need to improve the number of students that attend 95% of their school days. Although we reach the district goal at 87% there is room for improvement.
- However, due to the location of the school from where most of the students reside, it is difficult for many students to get to school.
- Reliable public transportation services or parents/guardians to transport students when necessary undermines regular student attendance.

Theory of Action

- If we consistently utilize the ABI attendance system to monitor student attendance,
- and if we put in place an Attendance Committee including the COST coordinator, attendance clerk, counselor and the principal,
- and if we met on biweekly basis to review student attendance data and strategized on individualized intervention, including home visits and parent conferences,
- then students will feel motivated and inspired to come to a school that has reached out to them due to high expectations and caring.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
C.O.S.T Team	Attendance	All Students	Every Other Week	Attendance Team	4/3/2013	211SQI2C5250	Continue use of the Montera C.O.S.T. team to support students in attendance concerns	Non-SSC approved			0	$0.00
SART/SARB Team	Attendance	All Students	Weekly	Attendance Team	4/3/2013	211SQI2C5253	Use our Attendance Team to maintain our SART/SARB process for the families/students that need this level of support	Non-SSC approved			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: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

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

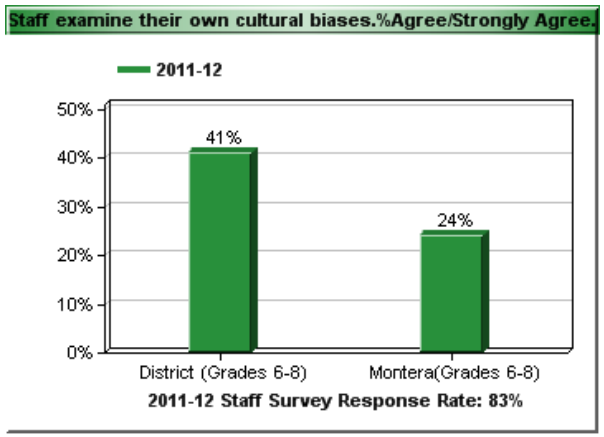
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



Data Analysis

- Montera Middle School redesigned the master schedule last year to allow for teacher collaboration.
- On weekly basis, teachers met by partner, department and grade level basis.
- While the structure provided opportunities for teacher collaboration, the time was not used effectively and consistently enough to review data, analyze student work, compare notes, or exchange best teaching practices.

Theory of Action

- If teachers meet on weekly basis by partner, department and grade level basis consistent with best PLC practices,
- and if teachers took part in all available site and off-site professional development opportunities,
- and if teachers utilized timely data to analyze student work for rigor and adherence to content standards,
- and if teachers took part in peer observation and reflected with colleagues on regular basis,
- then classrooms will be an engaging experience for all students and thus improve their performance.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher Professional Development to build teacher capacity in the classroom - Peer Observations	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/3/2013	211SQI3A2346	To provide professional development in order to develop teacher capacity in the classroom. To provide subs for teacher release time aimed at developing teachers through on-going professional development activities including peer visitations.	Non-SSC approved			0	$0.00
Teacher Professional Development to build teacher capacity in the classroom - Differentiated Instruction & Culturally Responsive Instruction	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/3/2013	211SQI3A2350	Utilize consultants, guest speakers and on-site teachers to help teacher development on effective teaching techniques including differentiated instruction and culturally responsive instruction.	Non-SSC approved			0	$0.00
Professional Development Opportunity Support	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/3/2013	211SQI3A5294	Continued support teachers in opportunities to attend conferences designed to develop teacher capacity in the classroom	Non-SSC approved			0	$0.00
Department Chair/ Head							Use Department Chair/ Head positions for ELA, Social Studies, Science,					

positions - for ELA, Social Studies, Science, Math, Electives, and PE		All Students	Monthly	Principal	4/3/2013	211SQI3A5295	Math, Electives, and PE to build leadership capacity and ownership with teacher leaders.	N/A			0	$0.00
Grade Level Leaders for 6th, 7th and 8th Grade teams/families	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/3/2013	211SQI3A5296	Use Grade Level Leaders to build the leadership capacity of teacher leaders.	Non-SSC approved			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

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

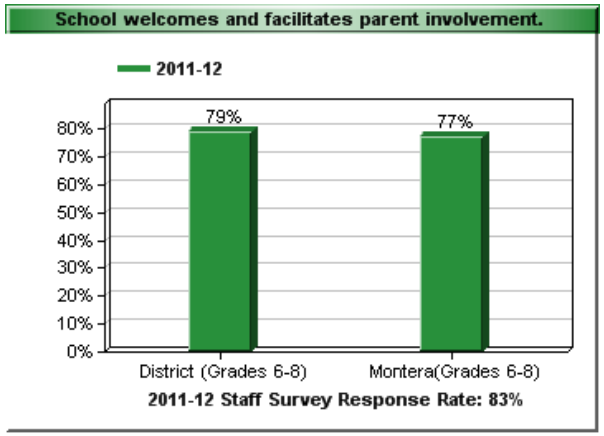
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



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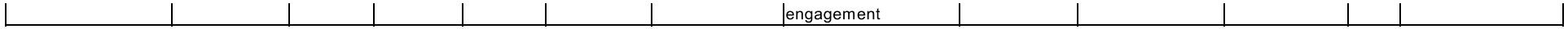
Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Liaison - ELAC and Title 1	CELDT	English Learners	Weekly	Principal	4/29/2013	211SQI4A5122	Provide a parent liasion for ELL students to support student achievement	7091-EIA - LEP		COMABI9999	0.25	$10,996.51
Parent Liaison - ELAC and Title 1	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	211SQI4A5993	Provide a parent liasion for Title I eligible students to support student achievement	3010-Title I		COMABI9999	0.25	$10,996.51
Parent Meeting Refreshments	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/3/2013	211SQI4A4084	Provide refreshments at parent engagement activities that support improved parent involvement to support the improved academic achievement of identified students.	N/A			0	$0.00
Parent Engagement - Assemblies	Grades/GPA	All Students	Every Semester	Other	4/3/2013	211SQI4A4890	Assemblies will be held every semester to recognize outstanding students in each grade, in areas of academics, attendance, and citizenship. Families of these recipients will be invited to attend the assemblies.	Non-SSC approved			0	$0.00
Parent Engagement - Parent Teacher Conferences	Grades/GPA	All Students	Every Marking Period	Principal	4/3/2013	211SQI4A5298	Support and provide time for Parent/Teacher conferences to allow and develop partnerships with parents and stakeholders to improve parent involvement and student achievement	Non-SSC approved			0	$0.00
Parent Engagement - SSC	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	4/3/2013	211SQI4A5300	Continued structure of a strong SSC to support parent involvement and to provide refreshments for identified eligible families.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$2,268.83
Parent Engagement - PTO	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/3/2013	211SQI4A5301	Collaboration with the Montera PTO to increase parent involvement and parent	Non-SSC approved			0	$0.00


engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Montera Middle School **Principal:** TINA TRANZOR

From OUSD Strategic Plan:

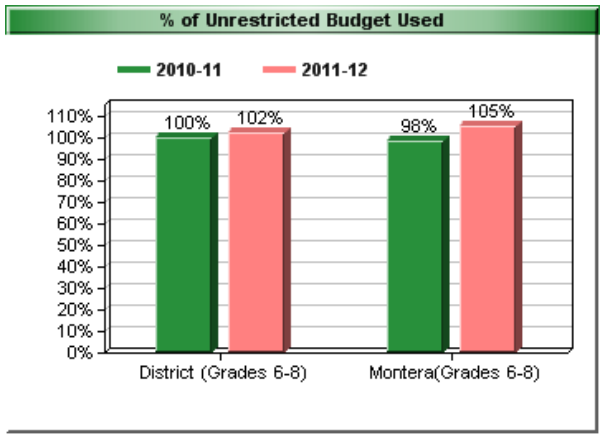
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

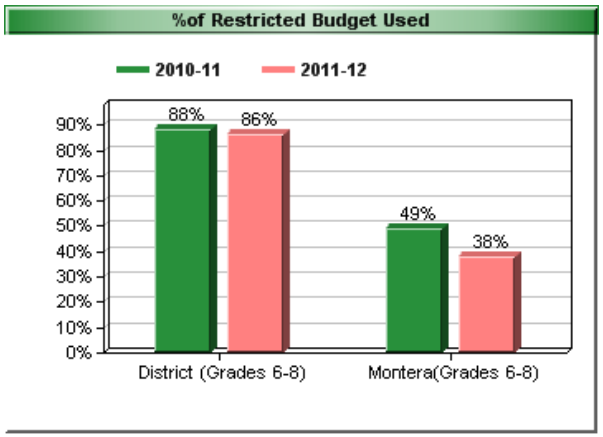
School Quality Standards relevant to this Strategic Priority

A quality school...

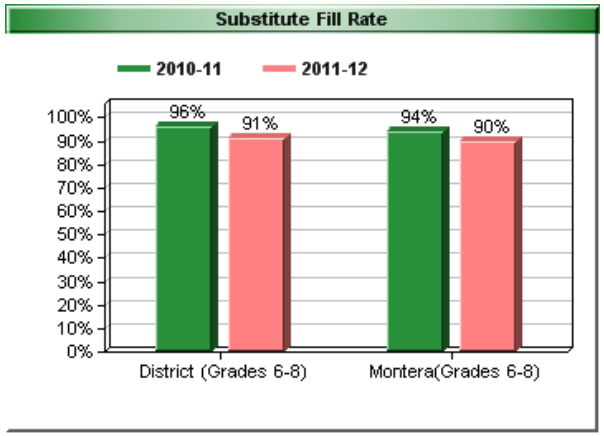
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed,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

Budget





Sub Fill Rate


Substitute Fill Rate
2010-11
2011-12
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
96%
91%
94%
90%
District (Grades 6-8)
Montera(Grades 6-8)

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State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$146,470.21	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$12,428.59	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$158,898.80	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$2,268.83	
Title I, Part A: Targeted Assistance Program Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$95,529.48	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$97,798.31	

Appendices

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

MONTERA MIDDLE SCHOOL

Parental Involvement Policy 2013-2014

Involvement of Parents School Program

Montera agrees to implement the following statutory requirements:

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- ✓ Assists all parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - The State of California's academic common core content standards
  - The State of California's student academic achievement standards
  - The State of California's and OUSD's academic assessments, including alternate assessments
  - Academic proficiency levels students are expected to achieve
  - How to monitor their child's progress
    - Six-week Progress Reports are sent home for progress monitoring
    - Teacher informal conference times by appointment are available year-round.

- ✓ Distributes to all parents, in a timely fashion, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - Several Communication Systems are in place to ensure proper notification of all school related events.
    - www.monteramiddleschool.org
    - www.montermiddleschoo.net (currently)
    - Montera Monitor
    - Weekly e-Bulletin
    - Montera Yahoo Group
    - Jupiter Grades
    - All Call-*Robo calls*

Accessibility

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

Adoption

- This policy was adopted by the Montera Middle School Site Council on May 1, 2012 and will continue to be in effect through the school year 2013-2014. The school will distribute this policy to all parents of participating in Montera Middle School. It will be made available to the local community. The Montera Middle School notification to parents of this policy will be in a comprehensible uniform format. Translations into other languages will also be provided.

MONTERA MIDDLE SCHOOL COMPACT

2013-2014

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress 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 a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning 60 minutes for grades 6-8.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make Montera accessible and welcoming for families to facilitate each student achieving high academic standards.
- Respect Montera, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on time, ready to learn and work hard.
- Bring the necessary materials to complete assignments and homework.
- Know and follow all school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and choose to study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child and encourage my child to read every day 30 minutes for grades 6-8.

- Communicate with teachers, counselors, or administrators when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate in school activities such as decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

_____
Student's Signature

_____
Teacher's Signature

_____
Parent's/Guardian's Signature

MONTERA MIDDLE SCHOOL
SCHOOL SITE COUNCIL MEMBERSHIP ROSTER
2012-2014

Chairperson: Jay Ward	
Secretary: Susan Walton	DAC Representative: Andres L. Williams

Member's Names	E-mail Address	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Tina Tranzor	tina.tranzor@ousd.k12.ca.us	X			
Ayata Colbert	ayata2004@yahoo.com				X
Judith Gangley	judith.gangley@ousd.k12.ca.us		X		
Stephen Hicks	slhicks57@gmail.com				X
Jerry Jenkins	jerry jenkinsand1jay2003@yahoo.com				X
Susan Walton	susan.walton@ousd.k12.ca.us		X		
Erica Saephan	erica.saephan@ousd.k12.ca.us			X	
Arthur Williams	artwilliams53@hotmail.com				X
Andres Williams	andreswilliams@sbcglobal.net				X
Malina Wolfgramm	wolfgramm12@yahoo.com		X		
Dana Sudduth	dana.sudduth@ousd.k12.ca.us		X		
Jay Ward	jayward@alumni.williams.edu				X

(appropriate representation is noted with an X)