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 Bret Harte 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 Bret Harte Middle School.

Community Schools Strategic Site Plan

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Bret Harte Middle School

6056998

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

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!

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

Bret Harte's diverse student population of approximately 630 is drawn from all over Oakland and represents the economic, linguistic, and ethnic diversity of our city. 41% of our students are African-American, 30% are Latino, 15% Asian, 7% white, 4% pacific islander, and 3% Filipino. Approximately 80% of students receive free or reduced lunch. After English, Spanish and Arabic are the two most common languages, followed by several east and southeastern Asian languages such as Chinese, Vietnamese, and Cambodian. Our experienced staff of teachers supports these students success in conventional core classes as well as an advanced math program and Newcomer program for students just arriving to the country without a knowledge of English. Bret Harte also boasts one of the most comprehensive elective programs of any middle school in Oakland, with art, music, and Spanish teachers allowing all students access to enrichment. Students also participate in leadership, journalism, and service learning classes. Our large campus allows us to separate sixth graders to better attend to their social development and provides our physical education department with ample space for student activities. Bret Harte also boasts extensive support services, most notably three full time mental health therapists, as well as a substance abuse counselor and peer education program and a thriving conflict mediator program.

VISION

At Bret Harte, our mission is to provide an orderly, productive and flexible educational setting in order to produce a positive, nurturing learning environment for all to realize their goals. Bret Harte provides each student with an opportunity to succeed by fostering intellectual and personal growth, creativity and discipline, building on the spirit of tolerance and support to instill cultural and linguistic sensitivity, and engaging students in the process of learning to improve themselves. We strive to engage our parents through regular meetings, trainings, and other events. We rely on community partners to provide services to support the emotional and social growth of our students as we prepare them for the challenges that lay ahead in high school and in life.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities
Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our 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

The school's Leadership 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. 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. PTO Collaboraton: 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. Consistent with PLC standards, the principal and two assistant principals will assess on monthly basis advances the school is making toward meeting its objectives including providing quality and rigorous instruction in a safe, caring, orderly and effective learning environment. All site data -- be it classrooom assessments, common formative assessments, benchmarks and cst results -- will be utilized to guide all student support and interventions. The Instructional Leadership Team, which includes the admin team and teacher leaders will meet on monthly basis to assess the effectiveness of all professional development opportunities. The ILT will also help create systems and structures designed to allow teachers to utilize site and district resources, providing release time for peer observations and analyzing student work. Monthly PTA meetings will address ways and means parents can take an active role in the education of their student while also working in collaboration with the site leadership to help monitor school progress in meeting the learning needs of all students. C.O.S.T. and attendance committee members will meet on biweekly basis to monitor all site student support interventions and programs including truant students.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 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 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 h 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 re 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 6 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 eviden principal observations.

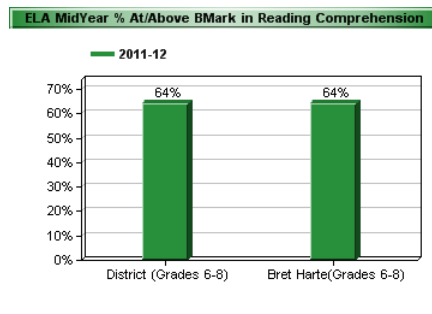**School Federal and State Academic Achievement Goals:**

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

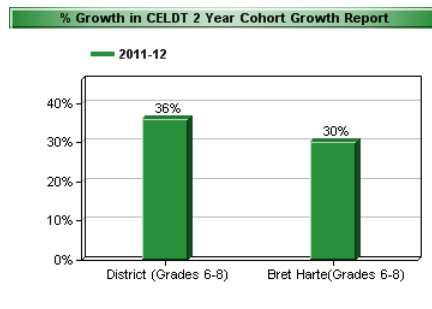**School Quality Standards relevant to this Strategic Priority**

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
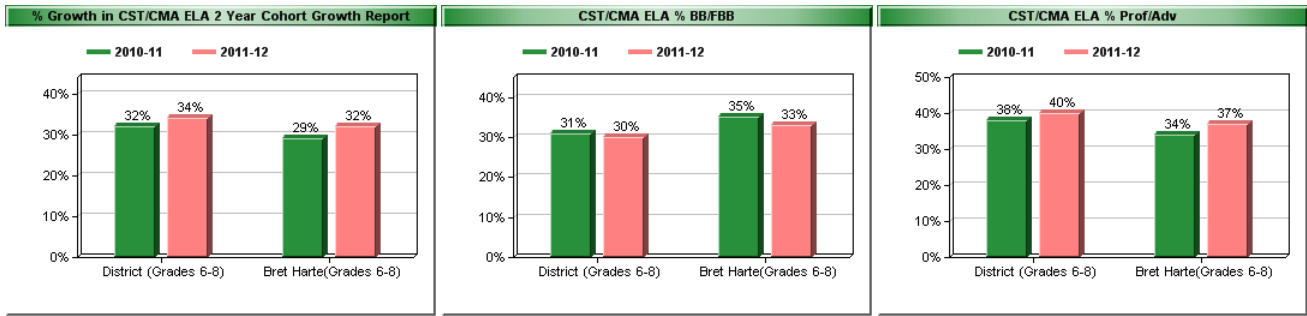- provides and ensures equitable access to curriculum and courses that prepare all students for college
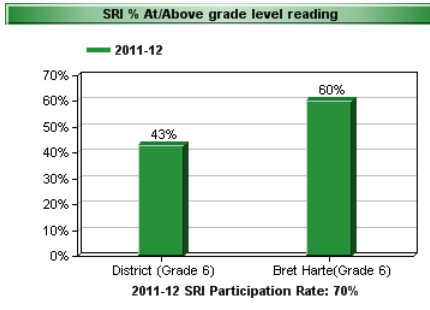
Benchmark

CELDT

CST

| % Growth in CST/CMA ELA 2 Year Cohort Growth Report | CST/CMA ELA % BB/FBB | CST/CMA ELA % Prof/Adv |

SRI

Data Analysis

- Cohort matched data shows a greater slide in ELA performance among African-American and Latino males.
- Despite small gains, overall performance has been relatively flat, with African American, Latino, EL, and students with disabilities performing with less proficiency than other statistically significant groups.
- CST data shows reductions in percentages of students FBB/BB and increases in proportions Proficient/Advanced at slightly higher rates than district average.
- SRI data shows a much larger proportion of students reading above grade level than the district average.
- CELDT and benchmark data are consistent with district averages.

Theory of Action

- If we provide targeted, flexible intervention to students based on specific assessments of their needs then we will see an improvement in their CST and benchmark performance.
- If we provide intensive intervention for Tier 3 students farthest behind grade level they will show more than one year of reading growth in one year.
- If we integrate online curricula across the curriculum with differentiated texts for students at different reading levels, we will improve student access to the core curriculum and improve reading capacity of students.
- If we implement Common Core aligned units in all English classes students will be better able to tackle complex text and engage in rigorous academic discourse.
- If teachers and leaders continually review data on student achievement and use that information to inform instruction then students will master learning concepts within a master schedule that allows students to be placed in targeted interventions.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Provide targeted intervention below grade level in ELA.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI1A167	Teacher to provide for assessment of student reading level, collection of data to inform delivery of intervention in reading using computer assisted curriculum and differentiated instruction to meet the needs of struggling readers.	3010-Title I		K12TCH0795	0.2	$16,565.98
Provide targeted intervention below grade level in ELA.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year		1/11/2013	206SQI1A4850	Supplies to support targeted intervention for students below grade level.	3010-Title I	4310-SUPPLIES		0	$19.99
Provide targeted intervention below grade level in ELA.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year		1/11/2013	206SQI1A4851	Supplies to support targeted intervention for students below grade level.	7090-EIA - SCE	4310-SUPPLIES		0	$18.67

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 in 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 and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

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

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

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

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

A quality school...

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

Benchmark
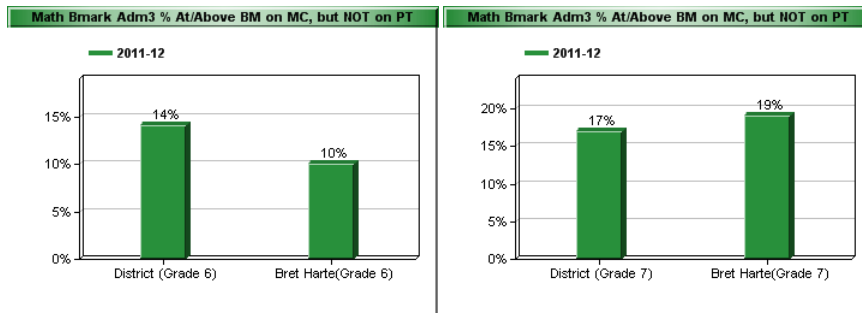
CST
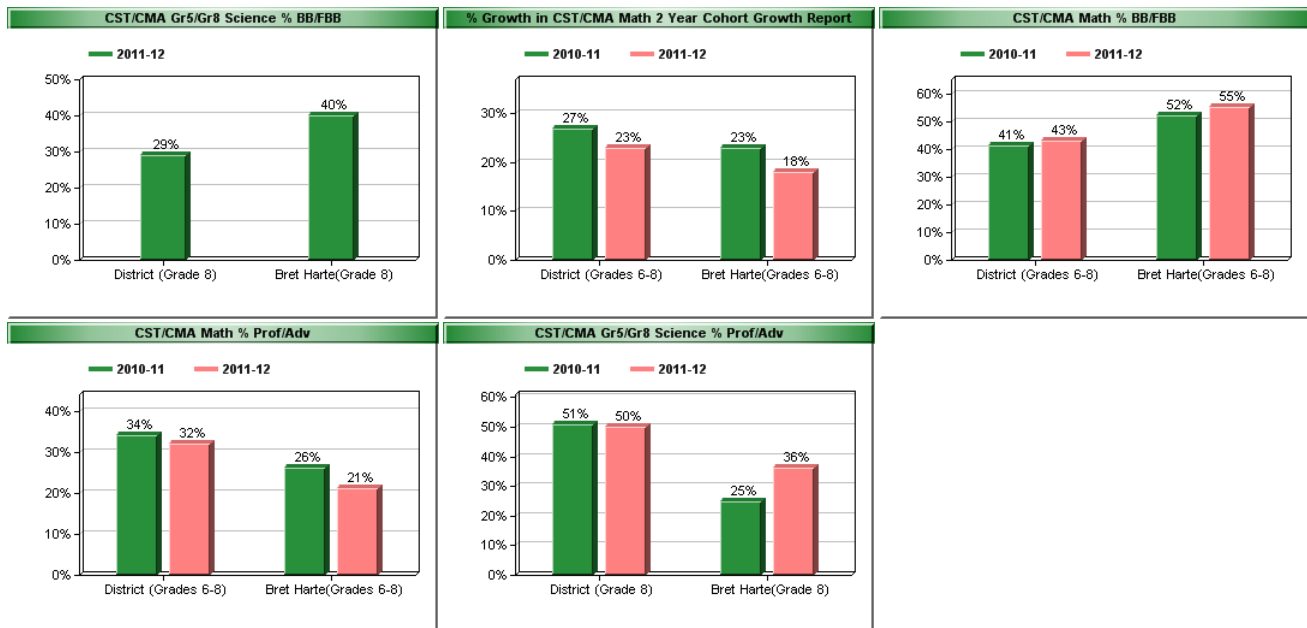
Data Analysis

- Overall far more students in a cohort matched analysis are falling further behind in math performance during their time at Bret Harte.
- Overall math performance on the CST was relatively flat over the previous year, with African-American, Latino, EL, and students with disabilities performing more poorly.
- Although student performance on the Science CST showed significant gains over the previous year, student performance was still significantly lower than the district as a whole.
- Benchmark data is inconclusive due to the new format, but 7th grade students were performing at the level of their district peers, while sixth graders were more below grade level than the district average.

Theory of Action

- If teachers and leaders continually review data on student achievement and use that information to inform instruction then students will master learning concepts.
- If master schedule allows students to be placed in targeted intervention classes specifically designed to meet their needs then student mastery of key standards will improve.
- If teachers continually receive feedback on their instruction based on collection of evidence of students exhibiting vital behaviors, their capacity to help students reach mastery will be improved.
- If PLC process is facilitated to encourage teachers to constantly collect data on student achievement in their PLCs and reflect on that data to inform instruction, especially targeting subgroups such as EL students, teacher ability to help students r
- If intervention curriculum and support for implementation of that curriculum is provided, it will both improve teacher capacity to intervene with students in their core class as well as allow students to benefit from Tier 2 intervention classes.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Instructional Leadership	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI1B553	Teacher on special assignment coordinates math plans with principal based on analysis of data on student achievement, site administrator PD and collaboration, and work with math teachers in PLCs.	3010-Title I		C10TSA0056	0.2	$17,523.07
Instructional Leadership		FBB, BB and BAS	End of Year	Leadership Team	1/11/2013	206SQI1B564	Counselor to develop flexible, targeted intervention schedule and coordinate movement of students in and out of intervention sections over the course of the depending on their needs to improve overal academic performance.	7090-EIA - SCE		COUNSL2166	0.2	$20,791.02
Communities of Practice	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	1/11/2013	206SQI1B554	Teacher on special assignment continually visits math classrooms and uses vital behaviors card to gather evidence of student thinking and learning and uses that evidence to provide feedback to students and teachers.	3010-Title I		C10TSA0056	0.2	$17,523.07
Instruction	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	1/11/2013	206SQI1B559	Teacher on special assignment to coordinate PLC development of formative assessments and the regular review of the results from those assessments as well as other data on student learning.	3010-Title I		C10TSA0056	0.2	$17,523.07
Instruction	State tests (CST/STAR, PFT)	Proficient and Advanced	End of Year	Leadership Team	1/11/2013	206SQI1B1962	Accelerated math program starting in sixth grade to provide access to Algebra in the eighth grade for students entering eighth grade advanced and proficient.	N/A			0	$0.00
Curriculum	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI1B556	Teacher on special assignment to coordinate implementation of intervention curriculum to meet the needs of students struggling with mathematics learning.	3010-Title I		C10TSA0056	0.2	$17,523.07
Professional development centered on the use of data to drive growth in EL student achievement.	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	1/11/2013	206SQI1B635	Teacher on special assignment to coordinate PLC meetings of math teachers providing focused support for EL students using a cycle of analysis of evidence of student learning, reflection, and planning to address misconceptions.	7091-EIA - LEP		C10TSA0056	0.2	$17,523.07
Professional development centered on the use of data to drive growth in EL student achievement.	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	1/11/2013	206SQI1B4846	Teacher to coordinate PLC meetings of ELA teachers providing focused support for EL students using a cycle of analysis of evidence of student learning, reflection, and planning to address misconceptions.	7091-EIA - LEP		K12TCH0795	0.2	$16,565.98
Professional development centered on the use of data to drive growth in EL student achievement.	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	1/11/2013	206SQI1B4849	Provide supplies to support EL inquiries in ELA and Math PLCs.	7091-EIA - LEP	4310-SUPPLIES		0	$283.44

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 aligne...
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 th...
culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high sc...
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 cou...
high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing progra...
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 orde...
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
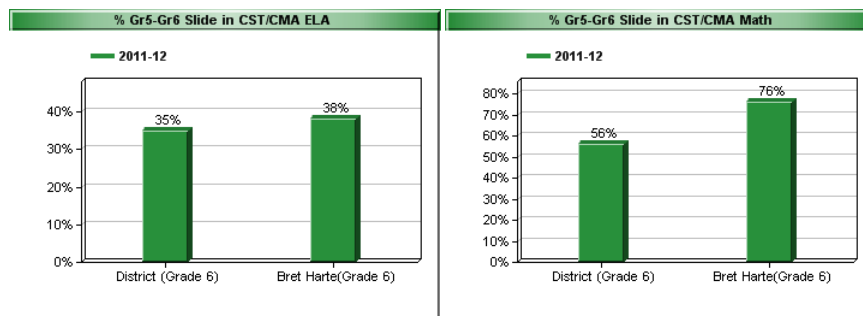
Data Analysis

- Structures currently in place for sixth graders are not adequate to support a smooth transition from fifth to sixth grade, with a greater than district average number of sixth graders showing a slide in CST performance compared to fifth grade.
- School programs do not currently provide adequate opportunities for students to take leadership or ownership over the school, although changes currently underway may address this.
- Many students have not identified a caring adult to turn to for support in their time at Bret Harte.

Theory of Action

- Provide staff specifically for building community and academic connections between feeder elementary schools and Bret Harte.
- Provide staff to coordinate high school transition and community for eighth graders including counseling, visits, and case management.
- Strengthening of leadership program through mentorship program partnership, deepening of journalism program, and expansion of conflict mediation program to build student leadership and voice in the school.
- Use PBIS and restorative justice resources to build systems to intentionally build community and communicate developmentally appropriate expectations to students.
- Increase coring of English/History classes across the school allowing deeper adult/student relationships.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Provide articulation between Bret Harte and feeder elementary schools as well as high schools that receive our students.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI1C560	Counselor to aid transition for incoming sixth graders who are below grade level through visits to feeder elementary schools, review of data on elementary school performance, coordination with principal to ensure appropriate intervention, tracking of sixth grade performance in intervention programs to boost academic achievement.	7090-EIA - SCE		COUNSL2166	0.2	$20,791.02
Provide articulation between Bret Harte and feeder elementary schools as well as high schools that receive our students.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI1C561	Counselor to identify outgoing eighth graders who are below grade level and work with families and high schools to ensure extra supports and interventions are in place to support transition to high school and improved academic achievement during second half of the eighth grade year.	7090-EIA - SCE		COUNSL2166	0.2	$20,791.02
Provide articulation between Bret Harte and feeder elementary schools as well as high schools that receive our students.	Grades/GPA	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI1C1963	Summer bridge program for rising sixth graders.	N/A			0	$0.00
Create a more developmentally appropriate for middle school students.					4/17/2012	206SQI1C1964	Coring of ELA/History classes.	N/A			0	$0.00
Create a more developmentally appropriate for middle school students.					4/17/2012	206SQI1C1965	Leadership and journalism electives to build student voice and leadership.	N/A			0	$0.00
Create a more developmentally appropriate for middle school students.					4/17/2012	206SQI1C1966	Use of PBIS and restorative justice resources to intentionally create community and teach clear expectations.	N/A			0	$0.00

Strategic Priority D. College, Career & Workforce

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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, an resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning exp 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 c pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupat OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Career Planning
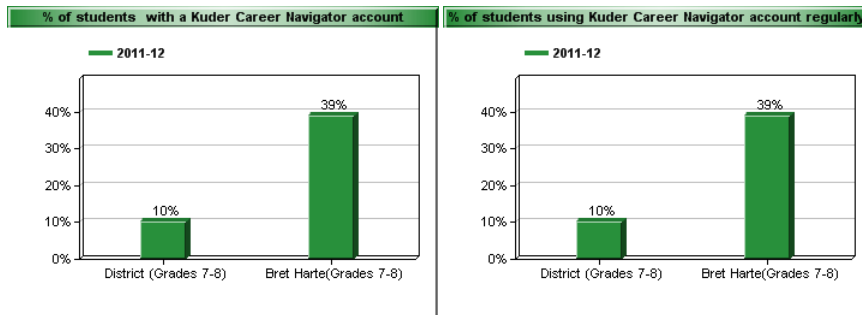
Survey - High Standards
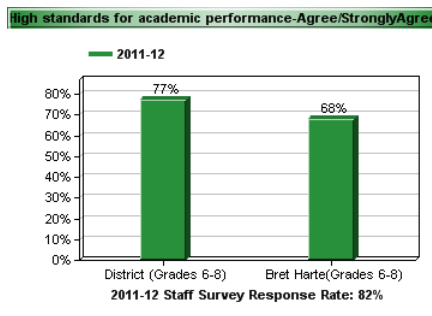
Survey - Success
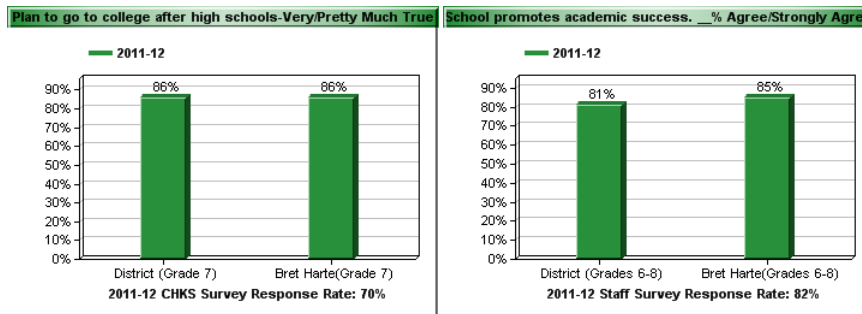
Data Analysis

- Students report lower than district average levels of teacher belief in their success and teachers report a perception of academic rigor lower than district averages.
- Bret Harte students are using the Kuder Navigator program at dramatically higher rates than their peers throughout the district.
- Student intention to attend college as well as teacher belief in the promotion of student success are consistent with district averages.

Theory of Action

- If we begin implementation of the Common Core standards including the related expectations of student behaviors,
- Then we will see an increase in rigor in the classroom,
- And an increase in student readiness for college and career.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Provide students below grade level with supplemental curriculum to raise awareness of steps needed for college and career readiness.	Grades/GPA	FBB, BB and BAS	End of Year		1/11/2013	206SQI1D562	Counselor to provide career education curriculum designed to articulate to students and parents the steps necessary between middle school and high school to qualify for a variety of careers and to connect academic achievement with career opportunity.	7090-EIA - SCE		COUNSL2166	0.4	$41,582.04
Implementation of Common Core standards.					4/17/2012	206SQI1D1967	Participation in "fast track" cohort implementation of new math scope and sequence aligned to CCSS.	N/A			0	$0.00
Implementation of Common Core standards.					4/17/2012	206SQI1D1968	Classroom observations and related coaching based on "vital behaviors" related to performance standards for CCSS.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 Lang Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evider system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and socia 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

Data Analysis

- African-American males and English Language Learners continue to perform lower than their peers in other statistically significant demographic groups.

Theory of Action

- Specifically target African-American male students in the implementation of targeted, flexible reading intervention model for next year.
- Creation of EL support class to support language acquisition needs of students with CELDT level 2 and low 3.
- Newcomer ELD program to meet the needs of students new to the English language through targeted ELD strategies in the context of both an ELD class and core subject classes in math and science.
- Use of professional development time to provide for articulation between general education and special education teachers to support the success of RSP students in core classes.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Provide targeted intervention below grade level in ELA.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI1E167	Teacher to provide for assessment of student reading level, collection of data to inform delivery of intervention in reading using computer assisted curriculum and differentiated instruction to meet the needs of struggling readers.	3010-Title I		K12TCH0795	0.2	$16,565.98
Provide targeted intervention below grade level in ELA.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year		1/11/2013	206SQI1E4850	Supplies to support targeted intervention for students below grade level.	3010-Title I	4310-SUPPLIES		0	$19.99
Provide targeted intervention below grade level in ELA.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year		1/11/2013	206SQI1E4851	Supplies to support targeted intervention for students below grade level.	7090-EIA - SCE	4310-SUPPLIES		0	$18.67
Use progress monitoring data in new reading intervention program to track and support progress of African-American males and EL students.					5/18/2012	206SQI1E1969	Use of AIMSweb and/or SRI to track reading growth of targeted subgroups.	N/A			0	$0.00
Programs to support academic English language acquisition for EL students.					5/18/2012	206SQI1E1970	EL support class for CELDT level 2 and low 3 students in core classes.	N/A			0	$0.00
Programs to support academic English language acquisition for EL students.					5/18/2012	206SQI1E1971	Newcomer classes in ELD, math, and science.	N/A			0	$0.00
Professional development to provide for support of students with disabilities.					5/18/2012	206SQI1E1972	Integration of special education teachers within larger PD structure of the school.	N/A			0	$0.00
Professional development to provide for support of students with disabilities.					5/18/2012	206SQI1E1973	PD structures to promote articulation between RSP teachers and the core subjet teachers working with RSP students.	N/A			0	$0.00
Implement differentiated instruction for GATE students.		GATE			4/16/2013	206SQI1E4747	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning a true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

A quality school...

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

After School Program- Student Impact

ELL Redesignation

2011-12

	2011-12
District (Grades 6-8)	12%
Bret Harte (Grades 6-8)	13%
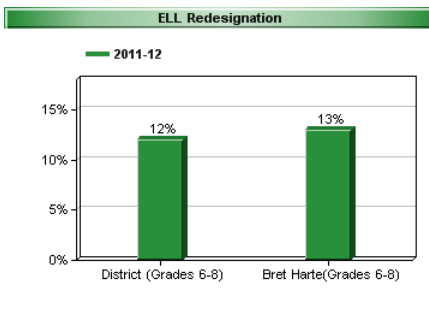
After School Program- Participation

Average Participation Rate

2011-12

	2011-12
District (Grades 6-8)	75%
Bret Harte (Grades 6-8)	74%

ELL

2011-12

	2011-12
District (Grades 6-8)	26%
Bret Harte (Grades 6-8)	13%
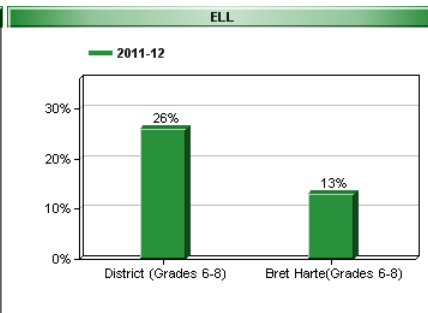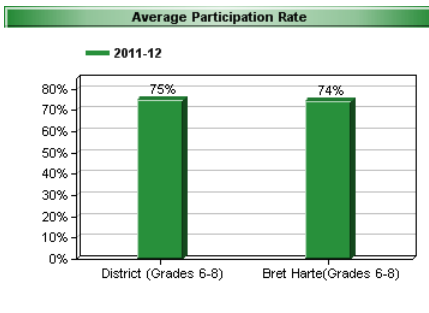
After School Program- Point of Service Quality [Scale of 1-5 (low to high)]

Academic Climate

2011-12

	2011-12
District (Grades 6-8)	4.05
Bret Harte (Grades 6-8)	3.64

Engagement

2011-12

	2011-12
District (Grades 6-8)	3.78
Bret Harte (Grades 6-8)	3.83

Interaction

2011-12

	2011-12
District (Grades 6-8)	3.81
Bret Harte (Grades 6-8)	3.69

Safe Environment — 2011-12

District (Grades 6-8): 4.8
Bret Harte(Grades 6-8): 4.86

Supportive Environment — 2011-12

District (Grades 6-8): 4.48
Bret Harte(Grades 6-8): 4.55

School Data

- CHKS indicates that 9% of students go home to a house without a parent after school.
- 56% of students indicated that they didn't think the school had an After School Program (even though it does) and 26% that they would like to attend one.

Data Analysis

- Bret Harte's after school program is not serving a share of ELL students proportionate to their enrollment at the school.
- The program quality of the after school program is consistent with district averages.

Theory of Action

- Continued integration of the ASP with the regular day program will increase student awareness of and participation in the program.
- Greater participation of school day teachers within the ASP will provide for more opportunities to meet the academic needs of students after school.
- Utilization of newly acquired technology and creation of student leadership development within ASP to increase student engagement and ownership of the program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Integration of ASP into the larger school program.					3/27/2012	206SQI1F1974	Provide for extended contracts within the ASP to allow teachers to provide targeted academic intervention after school.	N/A			0	$0.00
Integration of ASP into the larger school program.					3/27/2012	206SQI1F1975	Integrate ASP site coordinator into school day to provide greater articulation between ASP and school.	N/A			0	$0.00
Integration of ASP into the larger school program.					3/27/2012	206SQI1F1976	Broker ASP services through COST team when appropriate.	N/A			0	$0.00

<p style="text-align:center;">**School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments**</p>

<p style="text-align:center;">**Strategic Priority A. School Culture (including Meaningful Student Engagement)**</p>

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intens services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individual 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 relatic make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as e celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: To reduce suspensions for violent incidents by 10%.

- Strategy 1.1: Increased supervision of large and complex campus through staffing changes, and teacher volunteers.
- Strategy 1.2: Training of conflict mediators and participation in conflict mediator for students involved in (or at risk of) violent incidents.

Goal 2: To reduce suspensions for defiance / disruption 10% over the previous year.

- Strategy 2.1: Strengthening of school climate and culture committee to create a wide range of positive incentives for positive behavior and engagement.
- Strategy 2.2: Implementation of professional development with teachers around engagement, developmentally appropriate classroom management, and cultural responsiveness.

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
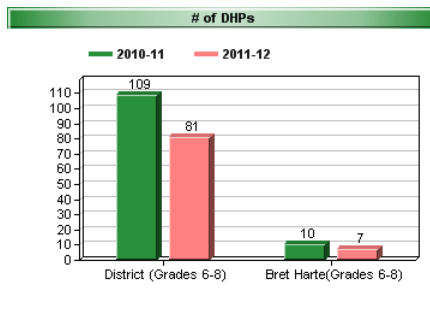
Survey - Engagement
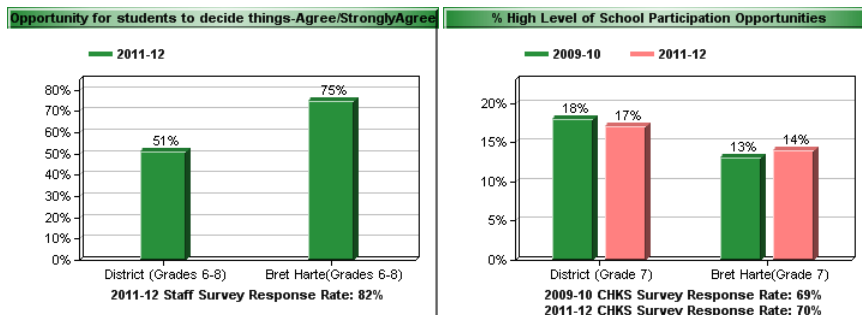
Survey - Relationships

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

— 2011-12

District (Grades 6-8): 88%
Bret Harte(Grades 6-8): 92%

2011-12 Staff Survey Response Rate: 82%
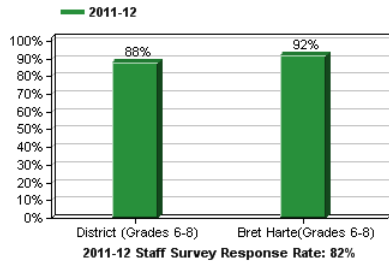
% High Level of Caring Relationships with Adults at School

— 2009-10 — 2011-12

District (Grade 7): 37%, 32%
Bret Harte(Grade 7): 28%, 25%

2009-10 CHKS Survey Response Rate: 69%
2011-12 CHKS Survey Response Rate: 70%
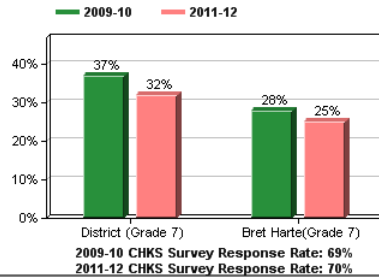
Survey - Safety

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

— 2011-12

District (Grades 6-8): 72%
Bret Harte(Grades 6-8): 89%

2011-12 Staff Survey Response Rate: 82%
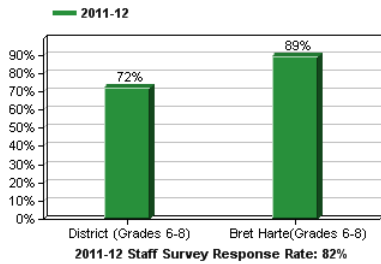
Bullied for more than once on school property.

— 2011-12

District (Grade 7): 44%
Bret Harte(Grade 7): 37%

2011-12 CHKS Survey Response Rate: 70%
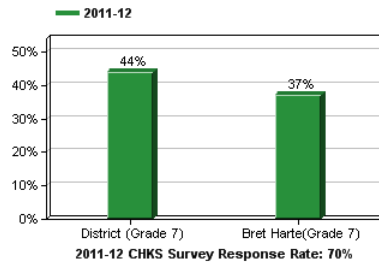
% Feeling Safe/Very Safe at School

— 2009-10 — 2011-12

District (Grade 7): 55%, 57%
Bret Harte(Grade 7): 39%, 59%

2009-10 CHKS Survey Response Rate: 69%
2011-12 CHKS Survey Response Rate: 70%
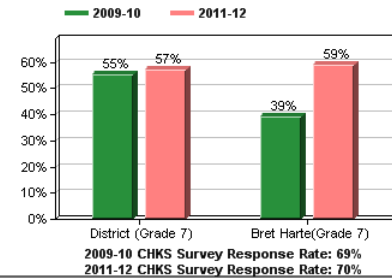
Survey - Welcoming

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

— 2011-12

District (Grades 6-8): 84%
Bret Harte(Grades 6-8): 97%

2011-12 Staff Survey Response Rate: 82%
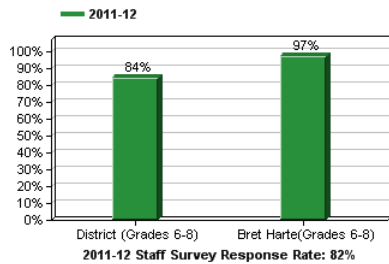
Survey- Beliefs

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

— 2009-10 — 2011-12

District (Grade 7): 85%, 82%
Bret Harte(Grade 7): 76%, 77%

2009-10 CHKS Survey Response Rate: 69%
2011-12 CHKS Survey Response Rate: 70%

Suspensions

% receiving one or more out-of-school suspension

2010-11 2011-12
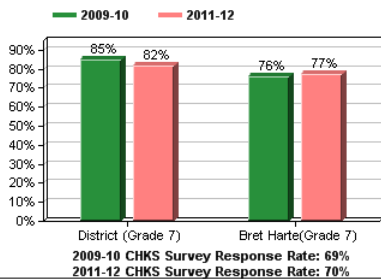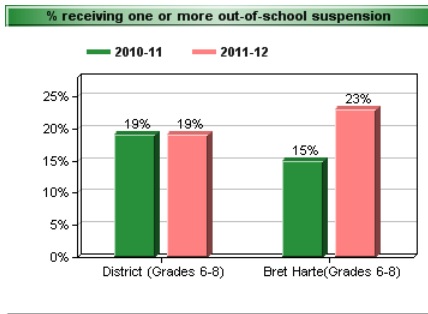
Data Analysis

- The school has made massive gains in promoting a sense of student safety (increase of 20%) and now exceeds district averages.
- Bret Harte's rate of DHPs declined in the last year consistent with district averages.
- Bret Harte students report low levels of caring relationships with adults compared to district averages and previous years.
- Bret Harte suspends a greater percentage of its student body than the average district school.

Theory of Action

- If we intentionally build community and teach behavioral expectations through leadership and PBIS aligned lessons, student perceptions of safety will increase..
- If we build in meaningful opportunities for student engagement and voice our students will feel more connected to the school.
- If we develop more common expectations and practices students will better understand boundaries and what is expected of them and be better able to form productive relationships with adults.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Standing climate and culture committee to a more positive school culture.					3/27/2012	206SQI2A1977	Leveraging of PBIS/restorative justice resources to develop more developmentally appropriate expectations and consequences.	N/A			0	$0.00
Standing climate and culture committee to a more positive school culture.					3/27/2012	206SQI2A1978	Develop of incentive systems for positive social and academic behaviors.	N/A			0	$0.00
Standing climate and culture committee to a more positive school culture.					3/27/2012	206SQI2A1979	Coordination of teacher volunteer participation in structures to support positive school culture.	N/A			0	$0.00
Creation of leadership and journalism program to provide for student voice.					3/27/2012	206SQI2A1980	Leadership class to promote student involvement in building school community and giving feedback on school practices.	N/A			0	$0.00
Creation of leadership and journalism program to provide for student voice.					3/27/2012	206SQI2A1981	Creation of journalism program to promote student voice on school programs and community issues.	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 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 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 educa (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supp 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
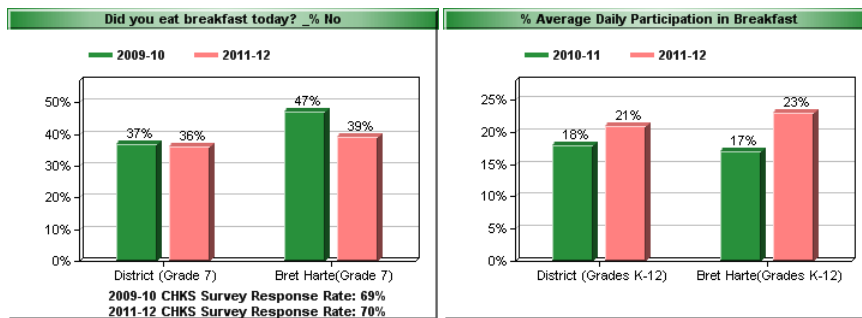
Fitness

Health Access

Lunch
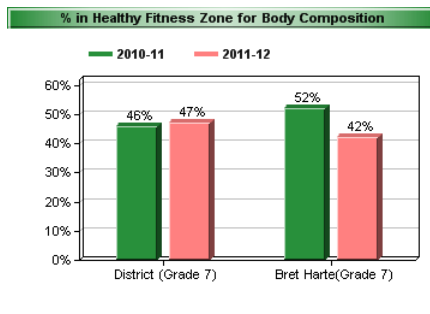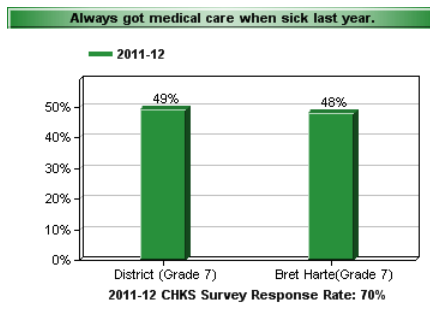
% Average Daily Participation in Lunch

Socio Economics

Free/Reduced Lunch %

Survey - Drugs / Alcohol

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

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

Survey - Mental Health

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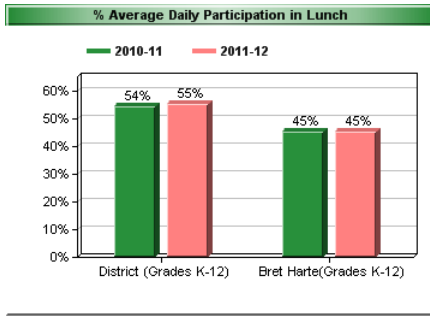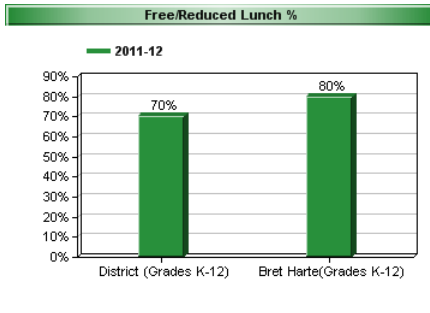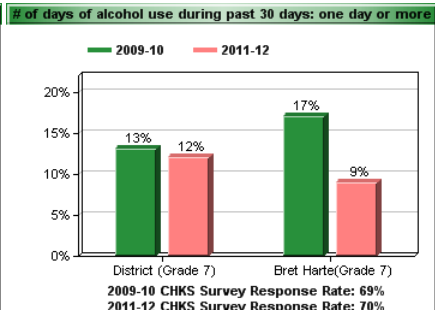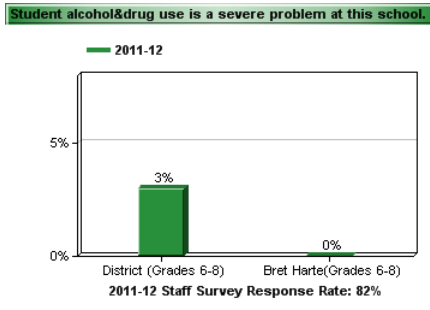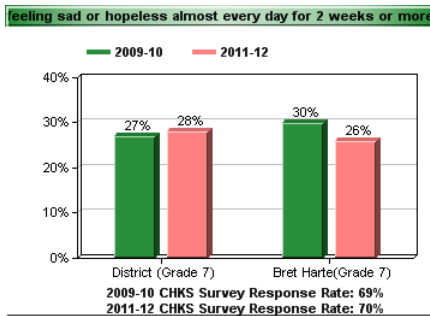
Data Analysis

- Bret Harte students report low rates of breakfast consumption in spite of higher than district average rates of participation in the program.
- More Bret Harte students than the district average (80% vs. 70%) are eligible for free and reduced lunch program.
- A smaller number of students reported feelings of depression and use of alcohol than in previous years.

Theory of Action

- If we provide comprehensive mental health services we will increase the ability of our students to learn during the school day.
- If we provide substance abuse intervention programs we will reduce the abuse of drugs and alcohol by our students.
- If we expand nutrition education programs to emphasize the importance of breakfast more of our students will be prepared to learn at the start of the day.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Provide comprehensive support services supporting the physical and emotional well being of students.					1/11/2013	206SQI2B3251	Provide three full time mental health therapists to provide individual and group counseling to students.	N/A			0	$0.00
Provide comprehensive support services supporting the physical and emotional well being of students.					1/11/2013	206SQI2B3252	Provide substance abuse counseling for targeted students.	N/A			0	$0.00
Provide comprehensive support services supporting the physical and emotional well being of students.					1/11/2013	206SQI2B3253	Provide substance abuse peer mentoring and education program.	N/A			0	$0.00
Provide comprehensive support services supporting the physical and emotional well being of students.					1/11/2013	206SQI2B3258	Participate in "Harvest of the Month" program and associated PD to teach nutrition and healthy eating habits.	N/A			0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 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 correlate 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 studen 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
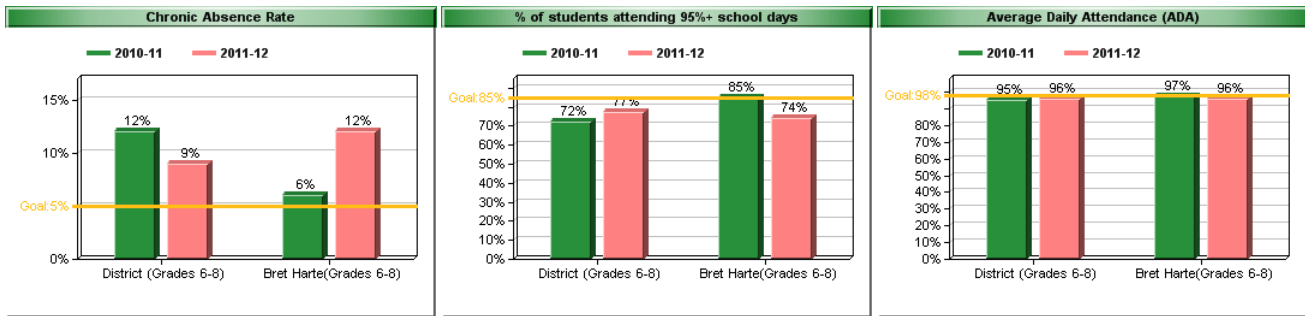
Data Analysis

- Bret Harte's rate of chronic absence has increased sharply, in excess of district goal.
- A lower percentage of students than the district average attend 95% of days or more.
- The school's ADA is slightly lower than district goal level.

Theory of Action

- If we monitor attendance for all subgroups, and especially the two of greatest concern.
- And provide attendance data on chronically absent students to the COST team to broker appropriate interventions to interrupt chronic absence with students, including the SART process.
- Then we will be able to meet attendance targets for all subgroups.

;

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 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 teac school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain ef 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 prac
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning
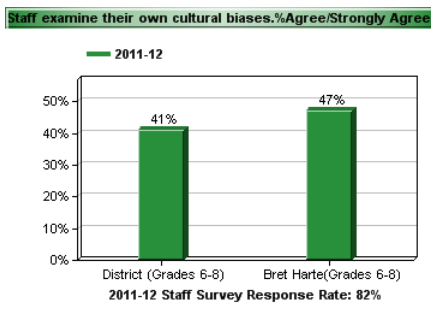
Data Analysis

- Teachers report lower than district average impact of PD time on their professional practice.
- Students report lower than average belief that teachers want them to do their best.
- Teacher belief in adequacy of professional development time is similar to district average.
- PD does not consistently address issues of cultural bias.

Theory of Action

- If we differentiate PD to meet the needs of various department and grade levels then teachers will see a greater impact on their practice.
- If PD revolves around analyzing evidence of student learning and adjusting plans accordingly, students will see that teachers are tracking their progress.
- If we continue to provide adequate PD hours for collaboration, teachers will be able to use PD to improve their practice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Structured Weekly Professional Development					4/2/2012	206SQI3A3273	Weekly PD in the context of PLC to analyze data on student learning and make lesson plans base don that analysis.	N/A			0	$0.00
Structured Weekly Professional Development					4/2/2012	206SQI3A3277	Expansion of PD time for collaboration to enable participation in district PD and provide for deeper collaboration.	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 partnership works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and align 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 studen

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming
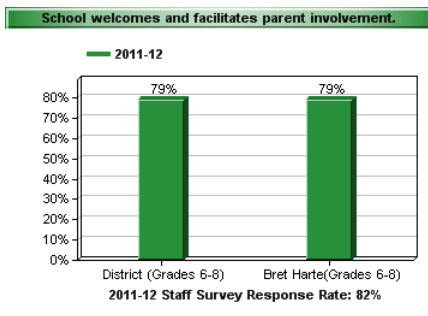
School Data

- Parent meetings typically poorly attended. About 25% of families invited to parent conferences, SSC, or ELAC meetings attend.
- PTSA and other parent groups do not represent economic, linguistic, or ethnic diversity of school population.

Data Analysis

- Staff perception of school's welcoming to families is consistent with district averages.
- The fact that the school does not draw from one neighborhood but from all over the city complicates efforts to engage families and act as a community center.

Theory of Action

- If we provide for coordination of parent activities and engagement by resurrecting the parent center we will engage more parents meaningfully with the school.
- If we begin to provide translation in Arabic we will provide access to our third largest language group after English and Spanish.
- If we provide coordination of EL family outreach we will more successfully engage these families.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Provide outreach targeting families of English language learners.	Survey data (CHKS, etc.)	English Learners	End of Year	Principal	1/11/2013	206SQI4A580	Provide for translation to provide access to school events for parents speaking languages other than English.	9901-Title I - Parent Participation	5825-CONSULTANTS		0	$2,000.00
Provide for coordination of outreach to parents.	Survey data (CHKS, etc.)	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI4A578	Parent center coordinator to provide regular access to parent center resources, including parent education, brokering services for low performing students, and educating parents about school and community programs and parent education events	3010-Title I	5825-CONSULTANTS		0	$7,925.00
Provide for coordination of outreach to parents.	Survey data (CHKS, etc.)	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI4A4847	Parent center coordinator to provide regular access to parent center resources, including parent education, brokering services for low performing students, and educating parents about school and community programs and parent education events	7090-EIA - SCE	5825-CONSULTANTS		0	$1,625.00
Provide for coordination of outreach to parents.	Survey data (CHKS, etc.)	FBB, BB and BAS	End of Year	Principal	1/11/2013	206SQI4A4848	Provide supplies to support outreach of parent center coordinator.	9901-Title I - Parent Participation	4310-SUPPLIES		0	$246.83

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Bret Harte Middle School   **Principal:** THOMAS HUGHES III

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 opera
effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community memb
Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, kno
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
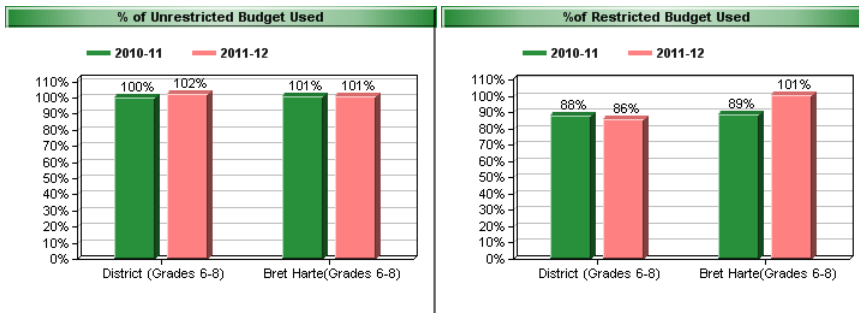
Sub Fill Rate
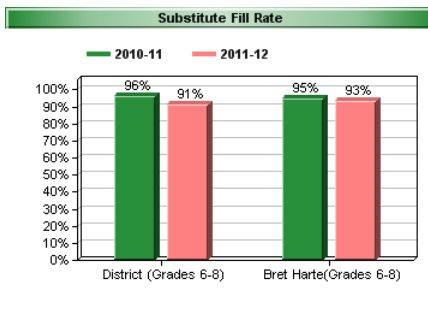
Data Analysis

- Bret Harte's substitute fill rate is slightly above district average, a reversal from previous years.
- Bret Harte's use of unrestricted resources is consistent with district averages and is utilizing all resources.
- Bret Harte makes full use of categorical resources, far in excess of district averages.

Theory of Action

- If we continue to cultivate relationships with effective substitute teachers we will be able to avoid unfilled absences.
- If the SSC is provided with monthly reports on the use of restricted funds we will be able to exceed the district averages and expend almost all unrestricted funds.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amo
Substitute Recruitment					4/2/2012	206SQI5A3286	Maintain roster of effective substitutes and cultivate relationships to maintain jobs filled.	N/A			0	$0.00
Fiscal Management					4/2/2012	206SQI5A3287	Provide SSC with monthly updates on categorical funds to ensure that all available resources are being used.	N/A			0	$0.00
Fiscal Management					4/2/2012	206SQI5A3289	Regular monitoring of unrestricted resources to ensure full use of funds and strategic action with excess or unencumbered funds.	N/A			0	$0.00

;

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	$105,598.78	
Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$34,372.49	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$139,971.27	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$94,603.25	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$2,246.83	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$96,850.08	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

ASSURANCES
2013-2014

School Site: Bret Harte Middle School
Site Number: 206

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 1/12/13.

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/10/13.

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

Attested:

Signature	Name (printed)	Date
SSC Chairperson's Signature	Claire Colon-Hopkins — SSC Chairperson's Name (printed)	4/10/13
ELAC Chairperson's Signature	Yvette Martina Mesta — ELAC Chairperson's Name (printed)	4-10-13
Principal Signature	Tom Hughes — Principal's Name (printed)	4/10/13
Executive Officer's Signature	Janette Hernandez — Executive Officer's Name (printed)	4/18/13
Director, State & Federal Compliance Signature	Susana Ramirez — Director, State & Federal's Name (printed)	6/5/13

School Site Council Membership Roster – Middle School

School Name: Bret Harte Middle   **School Year: 2012-2013**

Chairperson :	Vice Chairperson:
Claire Colon-Hopkins	Andy Broadbent
Secretary:	**DAC Representative:**
Tom Hughes	TBD

Check Appropriate

Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
Tom Hughes	3700 Coolidge Ave. 94602	x				
Lila Morris	3700 Coolidge Ave 94602		x			
April Harris	3700 Coolidge Ave 94602		x			
Carolyn Traylor	3700 Coolidge Ave. 94602		x			
Brian Tang	3700 Coolidge Ave. 94602			x		
Andy Broadbent	3121 Sylvan Avenue 94602				x	
Claire Colon-Hopkins	98 Selkirk Street 94619				x	
Scott Wikstrom	2231 Coloma Street				x	
Hailee Barnes	3700 Coolidge Ave. 94602				x	
Elena Loera	3289 Dakota Street 94602				x	
DAC Representative	TBD					
Home Ph.	Email:					

Meeting Schedule	**2nd Wednesday of the month. 5:30- 6:30 pm-Main Office**

SSC Legal Requirements:

1 Members MUST be selected/elected by peer groups;

2 There must be an equal number of school staff and parent/community/student members;

3 Majority of school staff members must be classroom teachers;

4 **Students are _not_ required to be members of the Middle School SSC**

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

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community

     c. Provide all parent groups with state assessment results.
2. Bret Harte Middle School will take the following actions to distribute to parents of participating children and the local community, the School parental Involvement Policy:
     a. Provide documents that are written in language that parents can understand.
     b. Provide documents that are translated in languages spoken by the majority of parents.
     c. Make documents available in Bret Harte Parent Center and to all parent groups.
     d. Send Parent Involvement Policy and School-Parent Compact home to all parents at registration.
3. Bret Harte Middle School will update periodically its School Parental Involvement Policy and School-Parent Compact to meet the changing needs of parents and the school.
4. Bret Harte Middle School will convene an Annual Title 1 Meeting to inform parents of the following:
     a. That Bret Harte participates in Title 1.
     b. About the requirements of Title 1.
     c. Of their rights to be involved in the monitoring of the school's Title 1 Program.
     d. Of their rights opt participate in the development of the District's Title 1 Plan.
     e. Of their rights to participate in developing Bret Harte's Community Schools Strategic Site Plan (CSSSP).
5. Bret Harte Middle School will provide information about Title 1 programs to parents of participating children in a timely manner by:
     a. Informing parents of Title 1 programs at an Annual Title 1 Meeting, in school flyers, in Bret Harte's "From the Harte" newsletter, and in other parent meetings.
     b. Encouraging parent input in reference to how the funds are used through participation in the SSC.
     c. Notifying parents of changes in Title 1 allocations.
6. Bret Harte Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet as outlined below:
     a. Parents will be informed of the academic programs in each subject area.
     b. At Back to School Night, individual teachers will share their goals and objectives in teaching the state standards, as well as the implementation of management plans.
     c. In the Family Resource Center, meetings will be held to help parents understand state assessments.

PART 3: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
2. Bret Harte Middle School will see to continue strong parental involvement, in order to support a partnership among the school, parents, and the community to improve

Bret Harte Middle School

Parent Involvement Policy

PART 1: GENERAL EXPECATIONS

Bret Harte Middle School will:

- Develop jointly with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on. Provide parents the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Make the School Parental Involvement Policy available to the local community.
- Update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- Adopt the school's <u>School Parent Compact</u> as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> Definition: Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

> - Parents plat an integral role in assisting their child's learning.
> - Parents are encouraged to be actively involved in their child's education at school.
> - Parents are full partners in their child's educational node re included, as appropriate, in decision-making and on advisory committees to assistant he education of their child.
> - Parents are included on committees that make decisions about how finds are allocated.

PART 2: DESCRIPTION OF HOW BRET HARTE MIDDLE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Bret Harte Middle School will take the following actions to involve parents in the joint development and agreement of its School Parent Involvement Policy.
   a. Disseminate school's current Parental Involvement Policy and School-Parent Compact for review and/or changes to all parent groups.
   b. Hold Annual Title 1 meeting to inform parents of what Title 1 means, educate parents on No Child Left Behind (NCLB) requirements, and review and receive input on the current Parent Involvement Policy and School-Parent Compact.

    c. Provide all parent groups with state assessment results.
2. Bret Harte Middle School will take the following actions to distribute to parents of participating children and the local community, the School parental Involvement Policy:
    a. Provide documents that are written in language that parents can understand.
    b. Provide documents that are translated in languages spoken by the majority of parents.
    c. Make documents available in Bret Harte Parent Center and to all parent groups.
    d. Send Parent Involvement Policy and School-Parent Compact home to all parents at registration.
3. Bret Harte Middle School will update periodically its School Parental Involvement Policy and School-Parent Compact to meet the changing needs of parents and the school.
4. Bret Harte Middle School will convene an Annual Title 1 Meeting to inform parents of the following:
    a. That Bret Harte participates in Title 1.
    b. About the requirements of Title 1.
    c. Of their rights to be involved in the monitoring of the school's Title 1 Program.
    d. Of their rights opt participate in the development of the District's Title 1 Plan.
    e. Of their rights to participate in developing Bret Harte's Community Schools Strategic Site Plan (CSSSP).
5. Bret Harte Middle School will provide information about Title 1 programs to parents of participating children in a timely manner by:
    a. Informing parents of Title 1 programs at an Annual Title 1 Meeting, in school flyers, in Bret Harte's "From the Harte" newsletter, and in other parent meetings.
    b. Encouraging parent input in reference to how the funds are used through participation in the SSC.
    c. Notifying parents of changes in Title 1 allocations.
6. Bret Harte Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet as outlined below:
    a. Parents will be informed of the academic programs in each subject area.
    b. At Back to School Night, individual teachers will share their goals and objectives in teaching the state standards, as well as the implementation of management plans.
    c. In the Family Resource Center, meetings will be held to help parents understand state assessments.

PART 3: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
2. Bret Harte Middle School will see to continue strong parental involvement, in order to support a partnership among the school, parents, and the community to improve

student academic achievement, through the following activities specifically described below:

    a. Provide a Family Resource Center where parents can learn of various parent involvement activities that can help raise student achievement.

    b. Invite parents to volunteer at Bret Harte at various times during the school day, at special day and evening events, and in classrooms.

    c. Inform parents of all opportunities available to them through the school and, when possible, the district.

    d. Encourage parents opt become involved with committees to promote school safety and campus beautification.

2. Bret Harte will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:

    a. The State of California's academic content standards.

    b. The State of California's student academic achievement standards.

    c. The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments.

    d. The requirements of Title 1.

    e. How to monitor their child's progress.

    f. How to participate in a class "Bret Harte 101" through the Parent Center.

    g. How to attend conference related to parent involvement in the school and parent education.

PART 4: ADOPTION

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

This policy was adopted by Bret Harte's School Site Council on 11/7/12 and will be in effect for the period of 2013-2014 . The school will distribute this policy to all parents of participating Title 1, Part A children on or before 1/1/13. It will be made available to the local community in the Bret Harte Parent Center on or before 1./1/13. Bret Harte's notification to parents of this policy will be in an understandable uniform format, and to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

_____   11/7/12

(Principal's Signature)   (Date)

Bret Harte School – Parent Compact

Bret Harte Middle School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2013-2014 school year.

School Responsibilities - Bret Harte Middle School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

All students will be offered the core academic curriculum and appropriate intervention classes.

Classes will be reduced in class size according to the provisions of the Quality Education Investment Act.

All teachers will participate in professional development activities and the Professional Learning Community process.

2) Hold parent-teacher conferences (at least annually in elementary schools) during which   this compact will be discussed as it relates to the individual child's achievement.

All parents will be invited to Back-to-School Night in the fall when the compact will be explained.

Conferences will be held by the administration or the counselor with families of students who are not making   expected progress for promotion.

3) Provide parents with frequent reports on their children's progress.

Parents will receive 6 report cards each year (every six weeks). Report cards will be mailed to families of students who are not making adequate progress.

The District will mail home test results for each student in the late summer.

4) Provide parents reasonable access to staff.

Parents may call the school at 531-6400 to schedule a conference with any staff member during his or her conference period.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents wishing to volunteer or observe class activities should contact the principal at 879-2030 who will make the necessary arrangements.

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

Monitoring attendance, making sure the child arrives to school on time, and avoiding asking for the students to be dismissed from school early.

Make sure homework is completed.

Monitoring amount of television viewing time.

Promoting positive use of child's out of school time including making sure my child reads 30 minutes each day.

Supporting the school dress and discipline codes.

Attending school events.

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

Do my homework every day.

Ask for help when I need it.

Read for at least 30 minutes every day outside of school.

Follow the school dress and discipline codes.

Respect my school, classmates, staff, community members, and family at all times.

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

Essential Program Component		Objective	Criteria, Clarifications, and Citations
1. Instructional Program	1.1	The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in reading/language arts (RLA)/English language development (ELD), including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	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. |

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

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
1.1	100%	At least 75%	At least 50%	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:
350 All Students
112 ELs
07 SWDs

Use
Identify all that apply:
_✓_ Basic core and/or CCSS-aligned materials are used as designed
_✓_ Ancillary materials are used as designed.

Additional Comments

Documentation	
	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
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.

Implementation Status and Key Components

Review and identify which key components apply.
Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
1.2				

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

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

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

Additional Comments

California Department of Education

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades six through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level in reading) in grades six through eight, including ELs and SWDs, are provided the intensive intervention materials that offer accelerated instruction at 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.

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

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
1.3	(4)			

Key Components

Appropriate Instructional Program Materials
All students are ✓ assessed, ✓ placed, and provided appropriate intervention program materials

number of Intensive Intervention Students

	Gr. 6	Gr. 7	Gr. 8
All Intensive learners	30	34	0
All Intensive ELs			13
All Intensive SWDs	13	12	

number/Percentage Provided Intensive Intervention

	Grade 6	Grade 7	Grade 8
All Intensive learners	100%	100%	100%
Intensive ELs	100%	100%	100%
Intensive SWDs	100%	100%	100%

Appropriate Use
Materials are used as designed

Additional Comments

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

3

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
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.

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

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
1.4	100%	At least 75%	At least 50%	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:
550 All Students
114 ELs
62 SWDs

Appropriate Use
Identify all that apply:
____ Basic core and/or CCSS-aligned materials are used as designed.
____ Ancillary materials are used as designed.

Additional Comments

Documentation	
	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

Implementation Status and Key Components

Review and identify which key components apply. Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
1.5	100%	At least 75%	At least 50%	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	30	2
All Intensive EIs	4	14
All Intensive SWDs	12	12

Appropriate Use

___ Materials are used as designed.

Essential Program Component	Objective	Criteria, Clarifications, and Citations
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.

Additional Comments

Documentation	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

California Department of Education
Academic Program Survey—Middle School Level

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

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

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
	100%	At least 75%	At least 50%	Less than 50%
2.1	(circled)			

Key Components

Allocation of Instructional Time
Time is given priority and protected from interruptions.

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

Number of instructional minutes at each grade level

	Grade 6	Grade 7	Grade 8
All students	55	55	55
ELs	55	55	55
SWDs	55	55	55

Additional Comments

Documentation	
District Instructional Regulations:	Reading/Language Arts/ELD
School Instructional Procedures:	

Attach appropriate documents.

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
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.

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

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
2.2	(circled)			

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	✓	✓	✓
Additional time provided identified Strategic ELs	✓	✓	✓
Additional time provided identified Strategic SWDs	✓	✓	✓

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

Additional Comments

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California Department of Education

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
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.

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

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
2.3	(circled)			

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	31	14	69
Number of instructional minutes in ELD (beyond 2.1 and 2.2)	110	55	0

Documentation

	Reading/Language Arts/ELD
District Instructional Regulations:	
School Instructional Procedures:	

Attach appropriate documents

Additional Comments

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
2. Instructional Time	2.4 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.	**Implementation Status and Key Components** Review and identify which key components apply. Circle the most appropriate rating.

Implementation Status and Key Components:

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
2.4	100%	At least 75%	At least 50%	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	110	0	0
Intensive learners			
Intensive ELs	110	110	110
Intensive SWDs	110	110	110

Additional Comments

Documentation	
	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
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.

Criteria, Clarifications, and Citations

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.

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

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

Key Components

Allocation of Instructional Time
___ Time is given priority and protected from interruptions.

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

Number of instructional minutes at each grade level			
	Grade 6	Grade 7	Algebra I
All Students	55	55	55
ELs	55	55	55
SWDs	55	55	55

Additional Comments

Documentation	
	Mathematics
District Instructional Regulations:	
School Instructional Procedures:	

Attach appropriate documents

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	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.	**Implementation Status and Key Components** Review and identify which key components apply. Circle the most appropriate rating.

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

Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
2.6	(circled)			

Key Components

Appropriate Allocation of Instructional Time
___ 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:

Number of students at each grade level

	Grade 6	Grade 7	Grade 8
All Strategic	37	0	0
All strategic ELs	7	12	8
All strategic SWDs	15	13	17
Additional time provided to strategic students	55	0	0
Additional time provided to identified EL students	55	55	55
Additional time provided to identified SWD students	55	55	55

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Academic Program Survey—Middle School Level

Documentation	Mathematics	Additional Comments
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
2. Instructional Time	2 7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards	Full implementation means that the school's master schedule allocates adequate instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. • 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.

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

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
	100%	At least 75%	At least 50%	Less than 50%
2 7				

Key Components

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

Indicate total number of additional minutes:

Number of instructional minutes at each grade level

	Grade 6	Grade 7	Pre-algebra/Algebra Readiness
Intensive learners	0	45	0
Intensive ELs	45	45	45
Intensive SWDs	45	45	45

Documentation

	Mathematics
District Instructional Regulations	
School Instructional Procedures	

Attach appropriate documents.

Additional Comments

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (six through eight) for the RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).

- 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.

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

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
	100%	At least 75%	At least 50%	Less than 50%
3.1	(circled)			

Key Components

Instructional/Assessment Pacing Guides
___ Distributed to each grade level.
___ In use at every grade level.

Pacing Guide Use Monitored
___ Principal monitors use.

Documentation

	Reading/Language Arts/ELD
School/District Pacing Plan by Grade Level or Program Level	

Attach appropriate documents.

Additional Comments

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the mathematics programs (grades six through eight) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the mathematics programs by grade level (and by tracks if a year-round school schedule). • 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.

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

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
3.2				

Key Components

Instructional/Assessment Pacing Guides
- Distributed to each grade level.
- In use at every grade level.

Pacing Guide Use Monitored
- Principal monitors use.

Documentation

	Mathematics
School/District Pacing Plan by Grade Level or Program Level	

Attach appropriate documents.

Additional Comments

California Department of Education
Academic Program Survey—Middle School Level

Implementation Status and Key Components

Review and identify which key components apply.

Circle the most appropriate rating.

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

Key Components

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

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations
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.

Suggested Documentation

Additional Comments

California Department of Education

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RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
4. Professional Development for School Administrators	4.2 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	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 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.

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

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
4.2	(circled)			

Key Components

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

- (Common core math and ELA content) PD (40 hours)
- Pedagogy for academic discourse (20 hours)

California Department of Education

California Department of Education

Academic Program Survey—Middle School Level

Suggested Documentation		Additional Comments
RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignment.

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

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

Key Components

_100%_ Percentage of fully credentialed, highly-qualified teachers.

Additional Comments

Documentation

RLA/ELD	Mathematics

California Department of Education
Academic Program Survey—Middle School Level

Implementation Status and Key Components

Review and identify which key components apply. Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
	100%	At least 75%	At least 50%	Less than 50%
5.2				

Key Components

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

	Number of Teachers	Training	Classroom Support
Grade 6	4		
Grade 7	2		
Grade 8	3		

Essential Program Component	Objective	Criteria, Clarifications, and Citations
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials-based professional development focused on locally-adopted, standards-aligned RLA/ELD and intensive intervention instructional programs, and/or CCSS-aligned instructional materials in use at the school.	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

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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.

Additional Comments

Suggested Documentation

RLA/ELD

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with instructional materials-based professional development focused on the locally-adopted mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	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:

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

Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
5.3	(Fully)			

Key Components

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

	Number of Teachers	Training	Classroom Practice
Grade 6	2	✓	✓
Grade 7	1	✓	✓
Algebra I	0	N/A	N/A
Pre-algebra/Algebra Readiness	2	✓	✓

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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.

Additional Comments

Documentation

Mathematics

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
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.

Implementation Status and Key Components

Review and identify which key components apply. Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
6.1				

Key Components

Coaches/Content Experts/Specialists
- Type of instructional assistance
- Works primarily in classrooms

Describe type of classroom/teacher assistance regularly provided to teachers:
ELA coach to monitor agreement and provide curriculum.

Describe criteria used for identifying and providing coaching support:
All teaching due to new structure.

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: District level CCSS PD.

Documentation

Reading/Language Arts/ELD
School Plan for Assistance and Support to Teachers:
Attach appropriate documents.

Additional Comments

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. • 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.

Implementation Status and Key Components

Review and identify which key components apply.
Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
	100%	At least 75%	At least 50%	Less than 50%
6.2	(100%)			

Key Components

Coaches/Content Experts/Specialists
— Type of instructional assistance
✓ Works primarily in classrooms

Describe type of classroom/teacher assistance regularly provided to teachers: Math specialist models instruction provides curriculum

Describe criteria used for identifying and providing coaching support: All teachers get to CCSS implementation.

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: District level math CCSS transition PD-

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Additional Comments

Documentation	
Mathematics	
School Plan for Assistance and Support to Teachers	

Attach appropriate documents.

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California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
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.

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

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
7.1	100%	At least 75%	At least 50%	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 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.

Additional Comments

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

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
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.

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

Objective	Fully	Substantially	Partially	Minimally
	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
7.2	⊙			

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:		

California Department of Education

California Department of Education
Academic Program Survey—Middle School Level

Sample report of assessment at the following levels	
Classroom	
School	
District	

Attach appropriate documents.

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations

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.

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

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
	100%	At least 75%	At least 50%	Less than 50%
8.1	(circled)			

Key Components

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

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

Additional Comments

Documentation	
	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

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.

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

Objective	Fully	Substantially	Partially	Minimally
	4	3	2	1
	100%	At least 75%	At least 50%	Less than 50%
8.2				

Key Components

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

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

Documentation

	Mathematics
School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans	

Attach appropriate documents

Additional Comments

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are aligned and prioritized in the SPSA. • 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.

Implementation Status and Key Components

Review and identify which key components apply. Circle the most appropriate rating.

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

Key Components

Allocation of Funds

___ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

___ The SPSA aligns to the goals and activities in the LEAP.

Additional Comments

Documentation	
	Reading/Language Arts/ELD
Plan uses all revenues appropriately	

Attach appropriate documents

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.	Review and identify which key components apply. Circle the most appropriate rating.

Implementation Status and Key Components

Review and identify which key components apply.
Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
9.2	4 (100%)	3 (At least 75%)	2 (At least 50%)	1 (Less than 50%)

(The "Fully / 4 / 100%" cell is circled.)

Key Components

- 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.

Allocation of Funds

District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

The SPSA aligns to the goals and activities in the LEAP.

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