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 – Westlake Middle School

Action Requested:

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

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Westlake Middle School

6057095

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

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

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

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

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

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

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

<h1 style="text-align:center">COMMUNITY SCHOOLS STRATEGIC SITE PLAN</h1>
<h2 style="text-align:center">Context & Vision</h2>

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

At Westlake Middle School, students and adults alike pledge to live by the Westlake Way - we are Responsible for our lives, exemplify that Education is power, we Support each other, we are Prepared for every Situation, we show Eagle Pride, we are Committed to excellence, and Together we succeed. This pledge is summed up with the acronym "R.E.S.P.E.C.T". Westlake Middle School strives to provide young teenagers and families with the structures and support that will allow students to flourish in high school and beyond. Our academic programs in conjunction with our Full Service Community School Partner, Eagle Village Community Center Youth and Family Services, provide wrap around services that support the whole child. Westlake and EVCCYFS have grown together over the past decade where we provide academic, cultural, emotional and a variety of elective and enrichment classes to give our students a variety of opportunities.

VISION

Westlake is about caring relationships, high expectations, and meaningful and authentic ways to engage and participate. Through caring and trusting relationships, it is expected that everyone on campus will strive to be their best through meaningful opportunities to engage and participate.

4

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

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

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

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

The School Accountability Plan

There are 3 different sectors that will monitor the progress of Westlake's Community Strategic School Site Plan: - Administration (continuously throughout the year) - SSC (quarterly) - Instructional Leadership Team (bimonthly) - Culture Club (bimonthly) - Internal and External Audit through Eagle Village Community Center Youth & Family Services (minimum two audits)

<h1 style="color:green; text-align:center">School Quality Indicator 1: Quality Learning Experiences for All Students</h1>

<h2 style="color:orange; text-align:center">Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum</h2>

School: Westlake Middle School   **Principal:** MISHA KARIGACA

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
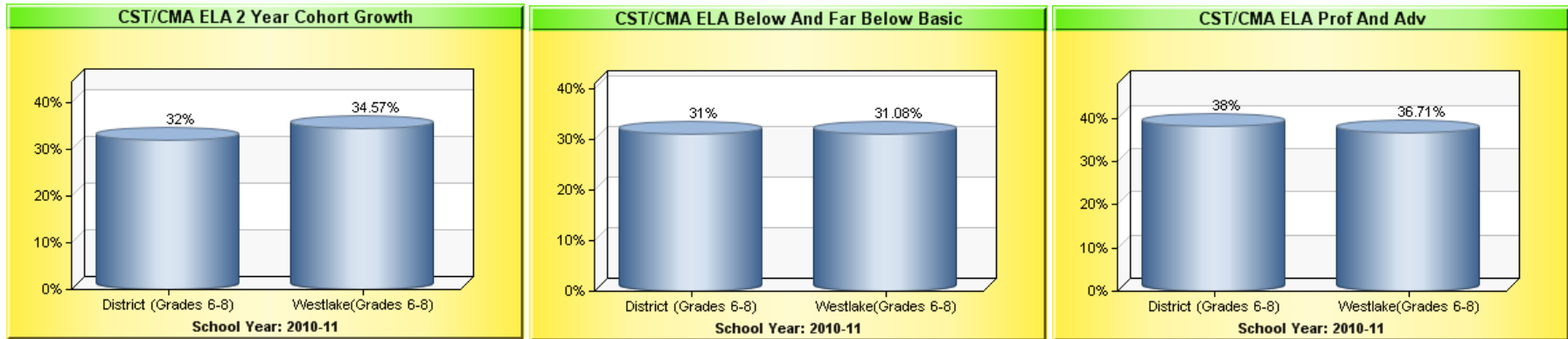
From OUSD Strategic Plan:

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.

6

CST/CMA ELA 2 Year Cohort Growth

District (Grades 6-8): 32% — Westlake (Grades 6-8): 34.57%
School Year: 2010-11

CST/CMA ELA Below And Far Below Basic

District (Grades 6-8): 31% — Westlake (Grades 6-8): 31.08%
School Year: 2010-11

CST/CMA ELA Prof And Adv

District (Grades 6-8): 38% — Westlake (Grades 6-8): 36.71%
School Year: 2010-11

Data Analysis

- Westlake's 2 year growth is better than the district average, but still not enough.

Theory Action

- If we continue to provide 6th and 7th grade students with an extra semester each of reading and writing, but include data analysis to target the skills that our students need, we will increase ELA proficiency levels by one band

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students will increase their academic achievement through reading intervention class.	Students will improve ELA CST scores	All Students	By June 2013	Mr. Van Tassel	4/10/2012	213SQI1A194	All 6th grade students will have an additional reading skills development class.	3010-Title I		K12TCH0513	0.2	$16,383.76
Support improved student academic achievement through writing intervention class.	Studentsill increase their CST writing proficiency level	All Students	By May 2013	Peter Van Tassel	4/10/2012	213SQI1A2432	All 7th grade students will have an additional writing class for a semester	3010-Title I		K12TCH1065	0.25	$22,433.21
Support improved student academic achievement through writing intervention class.	Students will increase CST writing proficiency level.	All Students	by June 2013	MR. Van Tassel	4/10/2012	213SQI1A3535	All 7th grade students will have an additional writing class for a semester.	3010-Title I		K12TCH1270	0.2	$13,214.81
Support improved student academic achievement through writing intervention class.	Students will increase their CST writing proficiency level.	All Students	By June 2013	Mr. Van Tassel	4/10/2012	213SQI1A3538	All 7th grade students will have an additional writing class for a semester.	3010-Title I		K12TCH1746	0.2	$12,007.34
Students will increase their academic achievement through reading intervention class.	Increased ELA CST scores		By June 2013	Mr. Van Tassel	4/10/2012	213SQI1A3540	All 6th grade students will have an additional reading skills class for a semester.	3010-Title I		K12TCH1086	0.2	$12,182.60
Improve student academic achievement through use of intervention activities.	Student increase on ELA and/or Math CST scores	FBB, BB	By June 2013	Mr. Karigaca	4/10/2012	213SQI1A3541	STIP teacher provide small group intervention services through pull-out or push-in action.	7090-EIA - SCE		TCSTIP0027	1	$31,548.54

Students will improve academic achievement in ELA.	Student improvement on ELA CST scores.	All Students	By June 2013	Mr. Van Tassel	4/10/2012	213SQI1A3547	Provide reduced class size in ELA class that focuses on mastery of content standards through emphasis on teaching poetry based reading and writing skills.	7090-EIA - SCE		K12TCH0993	0.2	$11,130.68
Improve instructional program through use of supplemental supplies and materials.					4/10/2012	213SQI1A3548	Provide supplemental instructional supplies and materials support instructional program.	3010-Title I	4310-SUPPLIES		0	$15,045.11

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Westlake Middle School   **Principal:** MISHA KARIGACA

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.
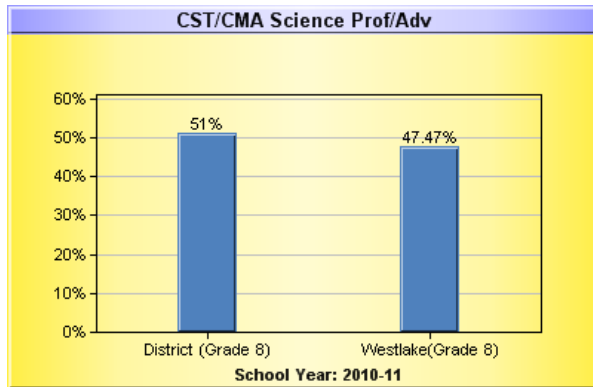
District-level Goals

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 Math 2 Year Cohort Growth — District (Grades 6-8): 27%, Westlake (Grades 6-8): 32.03% — School Year: 2010-11

CST/CMA Math Below And Far Below Basic — District (Grades 6-8): 41%, Westlake (Grades 6-8): 38.42% — School Year: 2010-11

CST/CMA Math Prof And Adv — District (Grades 6-8): 34%, Westlake (Grades 6-8): 36.01% — School Year: 2010-11

CST/CMA Science Prof/Adv

District (Grade 8): 51%
Westlake (Grade 8): 47.47%

School Year: 2010-11
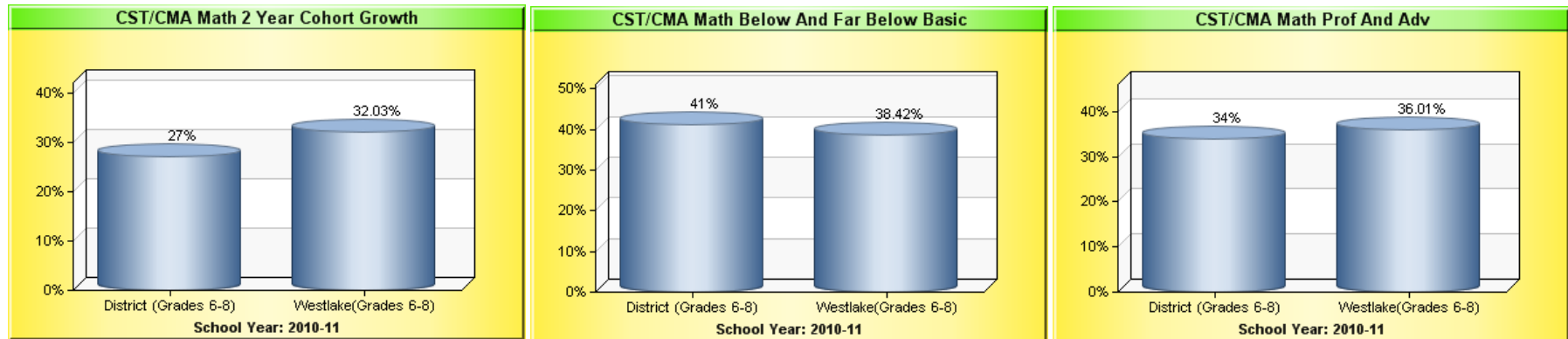
Data Analysis

- Westlake is moving above the district average when comparing 2 year cohort match; however there are still a significant amount of students who are below district expectations

Theory Action

- If we support our teachers to successfully implement the common core curriculum, then we will close our achievement gap and increase the number of prof/adv students by giving them more authentic ways to engage with math
- If Westlake students are displaying the identified "Vital Behaviors" (outlined on the 5x8 cards) in every math class everyday, then we will close the achievement gap on the CST

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Improve student academic achievement in Math.	Increase student Math CST scores	FBB, BB	By June 2013	Mr. Karigaca	4/6/2012	213SQI1B296	Provide math strategy class with reduced class size to 6th grade students who are FBB and BB on a quarterly basis based on identified areas of weakness (standards)	3010-Title I		K12TCH0403	0.2	$14,795.88
Improve student academic achievement in Math.	Increase student Math CST scores	FBB, BB	By June 2013	Mr. Karigaca	4/6/2012	213SQI1B3544		N/A			0	$0.00
Instructional Leadership	Increased use by teachers of engagement strategies modeled by administrators in staff meetings.	All Students	By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2333	Principal/AP model strategies in all faculty meetings that enable all students to be engaged.	N/A			0	$0.00
Instructional Leadership	Site math plans developed, implemented and revised by the math department.	All Students	By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2334	Principal engages math department in developing , implementing, and revising site math plans.	N/A			0	$0.00
							At least 2 math teachers participate in the 3:30 - 5:30 session					

Instruction Leadership	Increased quantity of teachers involved in curriculum development.		By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2335	of 2nd Wednesday collaboration in order to develop leadership capacity in the area of Core Curriculum Development	N/A			0	$0.00
Communities of Practice	Increased frequency of observable student vital behaviors in math class.	All Students	By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2336	Teachers visit each others' classrooms and use the 5 x 8 observation tool to gather evidence of student thinking and learning.	N/A			0	$0.00
Communities of Practice	Increased understanding and practice of giving feedback to students and their teachers about mathematics learning using the 5 x 8 observation tool.	All Students	By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2339	Administrators are engaged in a process to understand how to give feedback to students and their teachers about mathematics learning using the 5 x 8 card observation tool.	N/A			0	$0.00
Communities of Practice	Increased understanding and practice of giving feedback to students and their teachers about mathematics learning using the 5 x 8 observation tool.	All Students	By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2340	Administrators are engaged in a process to understand how to give feedback to students and their teachers about mathematics learning using the 5 x 8 card observation tool.	N/A			0	$0.00
Instruction	Increased use of Assessment for Learning/academic language strategies.	All Students	By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2341	Math teachers participate in at least one of the summer or mid-year institutes (e.g. Assessment for Learning, Academic Language in Math)	N/A			0	$0.00
Instruction	Increased use of signature pedagogies and increased frequency of observable student vital behaviors.	All Students	By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2342	Teachers do peer observations on a regular basis using student vital behaviors (e.g. second sentences, academic language, and equity) as their lens and debrief afterwards.	N/A			0	$0.00
Curriculum	Increased number of students who do performance tasks (e.g. MARS tasks) in math class and increase in scores on performance task on Benchmark Assessments.	All Students	By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2351	Teachers use performance tasks in their classrooms on a regular (3+ times a month) basis.	N/A			0	$0.00
Curriculum	Increased quantity of units that are aligned with the CCSS-M.	All Students	By May 2013	Principal Misha Karigaca	4/6/2012	213SQI1B2362	Teachers implement the unit planning tools provided in the Core Curriculum Guide.	N/A			0	$0.00
Increase student academic achievement through integration of technology into Math	Improved student math CST scores	FBB, BB and BAS	By June 2013	Mr. Karigaca	4/6/2012	213SQI1B3545	Provide supplemental academic support through computer based math	3010-Title I		IACOMP0001	1	$50,670.13

instructional program.							applications.					
Improved instructional program though use of supplemental instuctional supplies.	Improved student Math CST scores.	All Students	By June 2013	Mr. Karigaca	4/6/2012	213SQI1B3549	Provide supplemental instructional supplies that support improved instructional program.	7090-EIA - SCE	4310-SUPPLIES		0	$4,885.59

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Westlake Middle School   **Principal:** MISHA KARIGACA

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.
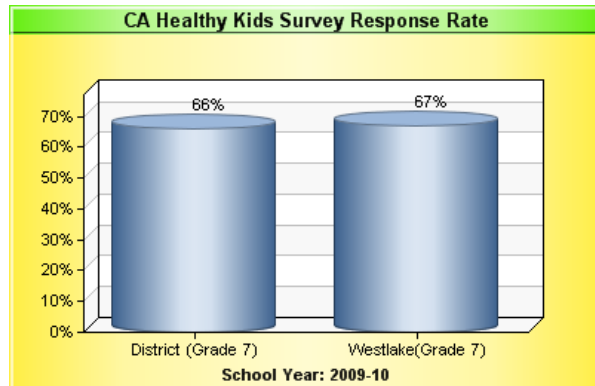
CA Healthy Kids Survey Response Rate

District (Grade 7): 66%
Westlake (Grade 7): 67%
School Year: 2009-10

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Westlake Middle School   **Principal:** MISHA KARIGACA

**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)
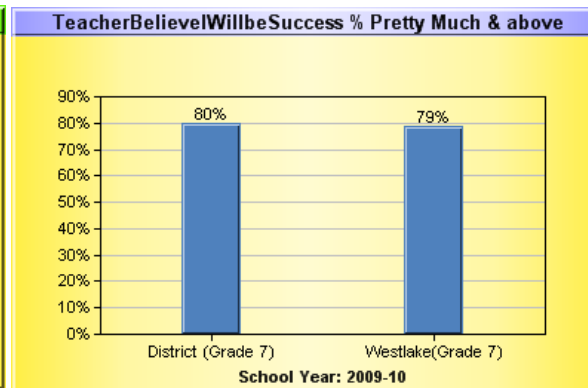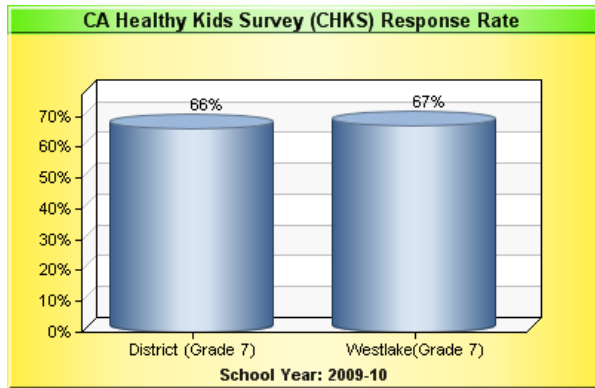
Theory Action

- If we implement or Instructional Goal of "Relevance", through College, Career and Workforce opportunities, then students will strive harder in their academic success because of recognizing the connection to their furture.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Improve student							Reduced class size					

academic achievement through integration of instructional program with community service.	Improved student ELA & Math CST scores	All Students	By June 2013	Mr. Karigaca	4/10/2012	213SQI1D3546	intervention class supports improved acdemic skills through integration with workplace skills.	3010-Title I		K12TCH0564	0.2	$14,336.41
Improve student academic achievement through advisory classes	Student achievment in GPA	All Students	By June 2013	Mr. Karigaca	4/10/2012	213SQI1D3574	Every student will have a weekly advisory class, which will allow them to make connections with their current academic success to their future	N/A			0	$0.00
Improve student achievement through College, Career and Workforce opportunities	Increase student GPA	All Students	By June 2013	Mr. Karigaca	4/10/2012	213SQI1D3575	Week long engagement in a College, Career and Workforce experience. Students will engage in workshops during this week to learn about what it takes to be successful in these areas	N/A			0	$0.00

15

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: Westlake Middle School   **Principal:** MISHA KARIGACA

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%

School Data

- English/Language Arts CST data 2011: 32% of our Black and Latino students are performing at proficient or advanced levels. Asian students, are performing at 43% proficient or advanced in English/Language Arts. This is an achievement gap of 11%
- Math CST data from 2011, 26% of our Black and Latino students are performing at proficient or advanced levels. Our highest performing subgroup, Asian students, are performing at 62% proficient or advanced, with an achievement gap of 36%.

Data Analysis

- Even though we reduced our achievement gap in ELA by 40% last year, we still have a significant achievement gap in both ELA and Math.

Theory Action

- If we provide each student with an ipad, then we have increased the instructional ratio to 1:1 learning, which will allow for direct intervention and differentiation, and will increase student GPA by 1 point.
- If we provide each student with an ipad, then we have increased the instructional ratio to 1:1 learning, which will allow GATE students to have differentiation in their learning
- If we provide our English Learners with smaller class sizes in their language development classes, then they will increase their CELDT scores by 1 level.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide student achievement through targeted ELD classes.	Increase student scores on CELDT.	English Learners	By June 2013	Mr. Van Tassel	5/18/2012	213SQI1E3542	Reduce class size in ELD classes	7091-EIA - LEP		K12TCH1987	0.58	$34,858.52
Improve student academic achievement through improved school communication with parents.	Improved parent satisfaction with school indicated by parent survey results.	English Learners	By June 2013	Mr. Karigaca	5/18/2012	213SQI1E3543	Provide Cantonese and Spanish translation services to families with focus on academic achievement.	7090-EIA - SCE		ATTCLK0035	0.3	$17,218.98

Provide supplemental instructional supplies tht support improved ELD instructional program.	Improved CELDT scores	English Learners	By June 2013	Mr. Karigaca	5/18/2012	213SQI1E3552	Provide supplemental instructional supplies.	7091-EIA - LEP	4310-SUPPLIES		0	$429.97
Improve student achievement through the use of technology.	Increased student engagement and CST scores	All Students	By June 2013	Mr. Karigaca	5/18/2012	213SQI1E3576	Every student will have an ipad to increase their opportunity with curriculum enhancement and applying what they have learned into presentations (higher order thinking). It will also allow for specific interventions and differentiation.	N/A			0	$0.00
Provide program for GATE students.	Benchmark assessments	GATE	Ongoing throughout school year	Mr. Karigaca	5/18/2012	213SQI1E4749	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: Westlake Middle School   **Principal:** MISHA KARIGACA

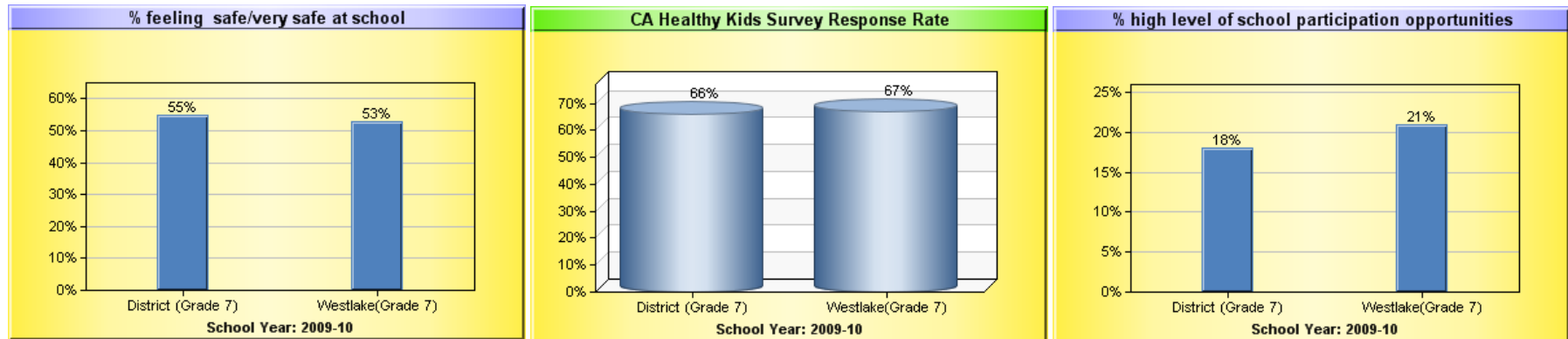**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

From OUSD Strategic Plan:

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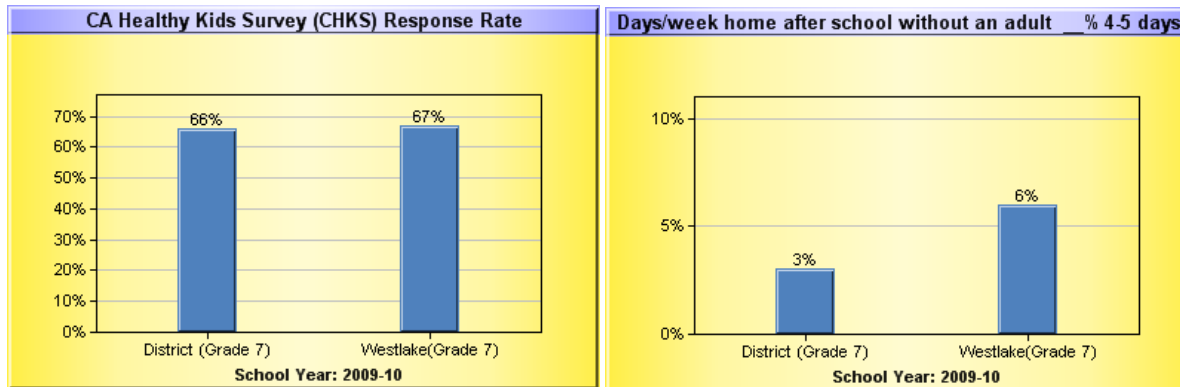
School Data

- We have the capacity to serve 225 students from 3 - 6. On average we serve 185 students a day. This is out of 640 total students enrolled at Westlake
- Programs range from artistic enrichment, visual/performing arts to physical activity clubs and homework center

Theory Action

- If we create a strong, comprehensive Full Service Community School, then we can offer students and families opportunities in and out of the classroom that will build a foundation so they can be successful academically.
- By providing Extended Learning opportunities to about 200 students, we will create a multiple opportunities for learning and extra curricular activities

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Extended Learning	ADA reports for after school program	All Students	By May 2013	Valorie Hutson	4/2/2012	213SQI1F2433	Provide 3 hours of extended learning for up to 200 students every day	N/A			0	$0.00
							Homework Center:					

Extended Learning	Number of students attending HW center everyday	All Students	By May 2013	Valorie Hutson	4/2/2012	213SQI1F2434	Regular Day teachers will check in with Homework center staff(who are also credentialed teachers) once a week to ensure strategic support for their students	N/A			0	$0.00
Extended Learning	Number of students enrolled in Jazz Band	All Students	By May 2013	Randy Porter	4/2/2012	213SQI1F2435	Jazz Band: This class is offered as an "A" period	N/A			0	$0.00
Extended Learning	Number of students extending their learning		by May 2013	Valorie Hutson	4/2/2012	213SQI1F3166	Project Based, state standard aligned clubs that are lead by community based organizations	N/A			0	$0.00

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

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

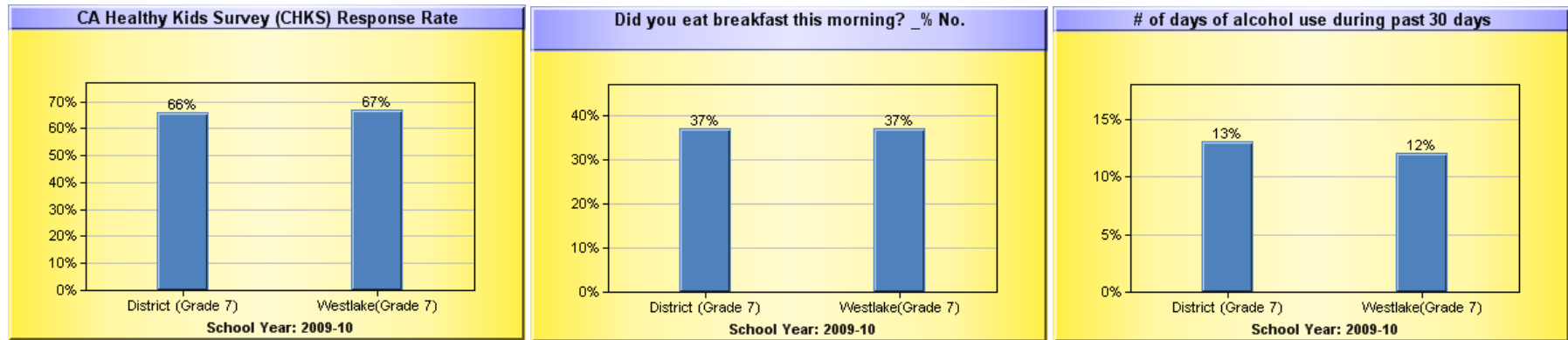**School:** Westlake Middle School   **Principal:** MISHA KARIGACA

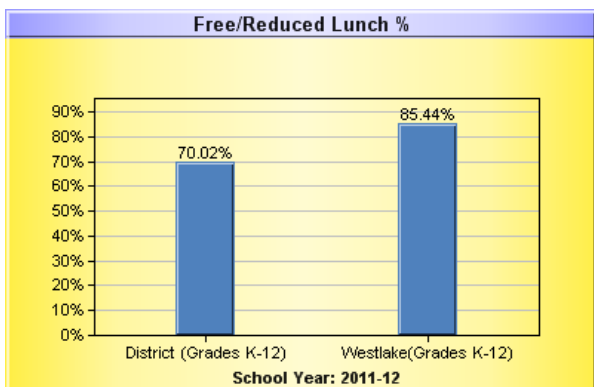**School Quality Standards relevant to this Strategic Priority**

A quality school...

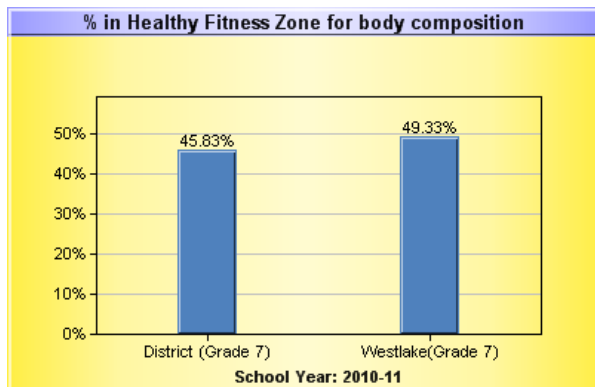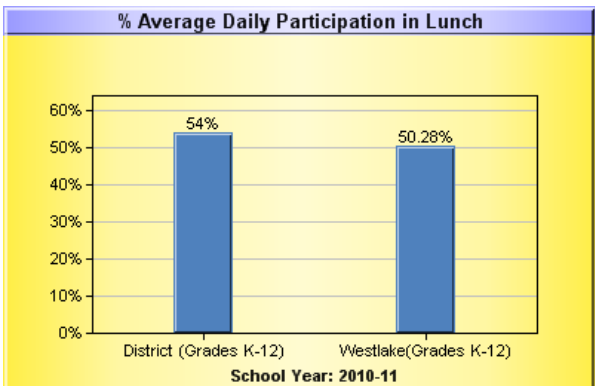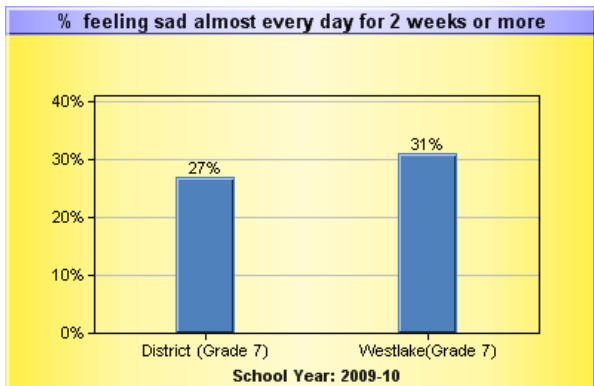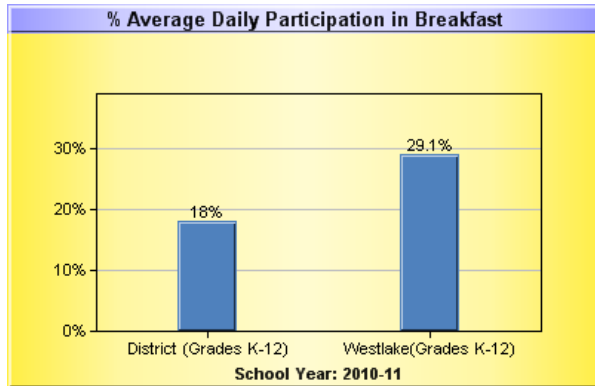1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

% Caring relationships with adults at school	% receiving one or more out-of-school suspension	# of DHPs

% Caring relationships with adults at school
District (Grade 7): 37%
Westlake(Grade 7): 39%
School Year: 2009-10

% receiving one or more out-of-school suspension
District (Grades 6-8): 18.8%
Westlake(Grades 6-8): 19.91%
School Year: 2010-11

# of DHPs
District (Grades 6-8): 109
Westlake(Grades 6-8): 12
School Year: 2010-11

Theory Action

- If Westlake provides a safe and caring environment with multiple and meaningful opportunities to be authentically engaged, then Westlake students will increase their attendance and academic achievement rates
- If Westlake, in partnership with Eagle Village Community Center Youth and Family Services, can provide "wrap around services" for students and families that will give them a stronger support system to succeed
- The "wrap around" services mentioned above include: extended learning, mental health services, family resource partnerships
- If every member of the Westlake Community pledges to live by the Westlake Way, then Westlake will be community where its members want to flourish

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Living the Westlake Way	Reduction in the number of Suspensions and DHPS	All Students	By May 2013	Misha Karigaca	4/6/2012	213SQI2A2436	Through Advisory Lessons we will teach one another what is meant to Live the Westlake Way	N/A			0	$0.00
Living the Westlake Way -development of improved social skills supports improved academic achievement.	Number of students who use conflict mediation services and reduction of suspensions	All Students	By May 2013	Mr. Karigaca	4/6/2012	213SQI2A2437	Implement Conflict Resolution Program that trains students to become peer mediators. Program results in reduction of campus conflicts and increase in time spent in classroom.	7090-EIA - SCE	5825-CONSULTANTS		0	$30,000.00

21

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

Strategic Priority B. Health & Wellness

School: Westlake Middle School   **Principal:** MISHA KARIGACA

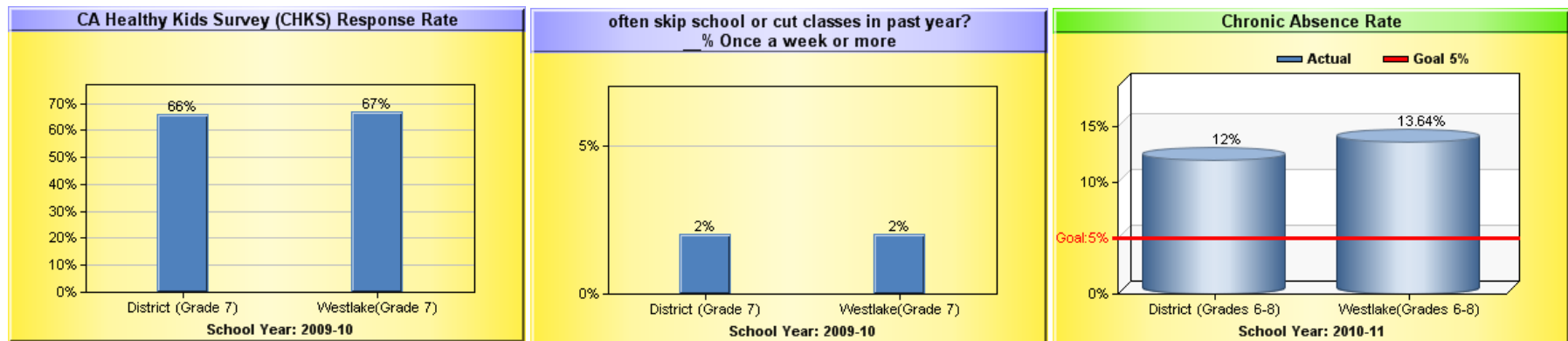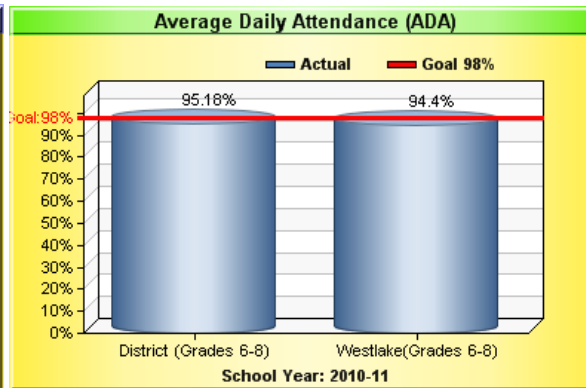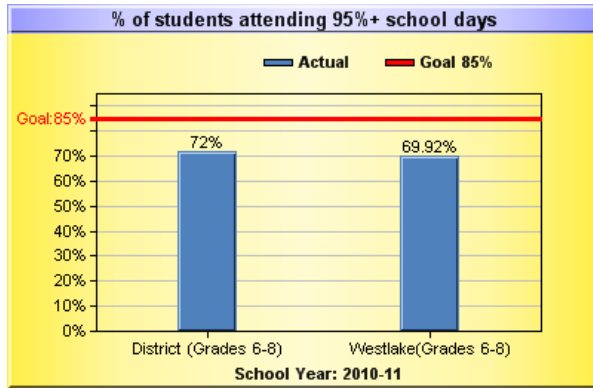**School Quality Standards relevant to this Strategic Priority**

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%, Westlake (Grade 7): 67%. School Year: 2009-10

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

# of days of alcohol use during past 30 days — District (Grade 7): 13%, Westlake (Grade 7): 12%. School Year: 2009-10

% Average Daily Participation in Breakfast

- District (Grades K-12): 18%
- Westlake (Grades K-12): 29.1%

School Year: 2010-11

% feeling sad almost every day for 2 weeks or more

- District (Grade 7): 27%
- Westlake (Grade 7): 31%

School Year: 2009-10

% Average Daily Participation in Lunch

- District (Grades K-12): 54%
- Westlake (Grades K-12): 50.28%

School Year: 2010-11

% in Healthy Fitness Zone for body composition

- District (Grade 7): 45.83%
- Westlake (Grade 7): 49.33%

School Year: 2010-11

Free/Reduced Lunch %

- District (Grades K-12): 70.02%
- Westlake (Grades K-12): 85.44%

School Year: 2011-12

School Data

- 110 students receive mental health counseling (individual and group) once a week. 130 referrals for student intervention (mental, behavioral or academic support) that have been processed through our RAM team (same as COST)
- RAM team:Caseload management process - Admin, S. Ed, EVCCYFS leadership, Mental Health partners (County Public Health Dept), Behavior Int. Spec all review newly referred and existing students on a weekly basis.

23

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Westlake Middle School

Principal: MISHA KARIGACA

School Quality Standards relevant to this Strategic Priority

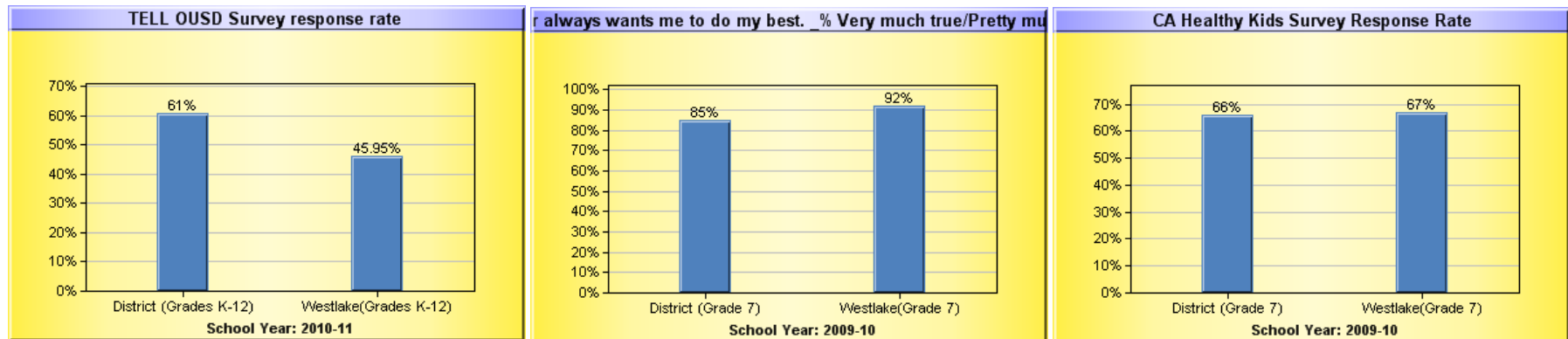A quality school...

- 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)	Westlake(Grade 7)
	66%	67%

School Year: 2009-10

often skip school or cut classes in past year? __% Once a week or more

	District (Grade 7)	Westlake(Grade 7)
	2%	2%

School Year: 2009-10

Chronic Absence Rate — Actual / Goal 5%

	District (Grades 6-8)	Westlake(Grades 6-8)
	12%	13.64%

Goal:5%

School Year: 2010-11

% of students attending 95%+ school days — Actual, Goal 85%
- Goal:85%
- District (Grades 6-8): 72%
- Westlake (Grades 6-8): 69.92%
- School Year: 2010-11

Average Daily Attendance (ADA) — Actual, Goal 98%
- Goal:98%
- District (Grades 6-8): 95.18%
- Westlake (Grades 6-8): 94.4%
- School Year: 2010-11

Data Analysis

- African American students have a disproportionate amount of chronic absenteeism
- 70% of Westlake students are attending school 95% or more of the time. Our goal is that 85% of Westlake students will be at school 95% of the time

Theory Action

- If all adults engage in more caring relationships and provide meaningful reasons for students to be engaged, students would have more of a desire to attend school
- If Westlake implements its systems that hold families accountable for students attending school, then the chronic attendance rate will drop

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reach out to parents of students with chronic absences	Students who have been identified by the Outreach Consultant will attend school more regularly	All Students	By May 2013	Ridgeway	4/2/2012	213SQI2C2429	Outreach Consultant: parent conferences, SARTS, SARB referrals	N/A			0	$0.00
Reach out to parents of students with chronic absences	Students with chronic absences attend school more regularly	All Students	By May 2013	Helena Wu	4/2/2012	213SQI2C2430	Attendance clerk: Maintains accuracy of attendance data. works with Outreach Consultant to identify students and families that need intervention.	N/A			0	$0.00
Engage community organizations	the amount of students late to school will decrease	All Students	By May 2013	SSC	4/2/2012	213SQI2C2431	Ask local business not to allow students to enter their stores during school hours (especially local 7-11)	N/A			0	$0.00
Reach out to parents of students with chronic absences	Reduction in chronic absenteeism		By May 2013	Ridgeway/RAM	4/2/2012	213SQI2C3165	Students with chronic absenteeism will be referred to RAM/COST team to help address underlying factors for absentiesm	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Westlake Middle School   **Principal:** MISHA KARIGACA

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

TELL OUSD Survey response rate — District (Grades K-12): 61%, Westlake (Grades K-12): 45.95%. School Year: 2010-11

...r always wants me to do my best. _% Very much true/Pretty mu... — District (Grade 7): 85%, Westlake (Grade 7): 92%. School Year: 2009-10

CA Healthy Kids Survey Response Rate — District (Grade 7): 66%, Westlake (Grade 7): 67%. School Year: 2009-10

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

Strategic Priority A. Family & Community Engagement

School: Westlake Middle School　　　　　　　　　　　　　**Principal:** MISHA KARIGACA

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

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

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

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

Theory Action

- If we provide an effective Family Resource Center, through our Full Service Community School provided by EVCCYFS, then parents and families will have a vehicle to support their students in academic success

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Improve parent engagement through providing parent training sessions.	Improved parent participation - survey results.	All Students	By June 2013	Mr. Karigaca	4/10/2012	213SQI4A3550	Provide supplies that support parent engagement activities.	9901-Title I - Parent Participation	4310-SUPPLIES		0	$3,851.38
Improve parent engagement through our Family Resource Center	Number of parents that attend workshops and have one on one consultancies with our coordinator	All Students	By June 2013	Valorie Hutson	4/10/2012	213SQI4A3577	Provide a well functioning Family Resource Center to educate and support families with their children's academic success	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Westlake Middle School   **Principal:** MISHA KARIGACA

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%, Westlake (Grades 6-8): 92%. School Year: 2010-11

% of Unrestricted Budget Used — District (Grades 6-8): 100.23%, Westlake (Grades 6-8): 102.5%. School Year: 2010-11

% of Restricted Budget Used — District (Grades 6-8): 88.46%, Westlake (Grades 6-8): 102.13%. School Year: 2010-11
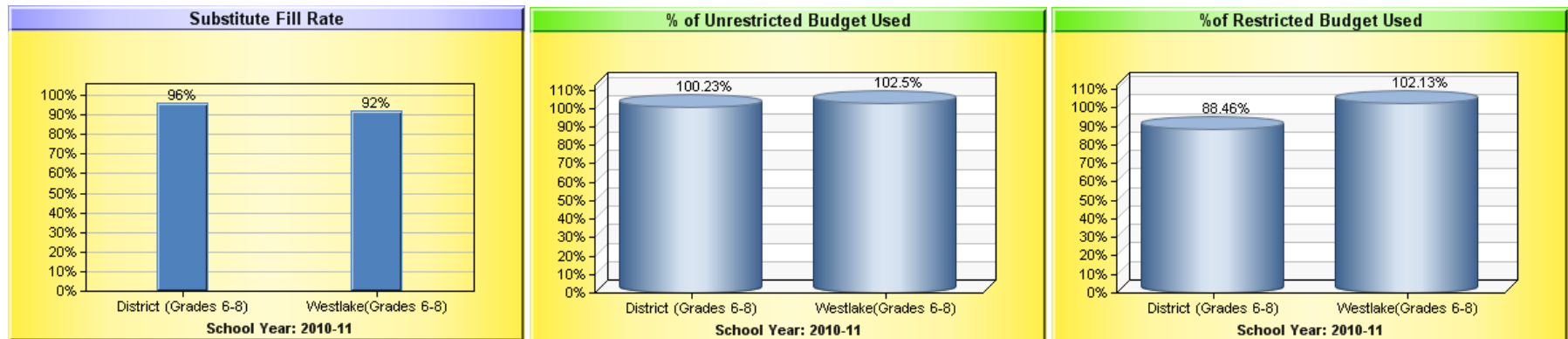
ASSURANCES
2012-2013
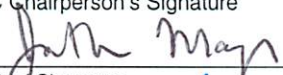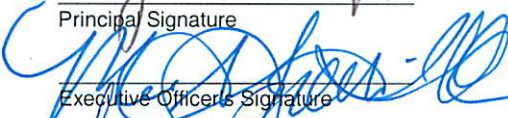
School Site: Chabot
Site Number: 106

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 5/1/2012.

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)	Miranda Carrow	5/4/12
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
(signature)	Jonathan Mayr	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: Westlake Middle School   **School Year:2011-2012**

Chairperson : Audrey Padilla	Vice Chairperson:
Secretary: Eric Chorley	**DAC Representative:** Bertha Villagomez

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
Audrey Padilla	1915 57th Ave 94606				X	
Helena Wu	2629 Harrison St 94612			X		
Andrew Rosequist	2629 Harrison St 94612		X			
Stephanie Robillard	2629 Harrison St 94612		X			
Phyliss Hall					X	
Josie Summer	416 45th St 94609				X	
Joseph Bluford					X	
Misha Karigaca	2629 Harrison St 94612	X				
Eric Chorley	2629 Harrison St 94612		X			
William Tjang	138 9th st Apt 3 94607				X	
Samantha Keller	2629 Harrison St 94612		X			
James Harris	1132 10th St 94607				X	
DAC Representative						
Bertha Villagomez	3861 MLK Jr. Way 94609					
Home Ph. 467-2274	Email:					

Meeting Schedule	**3rd Tuesday of each month**

SSC Legal Requirements:

1 Members MUST be selected/elected by peer groups;

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

3 Majority of school staff members must be classroom teachers;

4 **Students are not required to be members of the Middle School SSC**

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

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
Or
3 –Parent/Community
And 3 - students
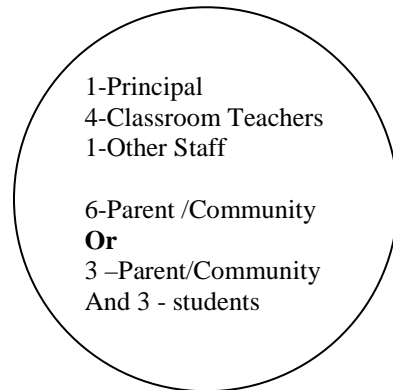
Westlake Middle School Parental Involvement Policy

Part 1.   General Expectations

Westlake Middle School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

    > Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
    >
    > - That parents play an integral role in assisting their child's learning
    > - That parents are encouraged to be actively involved in their child's education at school
    > - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
    > - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

1) *Westlake Middle School* will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

    We hold regular meetings (monthly School Site Council Meetings, and Annual Title I Meeting) to disseminate Title I information to families and to gather their input on:
    - student achievement data
    - Family Involvement Policy
    - Family-School Compact
    - Teacher Status
    - School goals and Priorities

2) *Westlake Middle School* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- distribute in take-home packets and newsletters
- distribute in start-of-school registration packets
- post on school bulletin boards
- share during monthly family events

3) *Westlake Middle School* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- Based on family surveys and other data collected in family meetings, the SSC will make revisions to the Family Involvement Policy and Site Plan as needed. Reviews of Family Involvement Policy will occur at least once per trimester.

4) *Westlake Middle School* will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan
- About their school's participation in Title 1

- Families will be notified of the meeting via newsletter, take-home flyers, announcements at Community Circle and monthly family events, and phone calls. Refreshments and child care will be available at the evening meeting.

5) *Westlake Middle School* will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:

- Our family meetings are held at a variety of times that are conducive to families – we have opportunities in the morning (before, or just after, the start of school), in the early afternoon, in the evening and on Saturdays.
- Our teachers and staff participate in Home Visits
- We coordinate many family meetings with other events, such as student arts performances
- We provide refreshments and child care

6) *Westlake Middle School* will provide information about Title 1 programs to parents of participation children in a timely manner:
- Monthly newsletters
- Weekly take-home flyers
- Postings in the school
- Phone calls

7) *Westlake Middle School* will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

- At Back to School Night and Open House, teachers formally present their academic program

- Student work on bulletin boards reflects a detailed explanation of the standard being taught and students' current levels of performance
- At monthly family events, families may participate in activities carefully aligned to the classroom academic program
- In the monthly newsletter, teachers outline the specific academic goals they are pursuing in that month

8) *Westlake Middle School* will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Invitations published in newsletters
- Family-School Meetings and Conferences

9) *Westlake Middle School* will submit to the district any parent comments if the school-wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

- Written notification will be sent to the Network Executive Officer with a plan for addressing the unsatisfactory portions of the plan

Part 3. Shared Responsibilities for High Student Academic Achievement

1) *Westlake Middle School* will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Effective School Site Council, trained in data-analysis and strategic planning and monitoring
- Effective PTA
- Volunteer opportunities for families to support the school

2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

- Compact distributed and explained as part of registration and throughout the year in newsletters and family events

3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

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

- How to work with educators

4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:

- During family events, families will be trained in activities to use at home to strengthen students' academic skills

5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- All staff participate in regular professional development workshops on working with families

6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- Information is sent home in newsletters and flyers, in family-friendly language
- Information is presented orally at family events
- Translated information is available to families who require it

Part 4. Adoption

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

This policy was adopted by the Westlake Middle School School Site Council and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before the end of the school year. It will be made available to the local community on or before the end of the school year. Westlake Middle School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

_____   _____
(principal's signature)   (date)

School – Parent Compact

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

This School-Parent Compact is in effect during the 2012-2013 school year.

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

> *The school will provide high-quality curriculum and instruction, using California standards-aligned instructional materials within a supportive and effective learning environment.*

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

> *Parent-teacher-school conferences will be held at the beginning of the school year. They will also be held when a student is struggling academically or socially (SST) and as requested by parents or staff members*

3) Provide parents with frequent reports on their children's progress.
> *Report cards will be sent six times a year. Teachers will also send home individual progress reports at least every two weeks.*

4) Provide parents reasonable access to staff.
> *School staff will be available for consultation with parents as needed.*

5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
> *Parents may volunteer, participate, and observe classroom activities.*

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

- *Monitoring attendance*
- *Make sure homework is completed*
- *Promoting positive use of child's out of school time*

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

- *Do my homework every day*

- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*

Academic Program Survey—Middle School Level

WESTLAKE MIDDLE SCHOOL 2011-2012

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. | | | | | |

Implementation Status ratings table:

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

Key Components

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

Number of Students:
x—x__All Students
_x__ English Learners
_x__ 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
	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.		

Formatted: Highlight

Formatted: Font: Bold, Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

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

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

Implementation Status and Key Components

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

Key Components

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

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

Appropriate Use
_x_X__Materials/ ELD components are used daily as designed.

Formatted: Font: Bold, Highlight

Formatted: Font: Bold, Highlight

California Department of Education

Academic Program Survey—Middle School Level

		• 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

Academic Program Survey—Middle School Level

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

| **1. Instructional Program** | 1.3 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. | (see below) |

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 25   Gr. 7 25   Gr. 8 _____
All Intensive EL's   Gr. 6 18 20 Gr. 7 28 25 Gr. 8 25 18
All Intensive SWD's   Gr. 6 22 22 Gr. 7 24 - 25 Gr. 8 22 23

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

Appropriate Use
x 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.

California Department of Education

Academic Program Survey—Middle School Level

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components — Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * 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><td>Objective</td><td>**Fully**</td><td>Substantially</td><td>Partially</td><td>Minimally</td></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:** _x All Students _____ English Learners _____ Students with disabilities **Appropriate Use** Identify all that apply: x_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.

California Department of Education

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
			Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.5 The school/district provides 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 table and key components below)

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	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 _23 Gr. 7 ___
All Intensive EL's   Gr. 6 ___ Gr. 7 ___
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

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	0
English Learners	0
Students with disabilities	0

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

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. | (see sub-table below) |

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
_x_Time is given priority and protected from interruptions.

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

Number of instructional minutes at each grade level			
	Grade 6	Grade 7	Grade 8
All students	55 min / day	55 min/day	55 min/day
English learners	**110 min/day**	**110 min/day**	**110 min/day**
Students with disabilities	**55 min/day**	**55 min/day**	**55 min/day**

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions. • 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					

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

Key Components

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

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

Number of students at each grade level			
	Grade 6	**Grade 7**	**Grade 8**
All Strategic	20	**0**	**0**
All HP Strategic			
# of HP Strategic provided additional 30-45 minutes or a support period	**20**	**0**	**0**

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

<table>
<tr><td></td><td></td><td>
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>

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	**55 min / day**		
Additional time provided to HP strategic ELs	**55 min/day**		
Additional time provided to HP strategic SWDs			

Describe assessment and placement criteria for high priority strategic students:
CST scores, CELDT scores, IEP's

Describe differentiated support for students not needing an additional strategic period:
After school program, SST's

</td></tr>
</table>

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components 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
			(see below)			

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
_x_Time is given priority and protected from interruptions.
_x__ 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	55	30	33
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	55 min	55 min	0

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

Academic Program Survey—Middle School Level

	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.			

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

Academic Program Survey—Middle School Level

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

| 2. Instructional Time | 2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted intensive intervention programs in Reading/Language Arts. This time is given priority and protected from interruptions.
• 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 | |

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	55 min		
Intensive English learners	55 min	55 min	55 min
Intensive Student with disabilities	All day	All day	All day

California Department of Education

Academic Program Survey—Middle School Level

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

California Department of Education

Academic Program Survey—Middle School Level

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

Objective / Fully / Substantially / Partially / Minimally

	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
x_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	**55 min/day**	**55 min/day**	**55 min/day**
English learners	**55 min/day**	**55 min/day**	**55 min/day**
Students with disabilities	**55 min/day**	**55 min/day**	**55 min/day**

* For Algebra Readiness see 2.7

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

Academic Program Survey—Middle School Level

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

2. Instructional Time

2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials.
- 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

Implementation Status and Key Components

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

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

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

Number of students at each grade level			
	Grade 6	Grade 7	Grade 8
All Strategic	20	0	0
All HP Strategic			
All HP ELs			
All HP SWDs			

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

Formatted: Indent: Left: 0.43", Bulleted + Level: 1 + Aligned at: 0.05" + Tab after: 0.3" + Indent at: 0.3", Tab stops: 0.68", List tab + Not at 0.3"

Academic Program Survey—Middle School Level

		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.	

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	55 min	0	0
Additional time provided to HP strategic English learners			
Additional time provided to HP strategic Students with disabilities	**According to their IEP**	**According to their IEP**	**According to their IEP**

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

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

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.7 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.					

Second part of the right-hand cell:

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	0	0	0
Intensive English learners	0	0	0
Intensive Student with disabilities	**According to their IEP**	**According to their IEP**	**According to their IEP**

California Department of Education

Academic Program Survey—Middle School Level

		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.		

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

California Department of Education

Academic Program Survey—Middle School Level

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

Implementation Status and Key Components:

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

Key Components

Instructional/Assessment Pacing Guides
_x__ Distributed to all teachers at each grade Level
_x_ 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.		

California Department of Education

Academic Program Survey—Middle School Level

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

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

4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40 hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted Reading/Language Arts/ELD basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40 hour structured practicum based on the implementation of the R/LA and mathematics instructional materials and the Essential Program Components.

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; | (see rating table and key components below) |

Implementation status rating:

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

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

* Refer to suggested practicum activities in EPC 3.2.

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

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

	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.	

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

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

Academic Program Survey—Middle School Level

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
		   ○__Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide,
		   ○__The effective implementation of targeted research-based instructional strategies to meet the needs of all students including English learners and students with disabilities.
		• Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.
		• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback
		• Participation in Modules 2 and 3 of the Administrator Training Program
		• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards.
			Review and identify which key components apply.
			Circle the most appropriate rating.				

Additional table (Implementation Status):

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

Key Components

Principal's Professional Development
_x_ Completed

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

California Department of Education

Academic Program Survey—Middle School Level

		- Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention - 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

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 _95%__ **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.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of Reading/Language Arts/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Reading/Language Arts/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components. 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	(see below)			

Implementation Status and Key Components table:

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	3	Some training	
Grade 7	3	Some training	
Grade 8	3	Some training	

* 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.			

California Department of Education

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components
			Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers and Professional Development Opportunity	5.3 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 training and 80 hours of | 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.
- Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use | |

Implementation status table:

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	3	Some training	
Grade 7	3	Some training	
Algebra	3	Some training	
Algebra Readiness	0		

* Refer to suggested practicum activities

California Department of Education

	structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	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

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.	**Implementation Status and Key Components**				

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

Key Components

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

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

Describe criteria used for identifying and providing coaching support: First/second year teachers

<u>**Monitoring Coaching System**</u>
_**x**_ Principal structures/monitors instructional assistance services (50 %)

<u>**Trained Coaches/ Content Experts/Specialists**</u>
_____ 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: No content coaches have regularly and consistently have been able to support classroom instruction

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.	See details below

Objective	Fully	Substantially	Partially	Minimally
6.2	4 100%	3 At least 75%	2 At least 50%	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:
Monthly PD

Describe criteria used for identifying and providing coaching support:
First / second year teachers

Monitoring Coaching System
_x_ Principal structures/monitors instructional assistance services (somewhat)

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: No regularly and consistent coaching.

California Department of Education

Academic Program Survey—Middle School Level

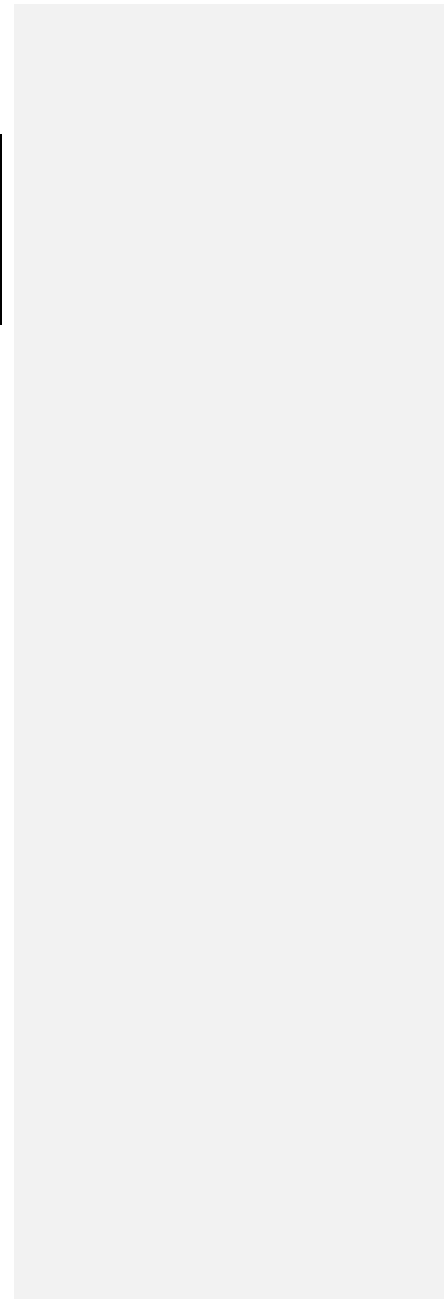| Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

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

		Key Components
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.	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.	**Ongoing Assessment and Monitoring System** **x**__ District supported electronic data management System _____ District wide reporting and analysis of assessment results _x__ School wide reporting and analysis of 1/2 assessment results _____ Timely data from assessments available to and easily accessible by administrators and teachers _x 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** _x_ Common curriculum embedded/formative assessments administered frequently _x_ School-wide assessment calendar developed and used _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Example of Curriculum Embedded Assessments:		

California Department of Education

Academic Program Survey—Middle School Level

Sample report of assessment at the following levels	
Classroom:	
School:	
District:	
Attach appropriate documents.	

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum, embedded; and summative assessments), are used to inform teachers and principals on student placement/ diagnoses, progress, and effectiveness of instruction.	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.	The full implementation table and key components listed below.			

The Implementation Status cell contains:

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
x_ District supported electronic data management system
_____ District wide reporting and analysis of assessment results
_x_ School wide reporting and analysis of assessment results
_____ Timely data from assessments available to and easily accessible by administrators and teachers
_x_ 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

California Department of Education

Academic Program Survey—Middle School Level

			<u>Using Formative Assessments Results</u>
			x_ Common curriculum embedded/formative
			     assessments administered frequently
			_x_ 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.			

California Department of Education

Academic Program Survey—Middle School Level

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

8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district 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

Below the rating header, the objective sub-row:

			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
_4__ Number per month
_4___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate
_x_ Meetings are structured, protocols/tools are developed and used.
_x__ Training for collaboration meeting protocols provided to teachers
__x__ 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
1/2_ Using and analyzing timely student common assessment results from all students
_x_ Strengthening program implementation
_x___ Designing and improving lessons/ instruction
_1/4__ 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.		

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 rating table and key components 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
_4__ Number per month
_4___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate
_1/4__ Meetings are structured, protocols/tools are developed and used.
_x__ 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
x 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.		

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

California Department of Education

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
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 / 9.1	Fully / 4 100%	Substantially / 3 At least 75%	Partially / 2 At least 50%	Minimally / 1 Less than 50%

Key Components

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

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

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

Academic Program Survey—Middle School Level

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

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

Key Components

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

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

Formatted: Indent: Left: 0.18", Bulleted + Level: 1 + Aligned at: 1.5" + Tab after: 1.75" + Indent at: 1.75", Tab stops: 0.43", List tab + Not at 0.5" + 1.75"

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