OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

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

Re: 2012/2013 CSSSP – West Oakland Middle School

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Federal Programs
- ➢ Title I, Part A

Recommendation:

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

Community Schools Strategic Site Plan

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: West Oakland Middle School

0115626

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
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COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

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

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

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

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

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

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

GOAL AREAS:
Every student in the Oakland Unified School District will:

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

West Oakland Middle School is a growing school situated in the heart of West Oakland, serving 175 students from diverse backgrounds. Overall, West Oakland Middle School is rebuilding and growing as we build to become the beacon middle school in West Oakland. What makes West Oakland Middle school unique is, we are rebuilding a culture of learning that wasn't present in the past. As a STEM school our culture of learning is changing from the traditional middle school model to a hands-on learning and performance based community. We are a community that is rebuilding and working through the major struggles you see in many inner city communalities. We are shifting the philosophy around school so everyone feels welcome, everyone including students, teachers, staff, parents, and community. Given these challenges, West Oakland Middle School is a school where the Phoenix is rising! It starts with the foundation of Respectful, Responsible, Rising, Scholars being the daily expectations for the site. These expectations inform everything that we do in our school tend help develop the climate we need to have a positive learning environment. Our school culture is strong and growing, with out-of-classroom referrals on the decline as well as declining suspension rates. We are working hard to create a strong community in which teachers, students, and families feel as if they belong at West Oakland Middle, and in turn, our school belongs to them.

VISION

The mission of West Oakland Middle School is to close the achievement gap in Oakland. To make a positive difference in the lives of young people, we offer engaging and rigorous instruction and build strong relationships between parents, staff, students, and community. At West Oakland Middle we are dedicated to developing leaders, who will create a more positive, compassionate, and giving society and community. West Oakland Middle aims to be a safe, dynamic, and motivating place where students develop the creative problem-solving skills, knowledge, and habits of mind to become strong, confident leaders and mentors for their community. We will use multidisciplinary, hands on learning to reach the needs of

all our kids. While exposing our students to the vast wealth of experiential learning that is thriving in our community. Opportunities for parents and families to participate abound through all grades and parts of our school. Some of our key components are: Multiple types of learning and Assessments (Expeditions, Oral presentation, teacher made assessments), Cross curriculum learning, Extended Learning Opportunities, Focus on Math and Science through Writing, Interactive technology through Promethean Boards and Smart Pen, and Tech Academy for families and community members. STEM Academy begins in the summer with entering 6th grade students in an intensive 6 week program to ensure strong mathematical skills and exciting science exposures and projects at the Lawrence Hall of Science weekly. Formatively assessing students with the MDPT at entrance and exit, with weekly formative assessments, students will enter school with a strong science focus, supported math skills and proper placement into our program. As a STEM school we will showcase students and their achievements with a Winter and Spring Showcase. Upon entering the school year, students will be assigned into a math grouping that will allow them to test into the ON TARGET class where instruction is designed to move all students to Proficient or above; or the ADVANTAGE class where students will take the higher math course of their grade level. ADVANTAGE students will also be able to take a community service course selecting from Peer Counseling, Leadership or IWE. All grade levels will have 2 unique STEM field trips to local STEM related companies such as LeapFrog, Pixar, Facebook, Expression College of Digital Arts, CSU East Bay ? Engineering, and UC Berkeley ? Engineering. In addition, all students will become adept users of technology to support their learning and increase their retention in high school and college. Through a strategic plan, 6th grade will have an instructional focus of Intro to Technology becoming adept users of the computer and graphing calculator. 7th grade will focus on Science Research producing 2 research projects through the collaboration of science and computer class that will feature the use of graphing calculators to produce and capture data, highlighting accelerated math skills, and demonstrating student literacy. Lastly 8th grade will culminate with an Engineering focus producing 2 engineering projects showcasing research, computer skills through the report and presentation, and detailing their math savvy with the graphing calculator. Designed from the Common Core College & Career Ready (Language Arts) and Standards for Mathematical Practice (Math), our computer class will support each grade level and classroom instruction to culminate 95% of our 8th grade students to proficiency of these skills. Scaffolded across our grade levels, students will demonstrate a consistent increase towards proficiency in Math and ELA and as a grade level move 15% or greater into Proficient or above at the end of each year.

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan
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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: West Oakland Middle School   **Principal:** RON SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

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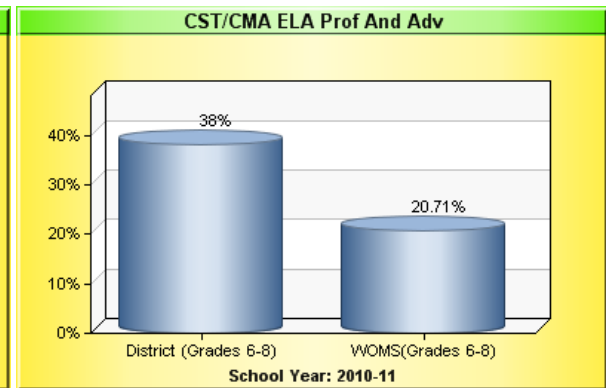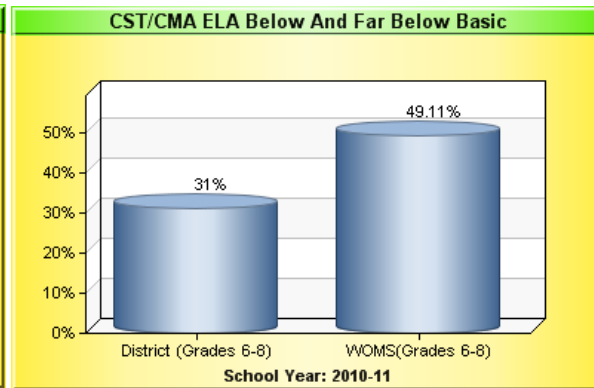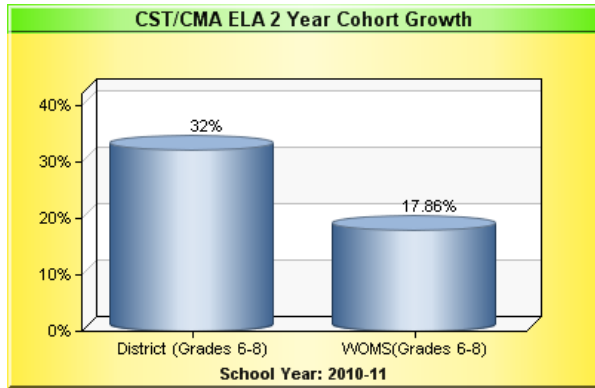
From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

CST/CMA ELA 2 Year Cohort Growth — School Year: 2010-11
- District (Grades 6-8): 32%
- WOMS (Grades 6-8): 17.86%

CST/CMA ELA Below And Far Below Basic — School Year: 2010-11
- District (Grades 6-8): 31%
- WOMS (Grades 6-8): 49.11%

CST/CMA ELA Prof And Adv — School Year: 2010-11
- District (Grades 6-8): 38%
- WOMS (Grades 6-8): 20.71%

Theory Action

- Create intervention classes daily that support the learning of all students scoring FBB and BB in grades 6-8 for both Language Arts and Mathematics
- Teacher will create intervention groups that are support after school and address the needs of all students scoring FBB and BB in ELA and MAth

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire individual to address the needs of our Second Langugae Learners who are scoring FBB, BB, B	District Data, CST, and CELDT	English Learners	Yearly		5/1/2012	204SQI1A1185		7090-EIA - SCE	5825-CONSULTANTS		0	$9,445.00
Hire individual to address the needs of our Second Langugae Learners who are scoring FBB, BB, B	District Data, CST, and CELDT	English Learners	Yearly		5/1/2012	204SQI1A1215		N/A			0	$0.00
TEachers stipends to support intervention groups and extended leanring for the students	District data and CST	All Students	Yearly and Monthly		5/1/2012	204SQI1A1212		7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	$10,000.00
Supplemental instuctional supplies and enrichment materials that support extended classroom instructions for students scoring FBB and BB and improve student academic achievement.	District Data and CST	All Students	Monthly and Yearly		5/1/2012	204SQI1A1213		7090-EIA - SCE	4310-SUPPLIES		0	$5,000.00
Provide supplemental resources for maintenance of copier that supports improved parent communication and instructional program	Survey	All Students	Monthly		5/1/2012	204SQI1A1214		7090-EIA - SCE	5610-EQUIP MAINTENANCE AGREEMT		0	$5,000.00
Hire intervention teacher to support intervention for students scoring below grade level	District Data and CST	FBB, BB and BAS	Monthly and Yearly		5/1/2012	204SQI1A1227		Centralized Services			0	$0.00
Hire Full time art teacher to support student learning across the curriculum and address												

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the different learning styles of all students. Students will use the multiple learning styles to apply the various skills to every area.	District data, surveys, CST	All Students	Monthly and Yearly		5/1/2012	204SQI1A1232		Centralized Services			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: West Oakland Middle School   **Principal:** RON SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

CST/CMA Science Prof/Adv

District (Grade 8): 51%
WOMS (Grade 8): 16.39%

School Year: 2010-11
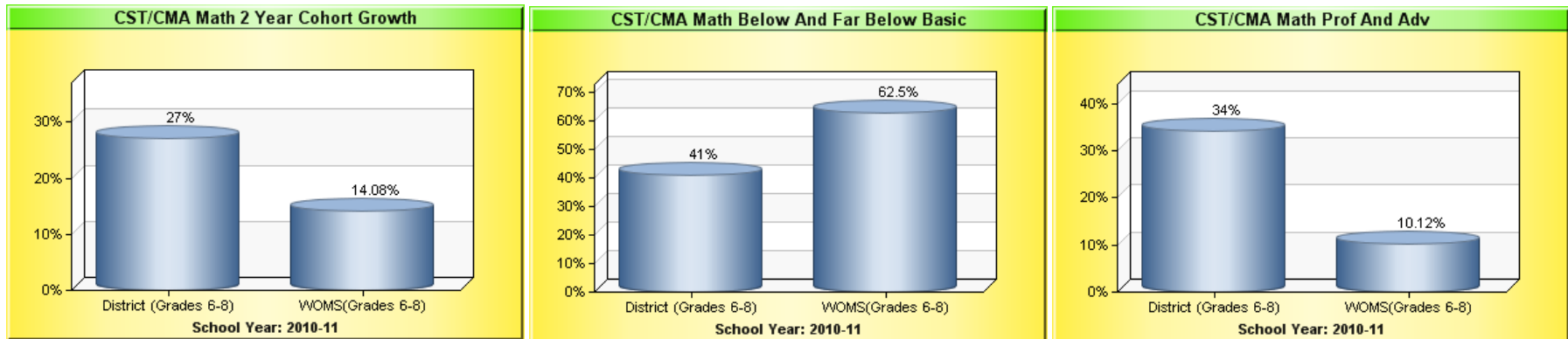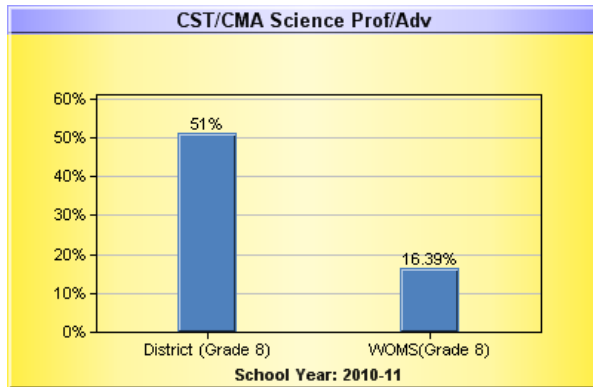
School Data

- 10% of our Students scored prof/adv on the recent CST

Data Analysis

- We are building our math structures around Performance tasks and hands-on learning
- As a STEM site using math through writing, engineering clubs, and MARS tasks will afford students the opportunity to learn though different modalitites
- We must focus on intervention with 60% of our students scoring in the FBB/BB range. At the same time having a program that address acceleration to get our students caught up and ahead.

Theory Action

- We will focus on intervention through the use of technology with students getting intervention at their level in the computer lab. Teachers will use Math journals and vital signs to gage the growth of the students.
- We will have engineering clubs for most of our student population. This clubs along with local field trips to community businesses will help expose students to their community and prepare them for the changing world ahead
- We will have a full service Science Lab for hands-on learning and experiments. Students will coordinate will local partners and engage in the scientific method throgh journals to track their progress.
- Each classroom will have updated computers and Promethean boards will be the center piece for instruction. Teachers will receive regular professional development to further their knowledge of the technology and to keep thinking towards the fut
- We will build a STEM academy where all kids are exposed daily to technology, hands-on science, intervention and accelerated mathematics, and programs that access local expertise in the field of engineering.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire math intervention teacher to address underperforming students.	District data and CST Data	FBB, BB and BAS	Throughout the School Year	Adminstrator and Teachers	5/3/2012	204SQI1B1184		Centralized Services			0	$0.00
Work with consultant to create hand-on learning opportunities for the students to address their learning gaps	District and CST Data	FBB, BB and BAS	Yearly		5/3/2012	204SQI1B1183		3010-Title I	5825-CONSULTANTS		0	$10,000.00

Teacher Subs to support student learning through teacher observations for students scoring FBB, BB. Subs will provide release time for teachers to engage in collaborative classroom observations that support ongoing professional development for the purpose of improving instructional practices that raise student academic achievment.	District Data and CST	FBB, BB and BAS	Yearly		5/3/2012	204SQI1B1203		3010-Title I	1150-TEACHERS SUBSTITUTES		0	$3,000.00
Teacher Extended contracts supporting math intervention for students scoring FBB and BB	District Data and CST Data	FBB, BB and BAS	Yearly		5/3/2012	204SQI1B1204		3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	$10,000.00
Full time computer teacher to support STEM focus and site plan	Student data, district data, Surveys	All Students	Monthly Yearly		5/3/2012	204SQI1B1228		Centralized Services			0	$0.00
Outfit remainder of the classrooms with SMART boards to provide continued education and accelerated learning for the students.	Surveys, District Data, CST	All Students	Monthly and Yearly		5/3/2012	204SQI1B1231		Centralized Services			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: West Oakland Middle School   **Principal:** RON SMITH
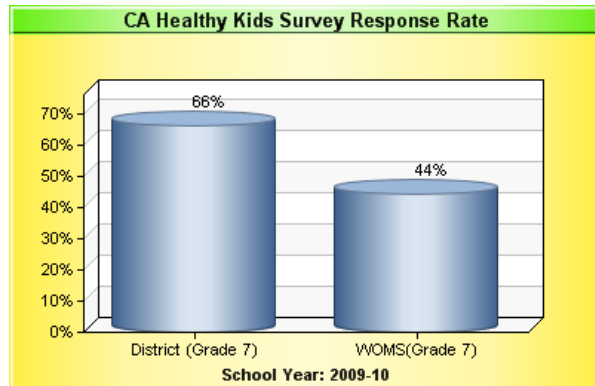
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

CA Healthy Kids Survey Response Rate — District (Grade 7): 66%, WOMS (Grade 7): 44%. School Year: 2009-10

Theory Action

- Create a sixth grade bridge program that introduces students to middle school and the vision for the school.
- Work with high school to create a transition plan for all students entering ninth grade.

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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: West Oakland Middle School   **Principal:** RON SMITH

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

A quality school...

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

From OUSD Strategic Plan:

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

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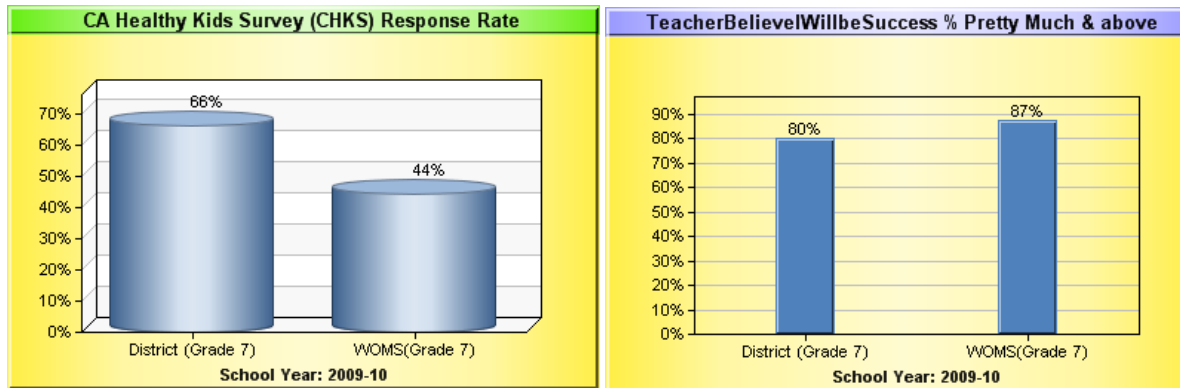
Theory Action

- We will provide a college going atmosphere so kids are exposed to the life ahead.
- Work with community organizations to create unpaid internships that expose students to the work force and possible career opportunities

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: West Oakland Middle School   **Principal:** RON SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

Theory Action

- Provide targeted intervention for all students scoring below grade level in ELA/Math FBB or BB. Specific focus on African American Males at the site
- Provide intervention services for students who are Second Language Learners and are scoring FBB and BB
- Provide targeted Manhood group and program for young boys to address there social emotional needs and accelerate their learning.
- Targeted daily instruction where we provide intervention and acceleration, while keeping the young males in school and address their diverse learning needs.
- Create GATE program fro our advanced learners where they are provided experiences that have college and career ready

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support teacher learning by attending conferences and gaining best practice knowledge to support students scoring FBB and BB.	District Data and CST	FBB, BB and BAS	Monthly and Yearly		5/18/2012	204SQI1E1206		3010-Title I	5220-CONFERENCE EXPENSE		0	$5,000.00
Supplemental supplies and materials that support interventions gaps for students scoring FBB and BB.	District Data and CST	FBB, BB and BAS	Monthly and Yearly		5/18/2012	204SQI1E1207		3010-Title I	4310-SUPPLIES		0	$7,682.81
Support student learning for Second Language Learners who need to get caught up in ELA with intervention teacher.	CELDT, District Data, and CST		Monthly and Yearly		5/18/2012	204SQI1E1216		7091-EIA - LEP	5825-CONSULTANTS		0	$5,624.71
Teachers will participate in off-site observations and collaborationto address need areas for all students	DIstrict Data and CST	All Students	Monthly and Yearly		5/18/2012	204SQI1E1243		Non-SSC approved			0	$0.00

Provide program for GATE students.	District Data and CST	GATE	Ongoing through school year		5/18/2012	204SQI1E4757	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into the 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: West Oakland Middle School   **Principal:** RON SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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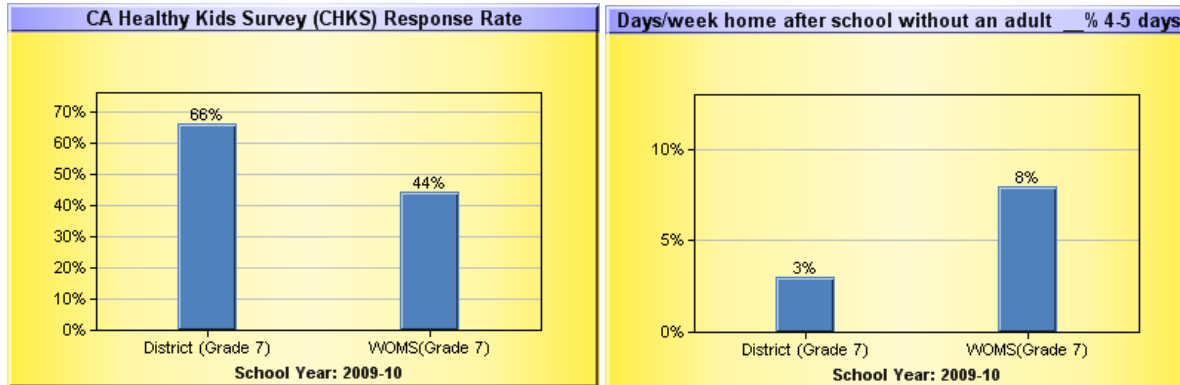
Theory Action

- We will create an extended learning time (7th period) where students receive support form both teachers and outside consultants.
- We will continue to support our strong After School program and build upon our academic interventions and enrichment components.
- Student study tours to expand the students knowledge and awareness of STEM and other learning opportunites in the community and surrounding areas

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student study tours to support academic learning and intervention for all students	District Data and CST	All Students	Yearly		5/1/2012	204SQI1F1210		3010-Title I	5829-ADMISSION FEES		0	$3,000.00
Provide supplemental textbooks to extend the learning from the classroom and support the overall growth of the students.	CST and District Data	All Students	Yearly		5/1/2012	204SQI1F1211		3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$3,000.00

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

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

School: West Oakland Middle School   **Principal:** RON SMITH

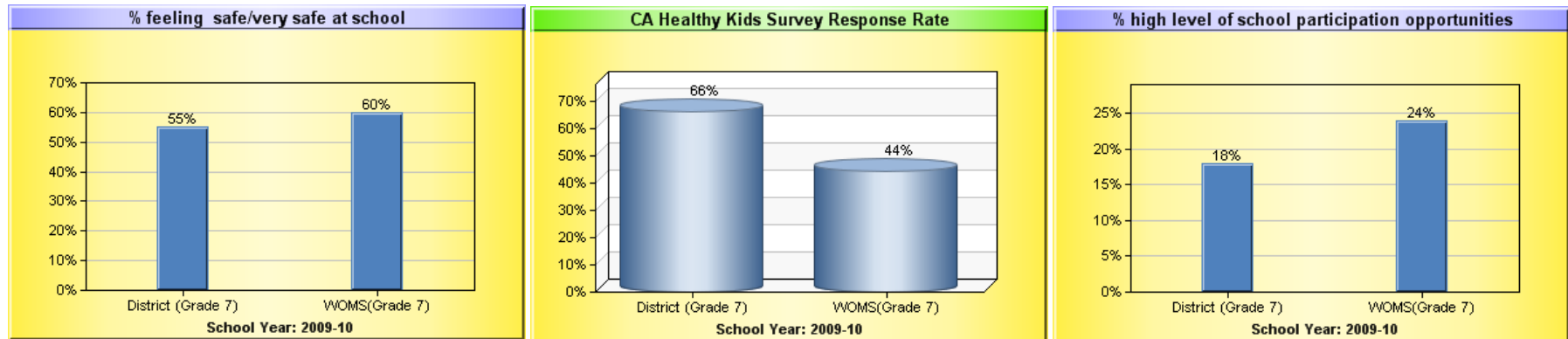**School Quality Standards relevant to this Strategic Priority**

A quality school...

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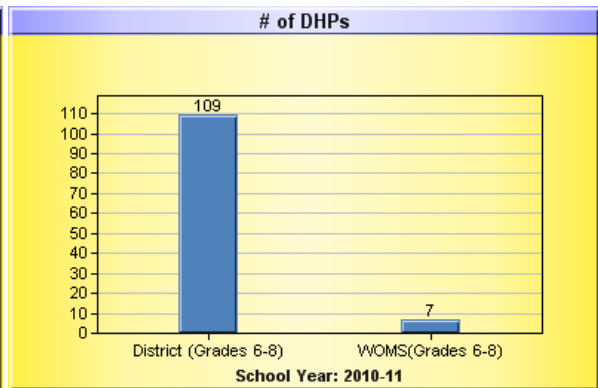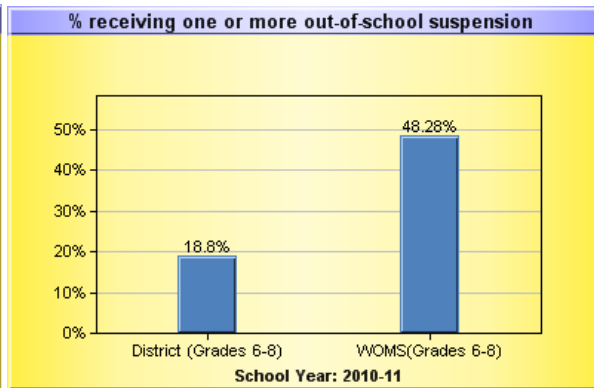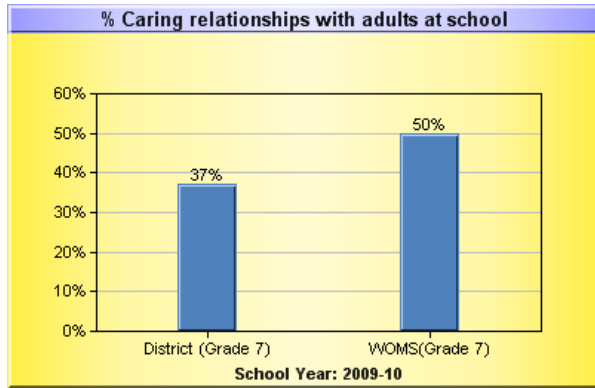
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

% Caring relationships with adults at school

District (Grade 7): 37%
WOMS(Grade 7): 50%
School Year: 2009-10

% receiving one or more out-of-school suspension

District (Grades 6-8): 18.8%
WOMS(Grades 6-8): 48.28%
School Year: 2010-11

# of DHPs

District (Grades 6-8): 109
WOMS(Grades 6-8): 7
School Year: 2010-11

Theory Action

- Create a safe a nd nurturing learning environment with PBIS strategies where, teachers, students, staff ,and community are focused on building a high quality learning environment.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire additional SSO to support school site environment and studnet achievement	Surveys	All Students	Monthly Yearly		3/21/2012	204SQI2A1229		Centralized Services			0	$0.00
Hire Female Physical Education Aide to support the full growth of our P.E. program and schoolwide goals	Surveys and Aeries Data	All Students	Monthly and Yearly		3/21/2012	204SQI2A1230		Centralized Services			0	$0.00
Bring in outside agency to support mentoring and manhood development for all students. This will support developing their personal skills and academic tools	Surveys District Data CST	All Students	Monthly Yearly		3/21/2012	204SQI2A1234		Centralized Services			0	$0.00
Improved facilities and learning environment to address the long term goal of our STEM academy. Working in conjunction with facilities master plan to update our site for the years to come.	Surveys and parent data	All Students	Yearly		3/21/2012	204SQI2A1236		Centralized Services			0	$0.00
Continue to work with Restorative Justices to address student conflict and group agreements.	Surveys	All Students	Monthly		3/21/2012	204SQI2A1244		Centralized Services			0	$0.00

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

Strategic Priority B. Health & Wellness

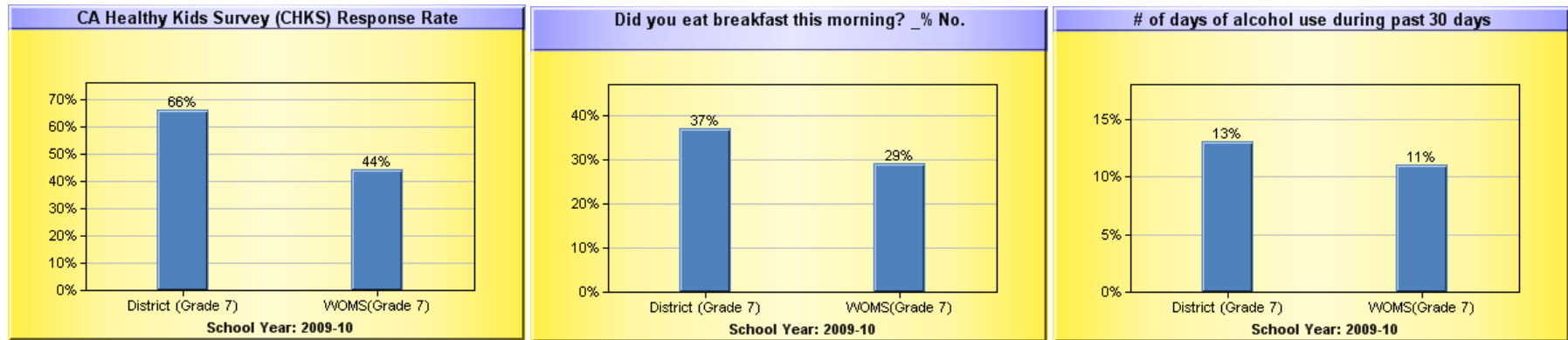**School:** West Oakland Middle School   **Principal:** RON SMITH

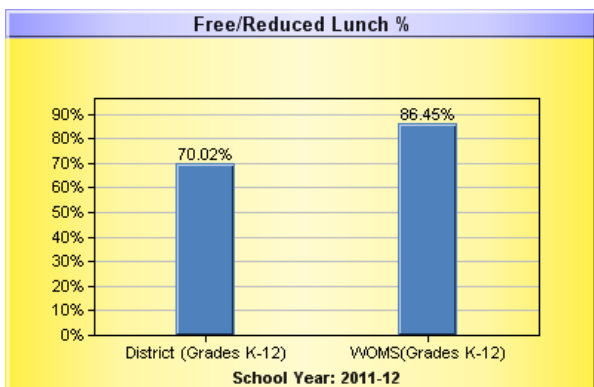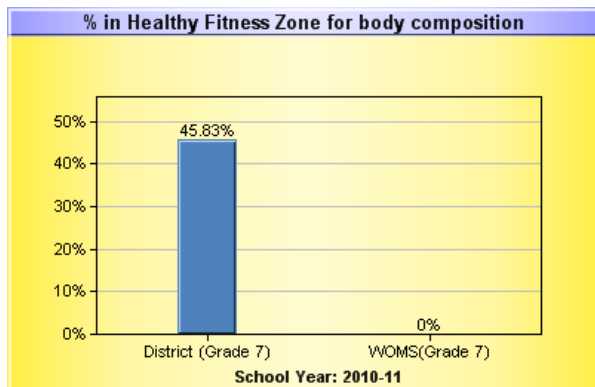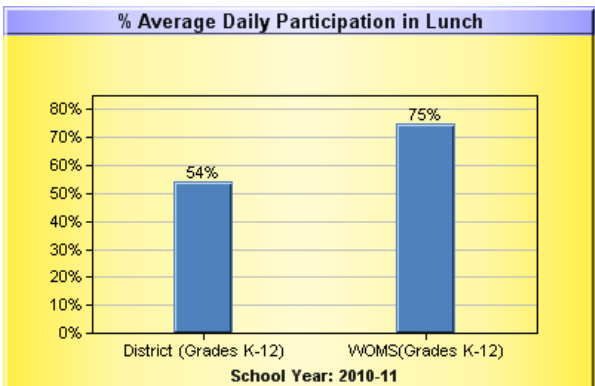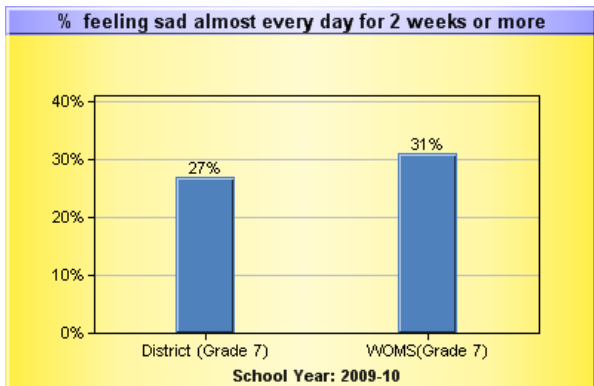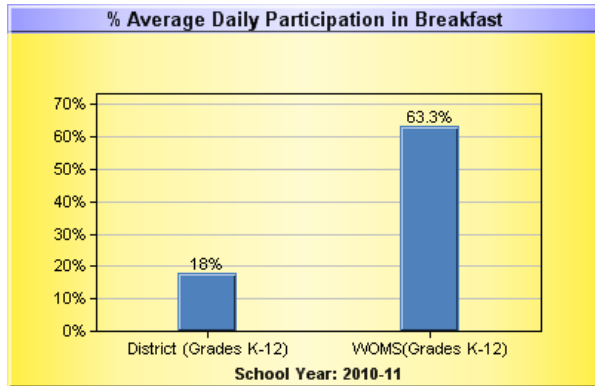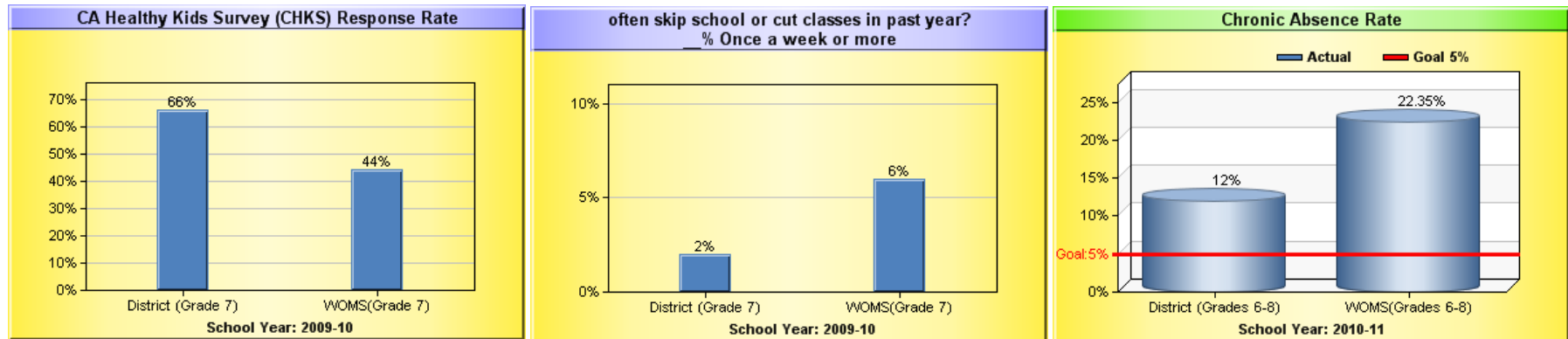**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

From OUSD Strategic Plan:

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

CA Healthy Kids Survey (CHKS) Response Rate — District (Grade 7): 66%, WOMS (Grade 7): 44%. School Year: 2009-10

Did you eat breakfast this morning? _% No. — District (Grade 7): 37%, WOMS (Grade 7): 29%. School Year: 2009-10

# of days of alcohol use during past 30 days — District (Grade 7): 13%, WOMS (Grade 7): 11%. School Year: 2009-10

% Average Daily Participation in Breakfast

District (Grades K-12): 18%
WOMS(Grades K-12): 63.3%
School Year: 2010-11

% feeling sad almost every day for 2 weeks or more

District (Grade 7): 27%
WOMS(Grade 7): 31%
School Year: 2009-10

% Average Daily Participation in Lunch

District (Grades K-12): 54%
WOMS(Grades K-12): 75%
School Year: 2010-11

% in Healthy Fitness Zone for body composition

District (Grade 7): 45.83%
WOMS(Grade 7): 0%
School Year: 2010-11

Free/Reduced Lunch %

District (Grades K-12): 70.02%
WOMS(Grades K-12): 86.45%
School Year: 2011-12

Theory Action

- Through the use of our site based clinic we will ensure that all our students needs in regards to health (Vision, dental,..) are addressed.

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: West Oakland Middle School   **Principal:** RON SMITH

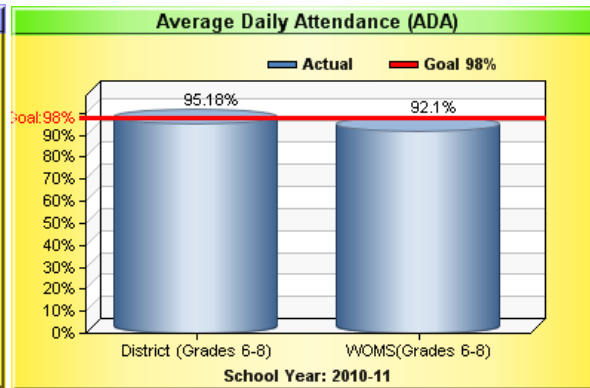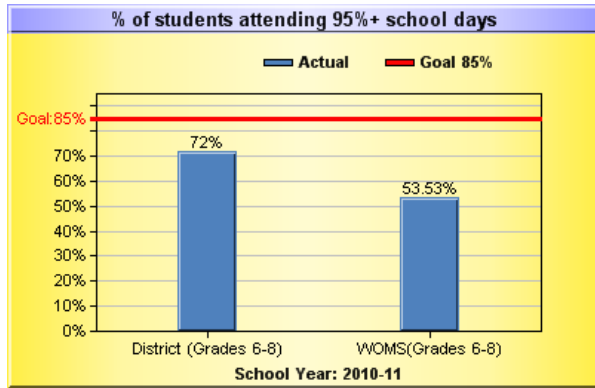**School Quality Standards relevant to this Strategic Priority**
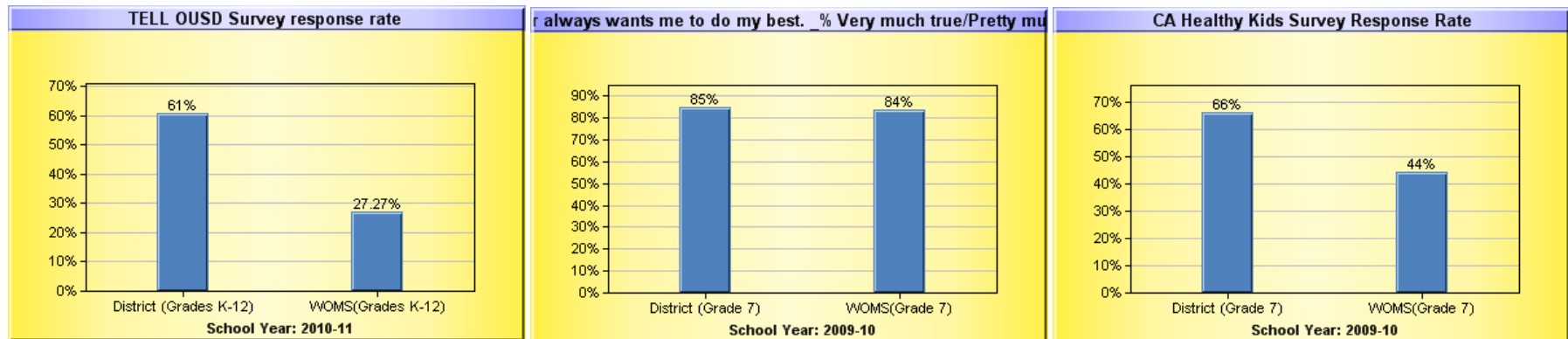
A quality school...

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

From OUSD Strategic Plan:

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

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

CA Healthy Kids Survey (CHKS) Response Rate — District (Grade 7): 66%, WOMS (Grade 7): 44%. School Year: 2009-10

often skip school or cut classes in past year? __% Once a week or more — District (Grade 7): 2%, WOMS (Grade 7): 6%. School Year: 2009-10

Chronic Absence Rate — District (Grades 6-8): 12%, WOMS (Grades 6-8): 22.35%. Goal: 5%. School Year: 2010-11

% of students attending 95%+ school days

Actual — Goal 85%

Goal:85%

72% — District (Grades 6-8)

53.53% — WOMS(Grades 6-8)

School Year: 2010-11

Average Daily Attendance (ADA)

Actual — Goal 98%

Goal:98%

95.18% — District (Grades 6-8)

92.1% — WOMS(Grades 6-8)

School Year: 2010-11

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: West Oakland Middle School   **Principal:** RON SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

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

Strategic Priority A. Family & Community Engagement

School: West Oakland Middle School

Principal: RON SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Refreshments for meetings and parent outreach services helping to support relationships with the purpose of improving student academic achievement.	District Surveys	FBB, BB and BAS	Yearly		5/1/2012	204SQI4A1205		9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,009.85
Stamps for parent outreach to help support the growth of all students scoring FBB and BB	District Surveys	FBB, BB and BAS	Yearly		5/1/2012	204SQI4A1209		3010-Title I	5910-POSTAGE		0	$1,000.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: West Oakland Middle School   **Principal:** RON SMITH
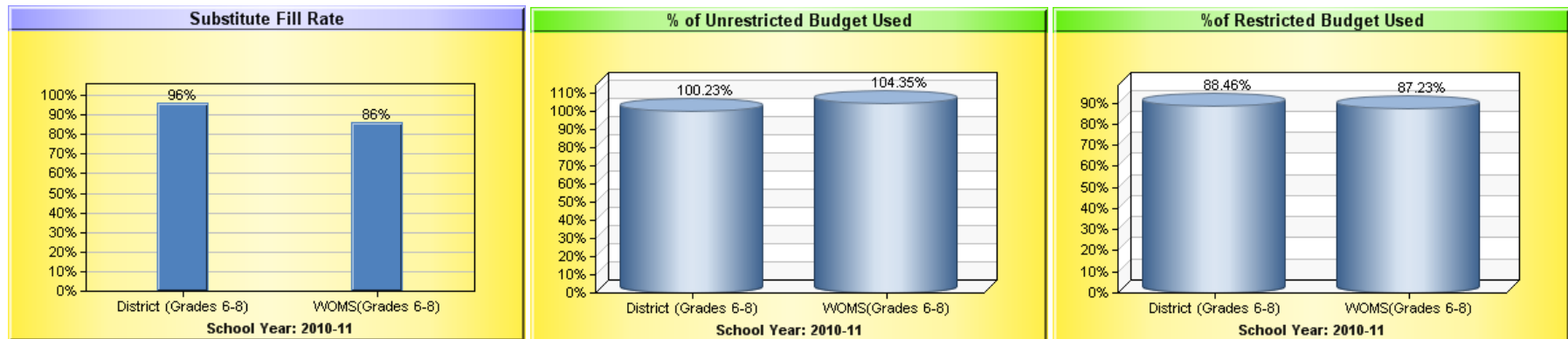
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

Substitute Fill Rate — District (Grades 6-8): 96%, WOMS (Grades 6-8): 86%. School Year: 2010-11

% of Unrestricted Budget Used — District (Grades 6-8): 100.23%, WOMS (Grades 6-8): 104.35%. School Year: 2010-11

% of Restricted Budget Used — District (Grades 6-8): 88.46%, WOMS (Grades 6-8): 87.23%. School Year: 2010-11

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Type into the gray boxes, then print and sign.

ASSURANCES
2012-2013

School Site: West Oakland Middle School
Site Number: 204

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

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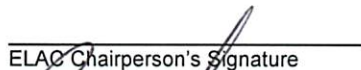☑ EIA/Limited English Proficient
☐ QEIA
☐ SIG

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

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

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

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

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 3/5/2012, 3/21/2012 5/4/2012.

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)		5/4/2012
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
(signature)		
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
(signature)		5/4/12
Principal Signature	Principal's Name (printed)	Date
(signature)		5/14/12
Executive Officer's Signature	Executive Officer's Name (printed)	Date
(signature)	Susana Ramirez	6/7/12
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date
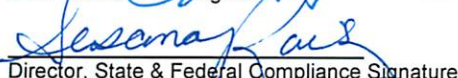
School Site Council Membership Roster – Middle School

School Name: West Oakland Middle   **School Year 2011-2012__**

Chairperson : Vashi Means	Vice Chairperson: Deborah Wysinger
Secretary: **Lamonte Ford**	**DAC Representative:**

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
Remonte Lake	991 14th St Oakland, Ca. 94607				x	
Fred Lake	991 14th St Oakland, Ca. 94607				x	
Labren Wake	991 14th St Oakland, Ca. 94607				x	
Charlotte Webb	991 14th St Oakland, Ca. 94607				x	
Karl Peters	991 14th St Oakland, Ca. 94607				x	
Jason Madison	991 14th St Oakland, Ca. 94607				x	
Karen Todd	991 14th St Oakland, Ca. 94607		x			
Kino Carson	991 14th St Oakland, Ca. 94607		x			
Jasmine Vance	991 14th St Oakland, Ca. 94607		x			
Sharon Thomas	991 14th St Oakland, Ca. 94607		x			
Tifanne Jones	991 14th St Oakland, Ca. 94607			x		
Ron C. Smith	991 14th St Oakland, Ca. 94607	x				
DAC Representative						
Home Ph.	Email:					

Meeting Schedule	**11/15 1/10 2/14 3/13 4/17 6/12**

SSC Legal Requirements:

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

Compliant SSC composition: 6 parent/community members and 4 classroom teachers, 1 other staff, 1 principal

1-Principal
4-Classroom Teachers
1-Other Staff

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

Title I School Parental Involvement Policy   2012 - 2013

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

Involvement of Parents in the Title I Program
West Oakland Middle School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan. At our first parent event of the school year we give out information about being a Title 1 school and resources they can receive.

- Offer a flexible number of meetings for parents. We hold our meetings based upon the needs of our parents. Meetings are directly after school and in the evenings.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Parents are given the opportunity to provide information about site needs and parental concerns during all meetings and during any informal or formal meetings with administration.

- Provides parents of Title I students with timely information about Title I programs. Parents receive newsletters, by mail, audio messages, and flyers sent home with students.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. We hold academic conferences with the families and send home literature advising the growth and targets of the site.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. All parents are invited to participate in any and all parent's bodies and activities throughout the school year.

School-Parent Compact

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

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards
    2) The State of California's student academic achievement standards
    3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    4) Academic proficiency levels students are expected to achieve
    5) How to monitor their child's progress

- Parent, Student, and Teacher Conferences
- Newsletters with updated state information
- Phone messages from Principal and teachers

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Our family outreach coordinator works with all families to provide information and resources and that will allow them to help their child grow and be successful in school

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Parents and teachers work together on all committees and task forces that address student growth and performance. These teams generate ideas that support the growth of all students.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. We have monthly family events that showcase the growth of our students. This allows parents to be a part of the school and the different types of learning that is taking place.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. We use the phone system, school newsletter, and student fliers to ensure all information is out in a timely manner for all members of the learning community.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. Our parent outreach coordinator ensures that needs and questions of our families are addressed before, during, and after all meetings.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. We have a small population that needs translation, but with our bilingual office staff we are able to meet the needs of all our students.

Adoption

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

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

_____   _____

(Principal's Signature)   (Date)

West Oakland Middle School Compact

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

As a student I will:

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

_____
Student signature

As a parent/guardian or family member I will:

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

_____
Family member signature

As a teacher I will:

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

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

_____
Teacher signature

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

Signed on this _____ day of _____, 20__.

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

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

Second sub-table within Implementation Status:

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

Key Components

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

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

Appropriate Use
Identify all that apply:
_____Core materials are used daily as designed.
_____Ancillary materials are used daily as designed.

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Documentation	Additional Comments

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

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

Academic Program Survey—~~Middle School Level~~West Oakland Middle

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

1. Instructional Program	1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified English learner student.
	
	*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".
		Full implementation means that English learners are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption the materials from the previous SBE-approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students.
		• Students are appropriately placed into ELD using CELDT and all available English proficiency measures.
		• Students at CELDT proficiency levels 1-3 need at least a separate ELD course, using current ELD materials focused on building English language skills through SBE-adopted materials.
		• Students performing at California English Language Development Test (CELDT) Levels 4 and 5 (Early Advanced and Advanced) may not need separate ELD courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, which focus on building English language skills for mastery of content standards.
		• For districts using the 2008 SBE-adopted Reading/Language Arts/ELD:
		   – At all grade levels, teachers use the ELD components of the 2008 SBE-adopted Reading/Language Arts/ELD program (Programs 2 and 3).
		   – For districts/sites adopting only Program 1, teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).
			<table><tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr><tr><td>1.2</td><td>4
			100%</td><td>3
			At least 75%</td><td>2
			At least 50%</td><td>1
			Less than 50%</td></tr></table>
			Key Components
			
			Appropriate Instructional Program Materials
			All English learner students are ___assessed, ___placed, and ___provided appropriate SBE-adopted or SBE-approved instructional program materials.
			
			If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:
			
			Appropriate Use
			_____Materials/ ELD components are used daily as designed.

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		• For districts using the 2002 SBE-adopted Reading/Language Arts/ELD: – Teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Purchase Date:			
School Distribution Date:			
Classroom Distribution Date:			
Attach publisher PO documentation for sets of classroom core materials.			

California Department of Education

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted Reading/Language Arts intensive intervention programs and materials in grades 6-8. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. *As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grades 6-8, including English learners and students with disabilities, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. • Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. • Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list.	**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	Substantially	Partially	Minimally
1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Number of Intensive Intervention Students:
All Intensive learners: Gr. 6 ___ Gr. 7 ___ Gr. 8 ____
All Intensive EL's   Gr. 6 ___ Gr. 7 ___ Gr. 8 ____
All Intensive SWD's   Gr. 6 ___ Gr. 7 ___ Gr. 8 ____

Number/% Provided SBE Intensive Intervention			
	Grade 6	Grade 7	Grade 8
All Intensive learners	20	20	
Intensive EL's	10	5	
Intensive SWD's			

Appropriate Use
 _____ Materials are used daily as designed

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

Attach publisher PO documentation for sets of classroom core materials.

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components — Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with mathematics difficulties, students with disabilities, and advanced learners. • Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	<table><tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr><tr><td>1.4</td><td>4 100%</td><td>3 At least 75%</td><td>2 At least 50%</td><td>1 Less than 50%</td></tr></table>**Key Components** **Appropriate Instructional Program Materials** All students are ___assessed, _____placed, and _____ provided appropriate SBE-adopted instructional program materials. **Number of Students:** _____ All Students _____ English Learners _____ Students with disabilities **Appropriate Use** Identify all that apply: _____Core materials are used daily as designed. _____Ancillary materials are used daily as designed.				

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

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades 6-7.These programs are implemented as designed and documented to be in use with materials for every identified intensive student. For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all identified intensive intervention students in grades 6-7, including English learners and students with disabilities, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • For mathematics, grades 4-7, the 2008 SBE-adopted intensive intervention materials are not designed as a curriculum to replace core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.	*(see rating table and key components below)*			

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

Key Components

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

Number of Intensive Intervention Students:
All Intensive learners: Gr. 6 20_Gr. 7 20_
All Intensive EL's   Gr. 6 10_ Gr. 7 _5__
All Intensive SWD's   Gr. 6 ___ Gr. 7 ___

Appropriate Use
 _____Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

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

| 1. Instructional Program | 1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified intensive intervention students in grade 8 needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.

For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program. | Full implementation means that all students in grade 8, including English learners, students with disabilities, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.

• The Algebra Readiness program is a one period, stand-alone, intervention program to prepare students to enter into a grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.
• Some students with disabilities placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. | (see table below) |

Objective	Fully	Substantially	Partially	Minimally
1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Number of Intensive Intervention Students:
All Intensive learners: Gr. 8 ___
All Intensive EL's   Gr. 8 ___
All Intensive SWD's   Gr. 8 ___

Number Provided SBE Algebra Readiness	
	Grade 8
Total Students	30
English Learners	
Students with disabilities	

Appropriate Use
 _____ Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

Academic Program Survey—~~Middle School Level~~West Oakland Middle

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

2. Instructional Time

2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for Reading/Language Arts/ELD. This time is given priority and protected from interruptions.
- Grades 6-8: 1.0 and up to 2.0 hours (or up to two periods)

Full implementation means that the school's master schedule allocates for all Reading/Language Arts/ELD classrooms the appropriate daily instructional time in the current SBE-adopted Reading/Language Arts/ELD basic core materials**. This provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions.

** Note for the 2008 SBE-adopted R/LA/ELD, this means Programs 1,2 or 3.

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

Key Components

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

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

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

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions. • Grades 6-8: 30-45 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students demonstrating proficiency in Reading/English-language arts standards no more than two years below grade level. • Strategic learners are assessed and require additional instructional time beyond the core. – For high priority strategic students, the support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade level course. Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core English-language arts classroom. • The SBE-basic core adopted materials and the core	**Implementation Status and Key Components** Review and identify which key components apply. Circle the most appropriate rating. <table><tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr><tr><td>2.2</td><td>4 100%</td><td>3 At least 75%</td><td>2 At least 50%</td><td>1 Less than 50%</td></tr></table> **Key Components** **Appropriate Allocation of Daily Instructional Time** _____Time is given priority and protected from interruptions. **Identify Number (#) of Strategic and High Priority (HP) strategic students served <u>and</u> the amount of strategic time (length of HP strategic periods) offered at each grade level:** <table><tr><td colspan="4">**Number of students at each grade level**</td></tr><tr><td></td><td>**Grade 6**</td><td>**Grade 7**</td><td>**Grade 8**</td></tr><tr><td>All Strategic</td><td></td><td></td><td></td></tr><tr><td>All HP Strategic</td><td></td><td></td><td></td></tr><tr><td># of HP Strategic <u>provided additional</u> 30-45 minutes or a support period</td><td></td><td></td><td></td></tr></table>

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		ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	

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

Describe assessment and placement criteria for high priority strategic students:

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

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

California Department of Education

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

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

Implementation Status and Key Components:

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

Key Components

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

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

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

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	1.28"		• Districts who have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program I, English learners should be provided daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists • Districts not adopting from the 2008 SBE list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists	
	Documentation		Additional Comments	
	Reading/Language Arts/ELD			
District Instructional Regulations:				
School Instructional Procedures:				
Attach appropriate documents.				

California Department of Education

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted intensive intervention programs in Reading/Language Arts. This time is given priority and protected from interruptions. • Grades 6-8: 2.5 to 3.0 hours (or up to 3 periods)	Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including English learners and students with disabilities. The current SBE-adopted Reading/Language Arts/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students. • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in reading/language arts two or more years below grade level. • The master schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-Adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers (two to three periods within the master schedule). • The master schedule reflects that English learners assessed and identified for intensive intervention receive the appropriate recommended minutes of instruction daily in the intervention program (2008 SBE-adopted Program 5 or materials from the previous 2002 SBE-adopted materials lists). These materials are designed to provide intensive, accelerated, and extensive ELD that complements and supports reading/language arts instruction. English learners in intensive intervention Program 5 will receive embedded ELD instruction as per	**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	Substantially	Partially	Minimally
2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Indicate total length (minutes) of blocked periods:

# of Instructional minutes at each grade level			
	Grade 6	**Grade 7**	**Grade 8**
All Intensive learners			
Intensive English learners			
Intensive Student with disabilities			

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

Academic Program Survey— ~~Middle School Level~~ West Oakland Middle

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

Implementation table:

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

Key Components

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

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

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

* For Algebra Readiness see 2.7

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

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

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

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

2. Instructional Time

2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials.
- Grades 6-7: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.
- Grade 8: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course.

Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
- For grades 6-7, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.
- For grades 6-7, strategic students are assessed and need additional instructional time beyond the core.
  - For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level course.
  - Some grade 6-7 students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.
- For grade 8, strategic students are defined as demonstrating proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards.
- For grade 8, strategic students are assessed and need additional instructional time beyond the core.
  - For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.
  - Some grade 8 strategic students may have occasional trouble within day-to-day grade-level standards

Key Components

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

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

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

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

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

• For grades 6-8, the core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</td><td colspan="4">

Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students

	Grade 6	Grade 7	Algebra 1
Additional time provided to all HP strategic students			
Additional time provided to HP strategic English learners			
Additional time provided to HP strategic Students with disabilities			

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

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<tr><td colspan="3">Documentation</td><td colspan="4" align="center">Additional Comments</td></tr>
<tr><td colspan="2"></td><td>Mathematics</td><td colspan="4" rowspan="4"></td></tr>
<tr><td colspan="2">District Instructional Regulations:</td><td></td></tr>
<tr><td colspan="2">School Instructional Procedures:</td><td></td></tr>
<tr><td colspan="3">Attach appropriate documents.</td></tr>
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Academic Program Survey— ~~Middle School Level~~West Oakland Middle

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

Implementation status sub-table:

Objective	Fully	Substantially	Partially	Minimally
2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

Indicate total number of additional minutes:

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

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California Department of Education

Academic Program Survey— ~~Middle School Level~~ West Oakland Middle

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For districts using the 2001 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.

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<td colspan="2">Attach appropriate documents.</td>
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Academic Program Survey— ~~Middle School Level~~West Oakland Middle

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (6-8) for the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all reading, language arts, and ELD classrooms to fully implement the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	<table><tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr><tr><td>3.1</td><td>4 100%</td><td>3 At least 75%</td><td>2 At least 50%</td><td>1 Less than 50%</td></tr></table> **Key Components** **Instructional/Assessment Pacing Guides** _____ Distributed to all teachers at each grade Level _____ Used daily at every grade level **Pacing Guide Use Monitored** _____ Principal monitors daily use			

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School/District Pacing Plan by Grade Level or Program Level		
Attach appropriate documents.		

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
			Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted mathematics programs (6-8) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all mathematics classrooms to fully implement the current SBE-adopted mathematics programs by grade level (and by tracks if a year-round school schedule). • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re teaching; and 4) time to address specific skill needs of students.	See rating table and key components below

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

Key Components

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

Pacing Guide Use Monitored
_____ Principal monitors daily use

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

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40 hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted Reading/Language Arts/ELD basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40 hour structured practicum based on the implementation of the R/LA and mathematics instructional materials and the Essential Program Components. This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40 hours of structured practicum in the current district-adopted Reading/Language Arts/ELD	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40 hour administrative training in the current SBE-adopted Reading/Language Arts/ELD core or intervention program materials and current SBE-adopted mathematics program materials and 40 hours of structured practicum. The 40 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training in the following: • Sixteen (16) hours in the current Reading/Language arts core or intensive reading intervention materials and 16 hours in the current SBE adopted mathematics materials used in the school; • The ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. The remaining 8 hours focus on the following: • 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;	**Objective / Fullly 100% / Substantially / Partially / Minimally** 4.1 / 4 100% / 3 At least 75% / 2 At least 50% / 1 Less than 50% **Key Components** **Training and Practicum Completed** Principal _____ Training in Reading/Language Arts/ELD _____ Training in Mathematics _____ Structured Practicum* Vice Principal _____ Training in Reading/Language Arts/ELD _____ Training in Mathematics _____ Structured Practicum* * Refer to suggested practicum activities in EPC 3.2.

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

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

Attach appropriate documents.	

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

4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.
		
		* Targeted professional development and support may include:
		• Development, use, and monitoring of classroom observation protocols to include
		  o __Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide,
		  o __The effective implementation of targeted research-based instructional strategies to meet the needs of all students including English learners and students with disabilities.
		• Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.
		• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback
		• Participation in Modules 2 and 3 of the Administrator Training Program
		• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards.
			Objective
			4.2
				Fully
				4
				100%
					Substantially
					3
					At least 75%
						Partially
						2
						At least 50%
							Minimally
							1
							Less than 50%

Key Components

Principal's Professional Development
_____ Completed

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

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		• Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.

	Documentation		Additional Comments
	Reading/Language Arts/ELD	Mathematics	
District Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

California Department of Education

Academic Program Survey— ~~Middle School Level~~ West Oakland Middle

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001.	Full implementation means that all classrooms have fully credentialed, highly qualified teachers appropriately credentialed for their assignment.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components _____ **Percentage of fully credentialed, highly qualified teachers.**				

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

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

5. Credentialed Teachers and Professional Development Opportunity

5.2 The school/district provides teachers of Reading/Language Arts/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Reading/Language Arts/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.

This requirement is fulfilled when the teacher completes 40 hours of SBE-adopted instructional materials

Full implementation means that all teachers of Reading/Language Arts/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted Reading/Language Arts/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.
Some practicum 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

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

Key Components

Training and Practicum Completed:

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

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

* Refer to suggested practicum activities

	training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	

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

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

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

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

Key Components

Training and Practicum Completed

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

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

* Refer to suggested practicum activities

	training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	• Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI^2 including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.

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

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of Reading/Language Arts/ELD, including strategic and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides reading/language arts/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's current adopted Reading/Language Arts/ELD and intensive intervention instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, English learners, students with disabilities, benchmark and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	**Objective** / 6.1	**Fully** / 4 100%	**Substantially** / 3 At least 75%	**Partially** / 2 At least 50%	**Minimally** / 1 Less than 50%

Key Components

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

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

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
_____ Principal structures/monitors instructional assistance services

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

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

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

Attach appropriate documents.	

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics instructional programs to improve student achievement. • 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, English learners, students with disabilities, benchmark and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	**Objective** 6.2	**Fully** 4 100%	**Substantially** 3 At least 75%	**Partially** 2 At least 50%	**Minimally** 1 Less than 50%

Key Components

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

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

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
_____ Principal structures/monitors instructional assistance services

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

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

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		

Attach appropriate documents.	

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

7. Student Achievement Monitoring System

7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.

Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis.
- The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs.
- For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including English learners and students with disabilities.
- Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs.

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

Key Components

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

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

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

California Department of Education

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum, embedded; and summative assessments), are used to inform teachers and principals on student placement/ diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. • In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the SBE-adopted intervention materials. • For the ongoing monitoring system, data collection (including electronic) is used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including English learners and students with disabilities. • Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs.	**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
7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

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

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

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

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

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

Academic Program Survey— ~~Middle School Level~~ West Oakland Middle

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

8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted Reading/Language Arts/ELD programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		   – Entry-level placement and/or diagnostic
		   – Progress monitoring, including frequent formative and curriculum-embedded assessments; and
		   – Summative benchmark assessments
		• Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities.
			Objective: Fully / Substantially / Partially / Minimally
			
			 8.1: 4 100% / 3 At least 75% / 2 At least 50% / 1 Less than 50%
			
			Key Components
			
			Scheduled Structured Collaboration Meetings
			_____ Number per month
			_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate
			_____ Meetings are structured, protocols/tools are developed and used.
			_____ Training for collaboration meeting protocols provided to teachers
			_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction
			_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels
			
			Collaborative Meeting Discussion Content
			_____ Using and analyzing timely student common assessment results from all students
			_____ Strengthening program implementation
			_____ Designing and improving lessons/ instruction
			_____ Identifying research-based strategies to support specific skill needs of all students			

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

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

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

8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		   ⊖__Entry-level placement and/or diagnostic
		   ⊖__Progress monitoring, including frequent formative and curriculum-embedded assessments; and
		   ⊖__Summative benchmark assessments
		⊖•__Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities.
			(see detail below)

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

Key Components

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

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

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

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Academic Program Survey—~~Middle School Level~~West Oakland Middle

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

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

Key Components

Allocation of Funds

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

Coordination of Funds

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

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Documentation		Additional Comments
	Reading/Language Arts/ELD	
Plan uses all revenues appropriately		
Attach appropriate documents.		

California Department of Education

Academic Program Survey— ~~Middle School Level~~West Oakland Middle

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the Single Plan for Student Achievement (SPSA). • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the Single Plan for Student Achievement. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform.	Objective / **Fully** / Substantially / Partially / Minimally 9.2 / **4 100%** / 3 At least 75% / 2 At least 50% / 1 Less than 50% **Key Components** **Allocation of Funds** _____ District and site categorical and general funding are aligned to support EPC implementation. **Coordination of Funds** _____ The SPSA aligns to the goals and activities in the LEAP.			
	Documentation		Additional Comments			
	Mathematics					
Plan uses all revenues appropriately						
Attach appropriate documents.						

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