

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

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



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: United for Success Academy

0112763

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

United for Success Academy opened its doors in August 2006. During the 2005-2006 school year teachers continued teaching under the conditions of Calvin Simmons while working evenings with families and other staff members to create a vision of a school that would serve the Fruitvale community. Out of a long and fruitful year of collaboration, United for Success Academy was created. In its first years, the focus was restoring safety, order and structure to the school as well as an attempt to incorporate project based learning into every classroom. In 2010, the state identified United for Success Academy as one of the "persistently low performing" schools in California. While the community disagreed, given its growth and improvement on many levels, we saw it as an opportunity to transform what we were doing and assess how we could improve and potentially change how we serve our community. Our school prides itself in being all inclusive. We are home to a Newcomer/ ELD program, SDC Program, GATE, and an extensive number of students who are in the Resource Program. While we focus on the individual needs of our students, we meet our students where they are. We offer counseling, groups, academic support, extended day programming, intervention for 30% of our students, and much more. In our transformation process leadership has become a common thread. Teacher leadership, parent leadership, student leadership, staff leadership, etc. We all need to be leaders while still being united in our path to success.

VISION

MISSION Our mission at United for Success Academy is to interrupt the inequities in our community by ensuring that all students are academically and socially prepared for success in high school and beyond. **VISION** Achieve Academically: Students are strong readers and

writers, algebra-ready, and technologically proficient. They learn and demonstrate their understanding in holistic and varied ways. Uphold Community: Students are engaged in positive, healthy relationships at school and in the greater Fruitvale community. Students celebrate and embrace their rich diversity of identities and experiences. Create Solutions: Students are critical thinkers who are intellectually curious, advocate for their own learning, apply their learning and engage in inquiry/problem-solving cycles. Unfold as Leaders: Students are leaders who utilize their voice, talents and creativity to advocate for themselves and others and to bring about positive social change in the school and community. GOALS By the time our students graduate from UFSA, they will be prepared for high school in the following ways. Achieve Academically: 1) Students are ready to be successful in algebra. 2) Students make 2 years of reading growth each year.* 3) Students write a 5 paragraph persuasive essay. 4) Students utilize effective organization and study skills. 5) Students are proficient in Microsoft Word and Power point. Uphold Community: 1) Students discover and foster pride in themselves and where they come from. 2) Students celebrate and appreciate one another as individuals. 3) Students use situational awareness to be successful in different environments. * Create Solutions: 1) Students engage in inquiry and problem-solving cycles. 2) Students justify their conclusions with evidence.* Unfold as Leaders: 1) Students take ownership of the school and make the school a better, safer place.* 2) Students resolve conflicts with positive outcomes. * Denotes focus goals

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

In addition to the existing SSC/ ELAC teams that monitor progress of school site plan, two additional leadership teams will monitor implementation of outlined strategies as well as assess effectiveness of named strategies. The Instructional Leadership Team will be responsible for instructional strategies while the Positive Behavior Intervention Systems team will be responsible for monitoring strategies which support goals and strategies related to students taking ownership of our school and "situational awareness." Our Coordination of Services Team will monitor mental health aspects, while our Culture and Climate leadership team will ensure staff growth and reflection.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

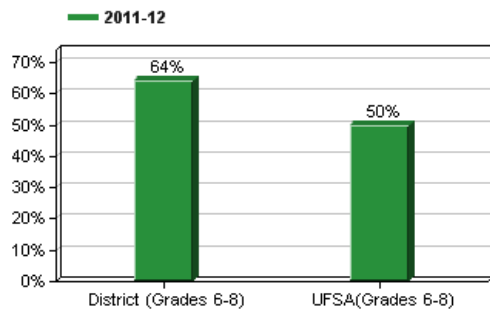
School Quality Standards relevant to this Strategic Priority

A quality school...

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

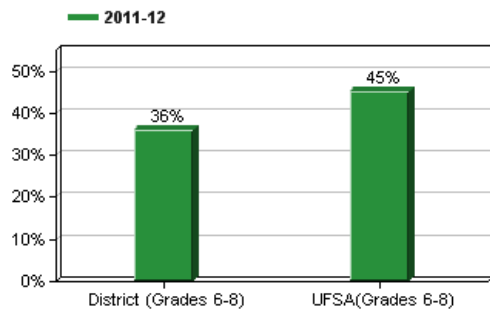
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

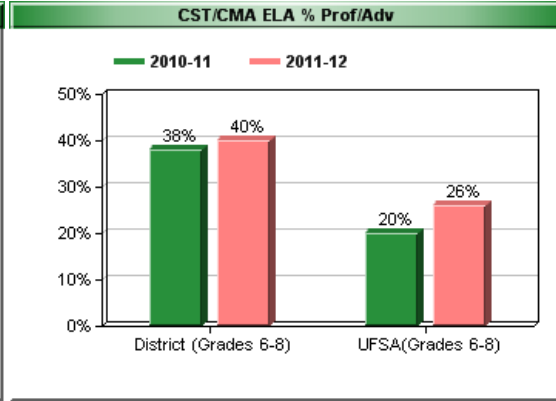
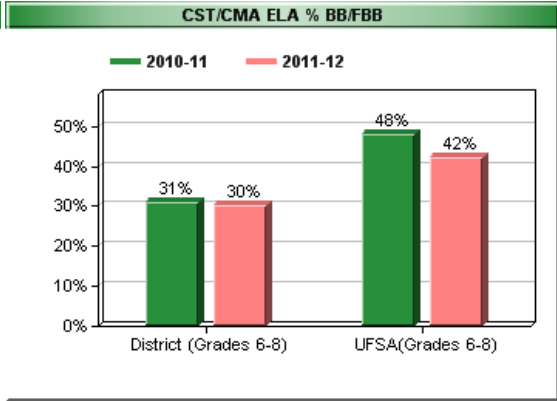
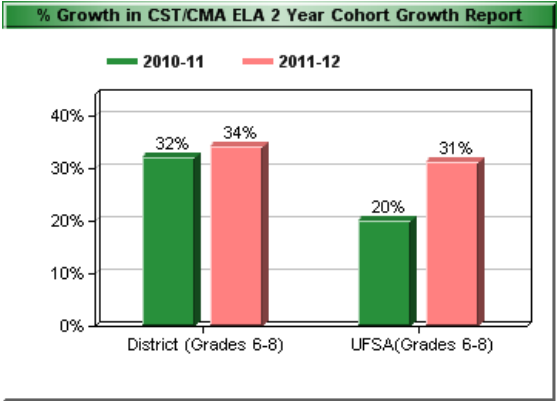


CELDT

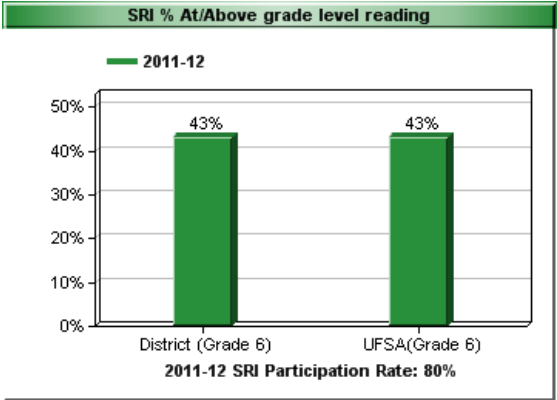
% Growth in CELDT 2 Year Cohort Growth Report



CST



SRI



School Data

- Overall increase of students reading at or above grade level from 33% to 52% in the 2011-2012 school year.
-
- By the 2012-2013 midyear assessment, 63% of students increased their lexile score.

Data Analysis

- 11% Cohort Growth on CST's. 6% Decrease in BB/FBB on CST. 6% Increase in Advanced/Proficient 9% increase in CELDT.
- Our FBB/BB students were enrolled in intervention classes. Curriculum was developed to provide consistency from teacher to teacher. A Literary Specialist was hired to provide intensive intervention.
- An ELA Coach was hired and is focusing on developing intervention curriculum and increasing the rigor in ELA core classes. Teachers are receiving in class support and out of class planning support.

- An additional Read 180 class was implemented for FBB students. Our school-wide professional development is focusing on vocabulary development and reading comprehension across the content areas. We will progress monitor all students.
- If we continue to provide supplemental support in reading, and include data analysis to target the skills that our students need support with, we will see an increase in our student's reading proficiency.

Theory of Action

- If we create standardized curriculum based on the common core standards, where teachers prioritize the use of academic language, teach reading strategies and a uniform writing structure to be used across content areas,
- AND we create a PLC system where teachers are collecting and analyzing data, to make adjustments to their practice,
- AND students use academic language and 6-Trait skills to communicate their thinking through writing and oral communication,
- AND students utilize reading strategies to understand texts, participate in school-wide progress monitoring assessments and attend intervention classes,
- Then our students will make 2 years of reading growth, make growth in becoming a proficient writer, and gain proficiency in the common core standards.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Principal	4/22/2013	228SQ1A1537	Teachers will participate in Backward Unit planning professional development every 6-weeks. These plans will include strategic vocabulary, based on standards, blueprints, and released test questions. Lessons will focus on student engagement and participation.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Principal	4/22/2013	228SQ1A1691	Access coaches to assist teachers in developing cross-curricular units. Assist teachers in implementing rigorous and high student engagement tasks.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Survey data (CHKS, etc.)	All Students		Leadership Team	4/22/2013	228SQ1A1692	Data analysis training: Train staff on collecting and analyzing data. More importantly how to use data to guide instruction.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Leadership Team	4/22/2013	228SQ1A1693	Collaboration time/ extended contract: Provide funding for teachers to collaborate, analyze data, and plan for strategic lessons across content areas.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Principal	4/22/2013	228SQ1A2778	Access OUSD Content Coach to support and facilitate teacher planning and learning with a focus on the ELA department, while supporting cross content collaboration	N/A			0	\$0.00
Create standardized												

curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	State tests (CST/STAR, PFT)	All Students		Leadership Team	4/22/2013	228SQ11A3090	Purchase supplies that will enhance the learning experience of students.	7090-EIA - SCE	4310-SUPPLIES		0	\$30,323.55
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	State tests (CST/STAR, PFT)	FBB, BB		Department Head	4/22/2013	228SQ11A3091	Purchase supplies for teacher professional development sessions.	3010-Title I	4310-SUPPLIES		0	\$10,000.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Department Head	4/22/2013	228SQ11A4246	Implementation of Springboard Curriculum to align curriculum to Common Core.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Principal	4/22/2013	228SQ11A4957	Purchase supplies that will enhance the learning experience of students.	3010-Title I	4310-SUPPLIES		0	\$26,952.86

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

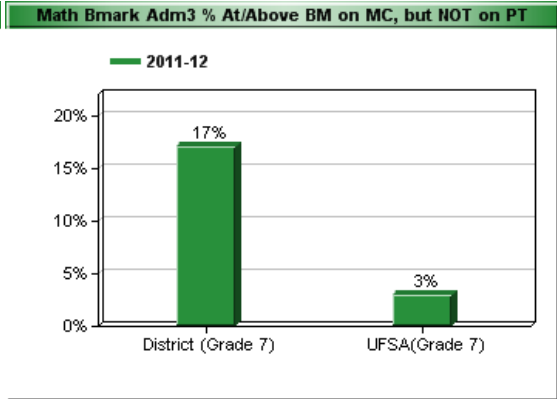
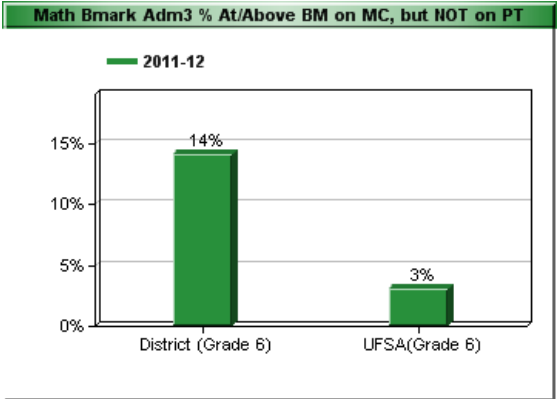
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

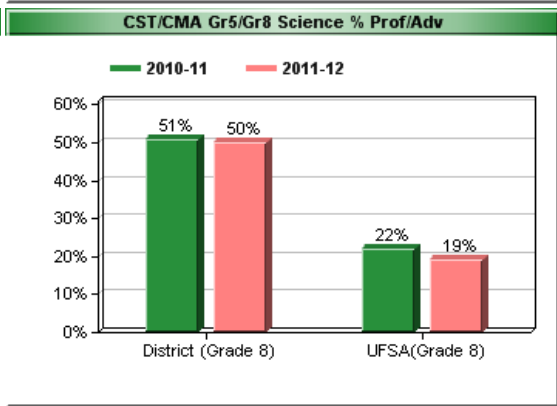
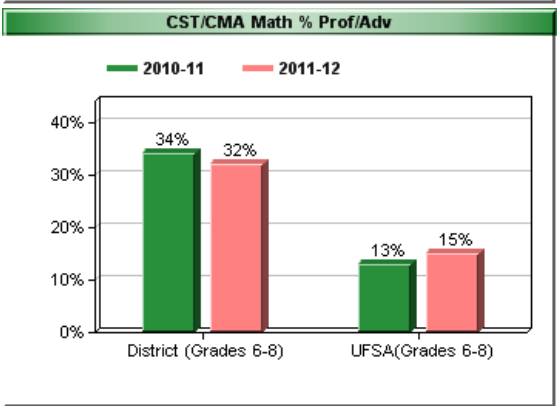
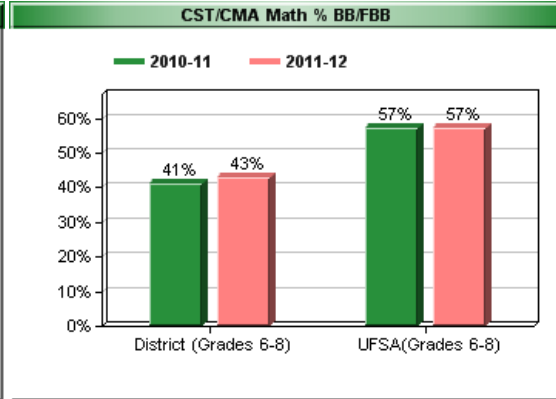
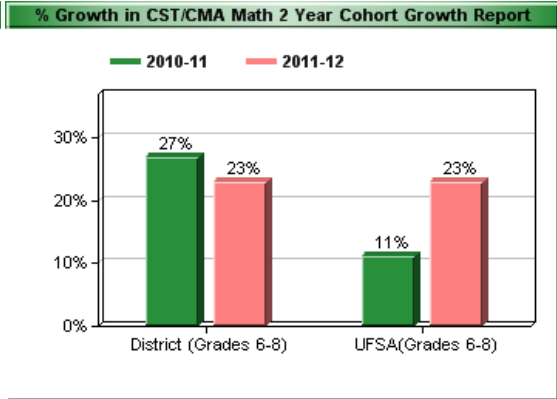
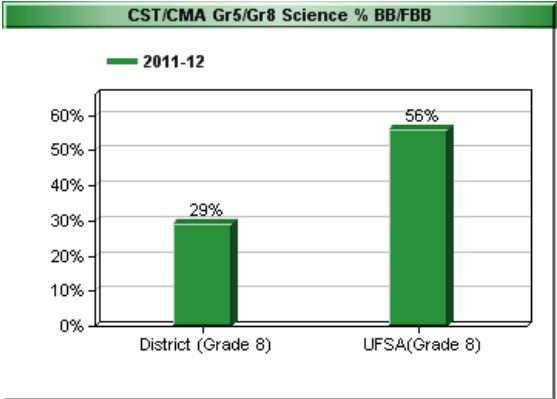
A quality school...

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

Benchmark



CST



School Data

- 38% mastery on multiplication at the beginning of the school year, 69% mastery on last assessment.
- Science Data will be available beginning next school year.

Theory of Action

- If teachers prioritize the grade level skills and understandings that lead students to algebra readiness and science standards through common core,
- and teachers create opportunities for students to engage in tasks that develop understanding such as academic discourse/language, group structures, and questioning strategies,
- and teachers receive support on common core understandings and Springboard Curriculum,
- and students master Algebra Readiness Standards at each grade level and essential understandings in all subjects,
- then students will be ready to be successful in high school Science and Algebra by the time they finish middle school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create standardized curriculum where teachers prioritize the use of reasoning, common core standards, and basic math skills.	Local assessments (benchmarks, PWA)	FBB, BB	Every Marking Period	Department Head	4/22/2013	228SQI1B2934	Access OUSD content coaches for Math/Intervention coaching and support.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of reasoning, common core standards, and basic math skills.					4/22/2013	228SQI1B2952		N/A			0	\$0.00
Create more opportunities for students to engage with science and math in innovative ways.	Survey data (CHKS, etc.)	All Students			4/22/2013	228SQI1B2990	Have a math/science club once a week.	N/A			0	\$0.00
Create more opportunities for students to engage with science and math in innovative ways.	Other (OCR, etc)	All Students		After school program coordinator	4/22/2013	228SQI1B2991	Minimally 20% of enrichment classes in extended day program have a STEM focus.	N/A			0	\$0.00
Create more opportunities for students to engage with science and math in innovative ways.	Local assessments (benchmarks, PWA)	All Students		Department Head	4/22/2013	228SQI1B5915	Plan Math/Science cross curricular lessons. (Pilot Core in 6th grade)	N/A			0	\$0.00
Create more opportunities for students to engage with science and math in innovative ways.	Local assessments (benchmarks, PWA)	All Students		Leadership Team	4/22/2013	228SQI1B5916	Utilize technology in the classroom to engage and enhance learning for all students.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

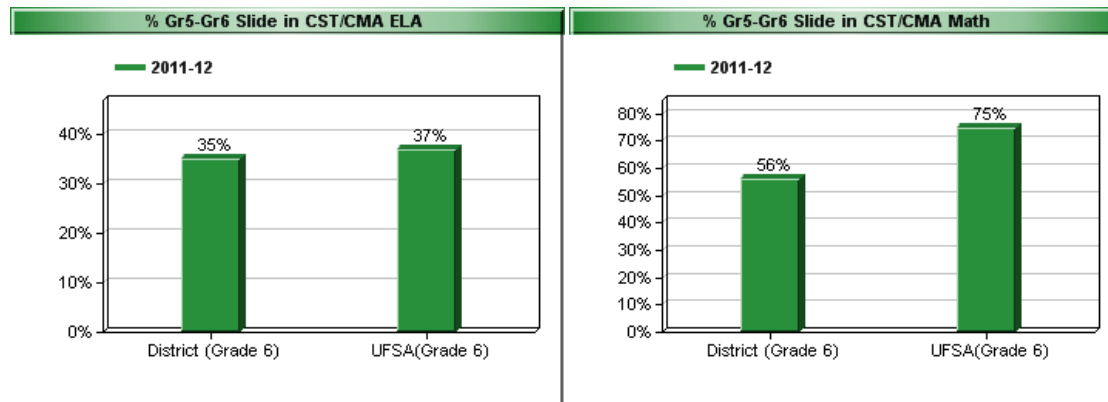
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

CST



School Data

- Students are grouped heterogeneously in all core classes.
- An algebra class is offered as an enrichment class for students who have mastered algebra readiness standards. Students are placed in intervention or enrichment courses based on need.

Data Analysis

- We plan to see a decrease in sliding back based on the interventions we have in place for our 6th graders in regards to algebra readiness and reading.

Theory of Action

- If we ensure alignment between our school goals and what students need to be successful in high school (reading, writing, technology, leadership),
- And we provide a summer transition program for rising 6th graders, and we pilot a "coring" schedule for 6th graders,
- And we engage in progress monitoring,
- And we create a high school plan for every 8th grader prior to their promotion date, then our students will have an individualized plan for when they enroll in high school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide structures and systems that assist students from the transition between elementary and 6th grade.	Survey data (CHKS, etc.)	All Students		Leadership Team	4/22/2013	228SQ11C3340	Teachers will work on a second single subject credential so teachers can have less contacts per day.	N/A			0	\$0.00
Provide structures and systems that assist students from the transition between elementary and 6th grade.	Local assessments (benchmarks, PWA)	All Students		Community Partner	4/22/2013	228SQ11C3342	Provide summer transitional program for incoming 6th graders.	N/A			0	\$0.00
Provide structures and systems that assist students from the transition between elementary and 6th grade.	Survey data (CHKS, etc.)	All Students		Principal	4/22/2013	228SQ11C3343	All 6th grade teachers share a common prep to discuss student needs.	N/A			0	\$0.00
Provide structures and systems that assist students from the transition between elementary and 6th grade.	Survey data (CHKS, etc.)	All Students		Community Partner	4/22/2013	228SQ11C3347	COST members communicate with COST staff from feeder schools and share information about services provided to students.	N/A			0	\$0.00
Provide structures and systems that assist students from the transition between 8th grade and high school.					4/22/2013	228SQ11C3353	Communicate with parents and students about progress towards promotion on an ongoing basis.	N/A			0	\$0.00
Provide structures and systems that assist students from the transition between 8th grade and high school.					4/22/2013	228SQ11C3355	COST members notify feeder schools of students who will need additional transitional support.	N/A			0	\$0.00
Provide structures and systems that assist students from the transition between 8th grade and high school.					4/22/2013	228SQ11C3356	8th grade beginning of the year retreat to set the tone for the year and inform of expectations.	N/A			0	\$0.00
Provide structures and systems that assist students from the transition between 8th grade and high school.					4/22/2013	228SQ11C3357	Parent Workshops to inform families of A-G requirements at the high school level.	N/A			0	\$0.00
Promote a college going culture at UFSA.					4/22/2013	228SQ11C3358	College posters on each teacher's door.	N/A			0	\$0.00
Promote a college going culture at UFSA.					4/22/2013	228SQ11C3359	Take each grade level to a university.	N/A			0	\$0.00
Promote a college going culture at UFSA.					4/22/2013	228SQ11C3361	Organize a college and career fair or guest speakers.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

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

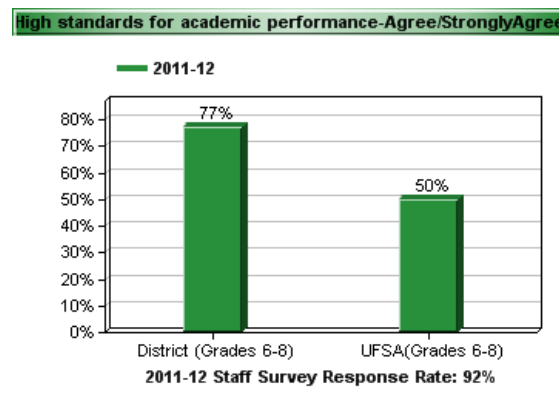
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

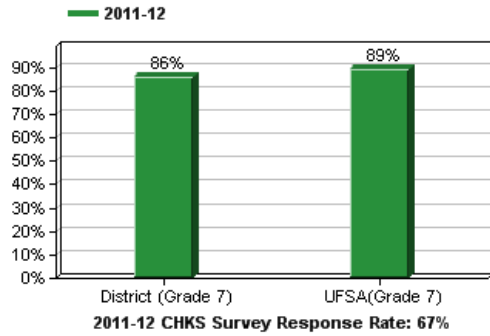
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

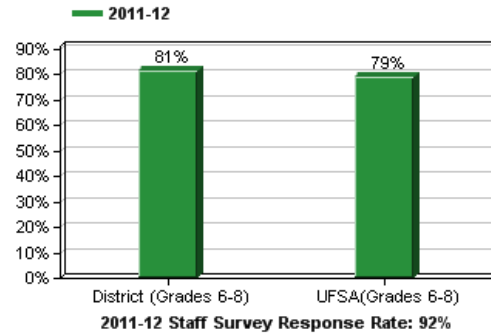


Survey - Success

Plan to go to college after high schools-Very/Pretty Much True



School promotes academic success. ___% Agree/Strongly Agree



Theory of Action

- If we engage students in common core aligned curriculum, promote college awareness and goals monitoring strategies, and provide leadership opportunities, then our students will be prepared academically and socially for success in college

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Principal	4/22/2013	228SQ1D1537	Teachers will participate in Backward Unit planning professional development every 6-weeks. These plans will include strategic vocabulary, based on standards, blueprints, and released test questions. Lessons will focus on student engagement and participation.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Principal	4/22/2013	228SQ1D1691	Access coaches to assist teachers in developing cross-curricular units. Assist teachers in implementing rigorous and high student engagement tasks.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Survey data (CHKS, etc.)	All Students		Leadership Team	4/22/2013	228SQ1D1692	Data analysis training: Train staff on collecting and analyzing data. More importantly how to use data to guide instruction.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Leadership Team	4/22/2013	228SQ1D1693	Collaboration time/ extended contract: Provide funding for teachers to collaborate, analyze data, and plan for strategic lessons across content areas.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Principal	4/22/2013	228SQ1D2778	Access OUSD Content Coach to support and facilitate teacher planning and learning with a focus on the ELA department, while supporting cross content collaboration	N/A			0	\$0.00
Create standardized												

curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	State tests (CST/STAR, PFT)	All Students		Leadership Team	4/22/2013	228SQ1D3090	Purchase supplies that will enhance the learning experience of students.	7090-EIA - SCE	4310-SUPPLIES		0	\$30,323.55
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	State tests (CST/STAR, PFT)	FBB, BB		Department Head	4/22/2013	228SQ1D3091	Purchase supplies for teacher professional development sessions.	3010-Title I	4310-SUPPLIES		0	\$10,000.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	All Students		Department Head	4/22/2013	228SQ1D4246	Implementation of Springboard Curriculum to align curriculum to Common Core.	N/A			0	\$0.00
Create standardized curriculum where teachers prioritize the use of academic language and teach reading strategies and 6-Trait writing to be used across content areas with a focus on justifying their claims using evidence.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Principal	4/22/2013	228SQ1D4957	Purchase supplies that will enhance the learning experience of students.	3010-Title I	4310-SUPPLIES		0	\$26,952.86
Provide structures and systems that assist students from the transition between 8th grade and high school.					4/22/2013	228SQ1D3353	Communicate with parents and students about progress towards promotion on an ongoing basis.	N/A			0	\$0.00
Provide structures and systems that assist students from the transition between 8th grade and high school.					4/22/2013	228SQ1D3355	COST members notify feeder schools of students who will need additional transitional support.	N/A			0	\$0.00
Provide structures and systems that assist students from the transition between 8th grade and high school.					4/22/2013	228SQ1D3356	8th grade beginning of the year retreat to set the tone for the year and inform of expectations.	N/A			0	\$0.00
Provide structures and systems that assist students from the					4/22/2013	228SQ1D3357	Parent Workshops to inform families of A-G	N/A			0	\$0.00

transition between 8th grade and high school.						requirements at the high school level.						
Promote a college going culture at UFSA.				4/22/2013	228SQ1D3358	College posters on each teacher's door.	N/A			0	\$0.00	
Promote a college going culture at UFSA.				4/22/2013	228SQ1D3359	Take each grade level to a university.	N/A			0	\$0.00	
Promote a college going culture at UFSA.				4/22/2013	228SQ1D3361	Organize a college and career fair or guest speakers.	N/A			0	\$0.00	
Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals.				4/22/2013	228SQ1D3016	Re-contract Restorative Justice Coordinator to organize RJ initiatives such as re-entry processes, monitor agreements, hold RJ Parent group, and collaborate with Admin team on response to behaviors. Additionally, this person will continue to train students, staff, and families on RJ processes to continue to build capacity at our site.	N/A			0	\$0.00	
Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals.				4/22/2013	228SQ1D3017	PBIS team to monitor and implement new rules and expectations grid.	N/A			0	\$0.00	
Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals.				4/22/2013	228SQ1D3092	Field trips for students to apply their learning as well as a way to build community with each other.	N/A			0	\$0.00	
Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals.				4/22/2013	228SQ1D3093	Buses for student field work	N/A			0	\$0.00	

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- 30% of our students are enrolled in a reading intervention class. 30% of our students are enrolled in a math intervention class. 40% of our students are enrolled in an elective courses.

Data Analysis

- Our data is evident in section 1A and B. An overall increase in student performance of those enrolled in intervention courses.

Theory of Action

- If we utilize our current RTI system for meeting students where they are, and create multiple points of entry and exit for interventions and enrichments, and the curriculum is meaningful and well planned, then our students will get their needs met.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and math.	Local assessments (benchmarks, PWA)	Far Below Basic			3/6/2013	228SQ1E2784	Access software through OUSD: Reading Horizons (newcomer), Achieve 3000(BB and Basic), Read180/System 44 (FBB and BB), AimsWeb (progress monitoring).	N/A			0	\$0.00
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and math.	CELDT	English Learners		Principal	3/6/2013	228SQ1E2792	Hire teacher for Newcomer and ELD program	3010-Title I		K12TCH1552	1	\$53,676.78
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and math.					3/6/2013	228SQ1E2808	Hire Newcomer/ ELD Math teacher	N/A			0	\$0.00
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and math.	SRI	English Learners		Department Head	3/6/2013	228SQ1E3088	Hire Reading Specialist to support teachers and provide intensive support to Tier 3 students in reading	7091-EIA - LEP		C10TSA0015	1	\$59,824.49
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and math.	SRI	English Learners		Department Head	3/6/2013	228SQ1E3373	Purchase supplies for intervention courses.	7091-EIA - LEP	4310-SUPPLIES		0	\$5,357.70
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and math.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Department Head	3/6/2013	228SQ1E4947	Each math teacher will teach a math intervention period to support students who are struggling in math.	7090-EIA - SCE		K12TCH1475	0.2	\$11,710.59
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and math.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Department Head	3/6/2013	228SQ1E4948	Each math teacher will teach a math intervention period to support students who are struggling in math.	7090-EIA - SCE		K12TCH1708	0.2	\$12,022.92
Provide multiple levels												

of targeted intervention for students who need additional support in reading, English Language acquisition, and math.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Department Head	3/6/2013	228SQ1E4949	Each math teacher will teach a math intervention period to support students who are struggling in math.	7090-EIA - SCE		K12TCH1909	0.2	\$19,544.11
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and math.	Local assessments (benchmarks, PWA)	FBB, BB and BAS		Department Head	3/6/2013	228SQ1E4950	Each math teacher will teach a math intervention period to support students who are struggling in math.	7090-EIA - SCE		K12TCH1993	0.2	\$11,002.48
Offer more enrichment and leadership opportunities for students.	Survey data (CHKS, etc.)	GATE		Principal	4/22/2013	228SQ1E2794	Fund an elective teacher to Provide enrichments courses	Non-SSC approved			0	\$0.00
Offer more enrichment and leadership opportunities for students.	Survey data (CHKS, etc.)	All Students		Leadership Team	4/22/2013	228SQ1E2798	Offer an Advisory leadership class four times a week during the school day and twice a week after school.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

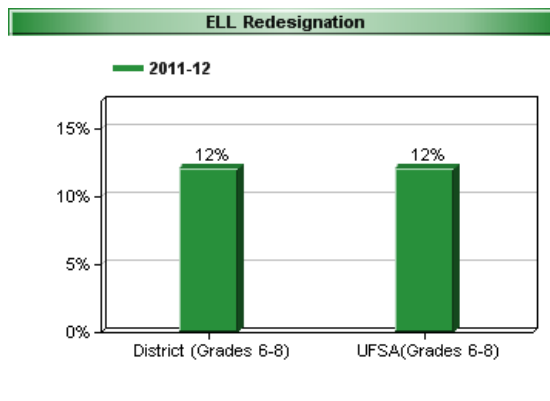
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

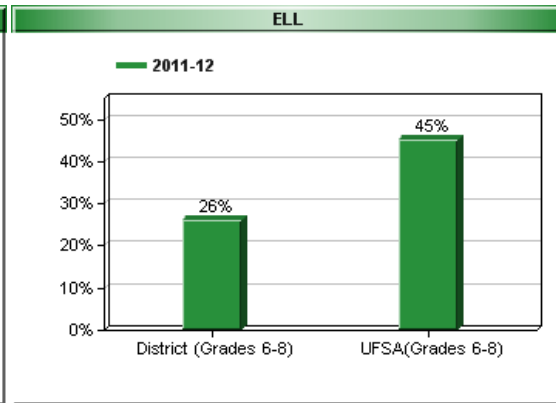
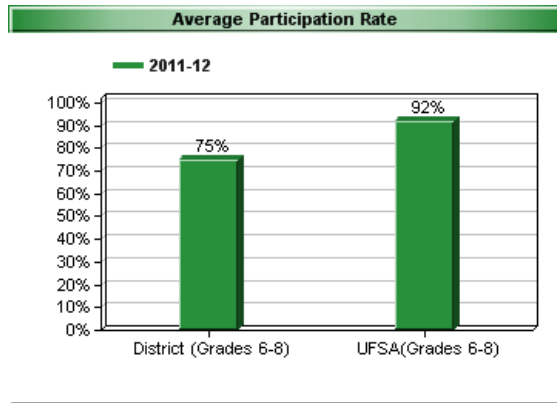
A quality school...

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

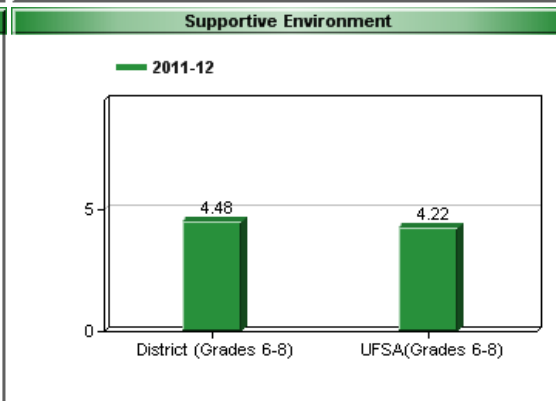
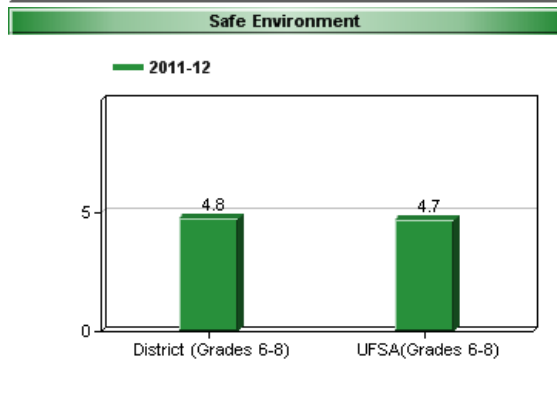
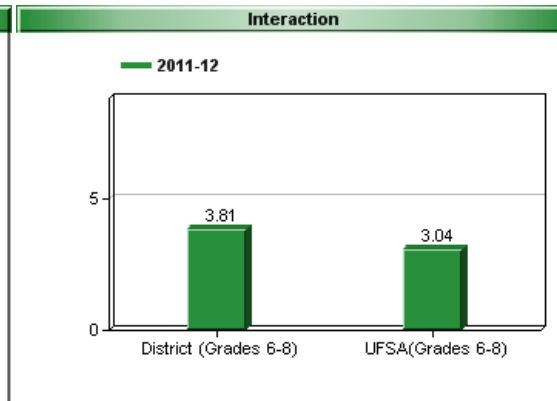
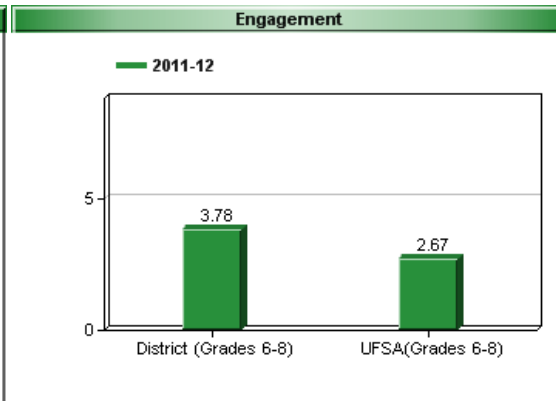
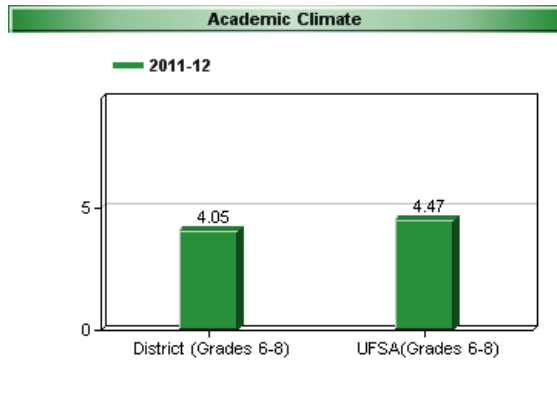
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

- Review out of 5: Safe Environment (4.53), Supportive Environment (4.10), Interaction (3.0), Engagement (2.67), Academic Climate (4.39),
- Promotes belief in the education-to-success connection: 85%, Promote student access to high school, college & career connections: 66%

Data Analysis

- UFSA needs to be more intentional and set goals for student engagement and interactions as these two areas were the lowest in our extended learning time program review. (This is also noticeable during the regular school day)
- The two areas that we scored the highest on are also the areas that are the strongest during the regular school day (Academic climate and Safe Environment).

Theory of Action

- If we extend learning time for 30% of the student population, and align student expectations, routines, and goals to the regular school day,
- then students will have more time engaged in our academic goals of increasing reading, justifying claims using evidence, algebra readiness, and situational awareness.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Offer extended day programming for 6th- 8th grade students and provide them with learning opportunities that are not part of the traditional school day for most (apprenticeships, electives, organized sports, microsoft word and power point, tutoring, and homework help).	Local assessments (benchmarks, PWA)	All Students		After school program coordinator	4/22/2013	228SQ11F2973	Offer differentiated program based on student need.	N/A			0	\$0.00
Offer extended day programming for 6th- 8th grade students and provide them with learning opportunities that are not part of the traditional school day for most (apprenticeships, electives, organized sports, microsoft word and power point, tutoring, and homework help).	Survey data (CHKS, etc.)	All Students		Principal	4/22/2013	228SQ11F2974	Upkeep and replace computers so that students can use these as they acquire these skills.	N/A			0	\$0.00
Offer extended day programming for 6th- 8th grade students and provide them with learning opportunities that are not part of the traditional school day for most (apprenticeships, electives, organized sports, microsoft word and power point, tutoring, and homework help).	Survey data (CHKS, etc.)	All Students		After school program coordinator	4/22/2013	228SQ11F4250	Set a foundation of excellent study habits and skills at an early age. Units include school choice, successful study habits, college knowledge, and career exploration.	N/A			0	\$0.00
Create more opportunities for students to engage with science and math in innovative ways.					5/7/2012	228SQ11F4249	Minimally 20% of apprenticeships in extended day program have a STEM focus.	N/A			0	\$0.00
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and algebra readiness.					5/7/2012	228SQ11F4251	Saturday program and after school program to support student learning by assessing the needs of the students and targeting the programs to meet their needs..	N/A			0	\$0.00
Provide multiple levels of targeted intervention for students who need additional support in reading, English Language acquisition, and algebra readiness.					5/7/2012	228SQ11F4252	Actively recruit students to attend extended day programs and/or Saturday program to help them meet their learning goals.	N/A			0	\$0.00

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

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

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: TO REDUCE OVERALL SUSPENSIONS BY 10%

- Strategy 1.1: ESTABLISH A RESTORATIVE JUSTICE APPROACH TO DISCIPLINE- INCLUDING A RE-ENTRY PROCESS
- Strategy 1.2: COMMUNICATE OUR DISCIPLINE PLAN EFFECTIVELY WITH ALL PARTIES INVOLVED: PARENTS, STAFF, AND STUDENTS

Goal 2: AT LEAST 15% OF THE STUDENT BODY TAKES OWNERSHIP OF THE SCHOOL IN FORMAL LEADERSHIP POSITIONS.

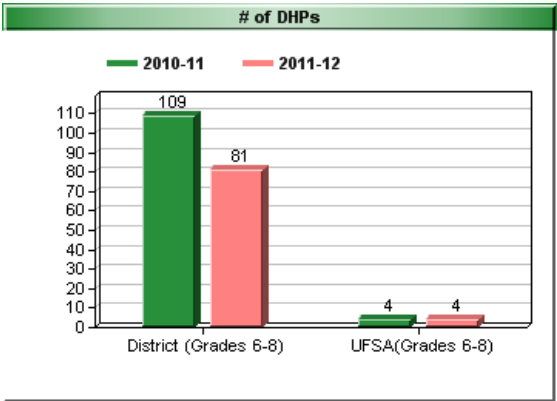
- Strategy 2.1: IMPLEMENT ADVISORY CURRICULUM FOCUSED ON BECOMING A COMMUNITY
- Strategy 2.2: CREATE LEADERSHIP OPPORTUNITIES, SUCH AS PEER HEALTH EDUCATORS AND STUDENT LEADERSHIP

School Quality Standards relevant to this Strategic Priority

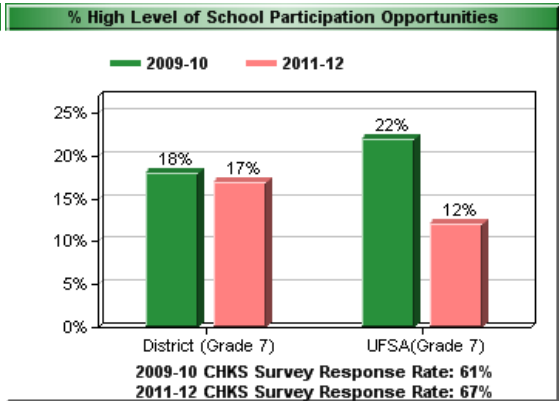
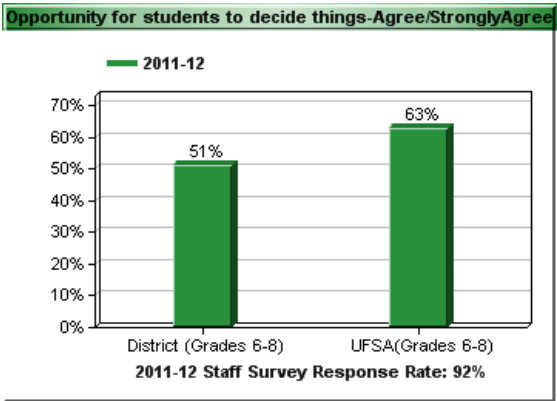
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

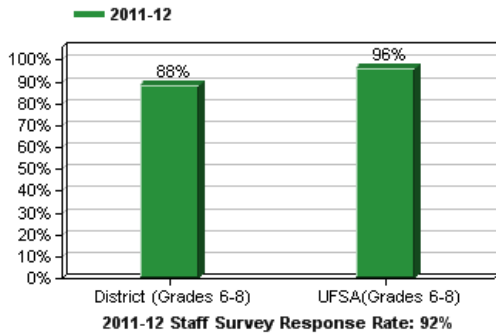


Survey - Engagement

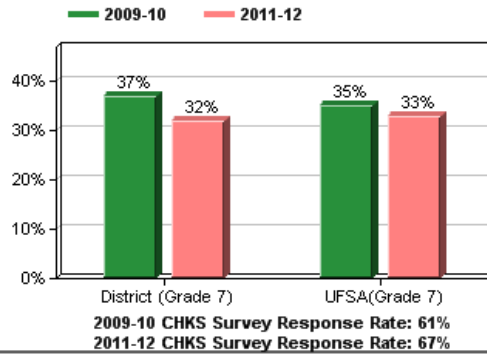


Survey - Relationships

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

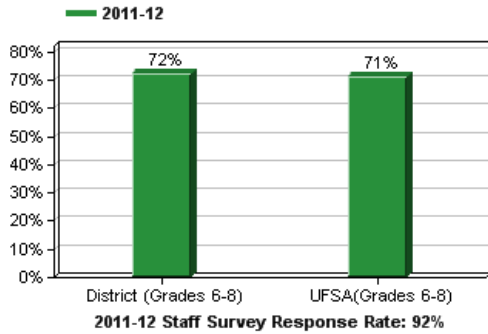


% High Level of Caring Relationships with Adults at School

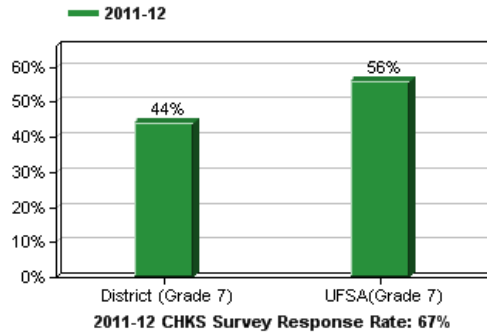


Survey - Safety

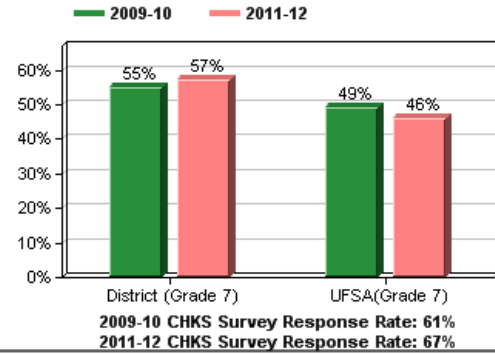
This school is a safe place for students.%Agree/Strongly Agree



Bullied for more than once on school property.

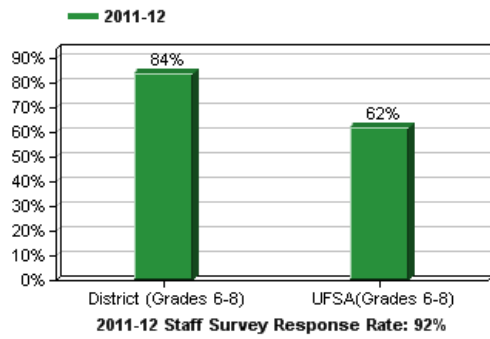


% Feeling Safe/Very Safe at School



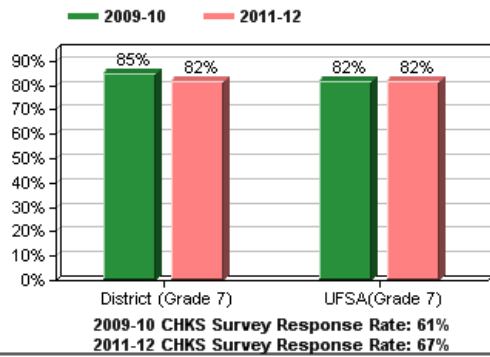
Survey - Welcoming

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

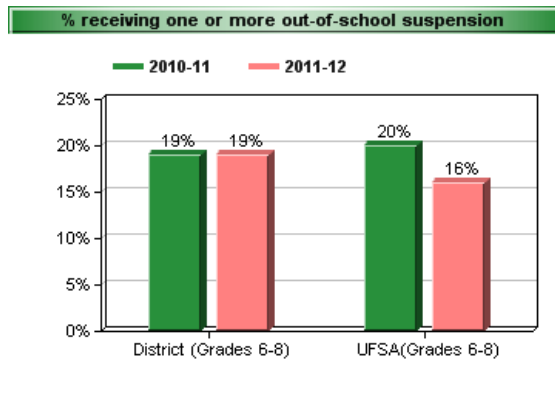


Survey- Beliefs

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



Suspensions



School Data

- The number of students suspended has decreased by 30%, the number of African American students suspended maintains at +/- 5% proportionate to that of Latinos.
-
- Increase of PD focused on restorative practices and redirecting behaviors will yield better results in our survey this year.

Data Analysis

- We have implemented Restorative Justice practices this academic school year, which has yielded these results.
- More qualitative data is needed for a better analysis of specific areas in regards to our school-wide goals. Surveys have been distributed to gather more data.
- Of the DHP's submitted, 2/4 were asked to return back to UFSA by the school.

Theory of Action

- If staff learn about and engage in restorative practices, and foster relationship building with students to better understand where behaviors stem from,
- and explicitly teach and uphold behavioral expectations (PBIS), and celebrate and appreciate students and one another as individuals,
- and explicitly model and use situational awareness, then
- students will engage in positive, healthy relationships at school and in the greater Fruitvale community, thus preparing them for success in school and beyond.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals.					4/22/2013	228SQI2A3016	Re-contract Restorative Justice Coordinator to organize RJ initiatives such as re-entry processes, monitor agreements, hold Rj circles, plan with RJ Parent group, and collaborate with Admin team on response to behaviors. Additionally, this person will continue to train students, staff, and families on RJ processes to continue to build capacity at our site.	N/A			0	\$0.00
Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals.					4/22/2013	228SQI2A3017	PBIS team to monitor and implement new rules and expectations grid.	N/A			0	\$0.00
Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals.					4/22/2013	228SQI2A3092	Field trips for students to apply their learning as well as a way to build community with each other.	N/A			0	\$0.00
Continue with school-wide initiatives that have yielded results on interrupting patterns of inequities in our community, such as Restorative Justice, Positive Behavior Intervention Systems, and a leadership team focused on monitoring our school-wide goals.					4/22/2013	228SQI2A3093	Buses for student field work	N/A			0	\$0.00
Engage boys and girls identified by staff for targeted intervention (students who demonstrate behaviors that identify a need for	Survey data (CHKS, etc.)	FBB, BB and BAS		Community Partner	4/22/2013	228SQI2A3034	Contract Unity Council to provide tutoring and mentorship for 15-20 boys who need some support (Tier 2)	N/A			0	\$0.00

more support).												
Engage boys and girls identified by staff for targeted intervention (students who demonstrate behaviors that identify a need for more support).	Survey data (CHKS, etc.)	FBB, BB and BAS		Community Partner	4/22/2013	228SQI2A3039	Collaborate with California Youth Outreach to provide parent education, mentorship, and counseling for students most traditionally under served (Tier 3)	N/A			0	\$0.00
Engage boys and girls identified by staff for targeted intervention (students who demonstrate behaviors that identify a need for more support).	Survey data (CHKS, etc.)	FBB, BB and BAS		Community Partner	4/22/2013	228SQI2A3040	Partner with Unity Council to provide an advisor and Raza Libre program for Tier 2 and Tier 3 students (behavior/ social emotional supports)	N/A			0	\$0.00
Engage boys and girls identified by staff for targeted intervention (students who demonstrate behaviors that identify a need for more support).	Survey data (CHKS, etc.)	GATE		Principal	4/22/2013	228SQI2A5925	Recruit and train students as IWE's and RJ Circle leaders.	N/A			0	\$0.00
Offer more enrichment and leadership opportunities for students.					5/7/2012	228SQI2A4253	Offer an Advisory leadership class once a week during the school day and twice a week after school	N/A			0	\$0.00
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Attendance	FBB, BB and BAS		Community Partner	4/22/2013	228SQI2A3024	COST member to coordinate SSTs for attendance, academic, behavior concerns	N/A			0	\$0.00
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Suspension	FBB, BB and BAS		Community Partner	4/22/2013	228SQI2A3025	COST member to coordinate SSTs for attendance, academic, behavior concerns	N/A			0	\$0.00
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Survey data (CHKS, etc.)	All Students		Principal	4/22/2013	228SQI2A3027	Clinical Case Manager to support students at the Tier 3 level and lead PBIS efforts	N/A			0	\$0.00
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Survey data (CHKS, etc.)	All Students		Community Partner	4/22/2013	228SQI2A3028	Therapist to support students at the Tier 3 level	N/A			0	\$0.00
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Health data	All Students		Community Partner	4/22/2013	228SQI2A3030	Native American Health Clinic staff to support in UFGA efforts	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

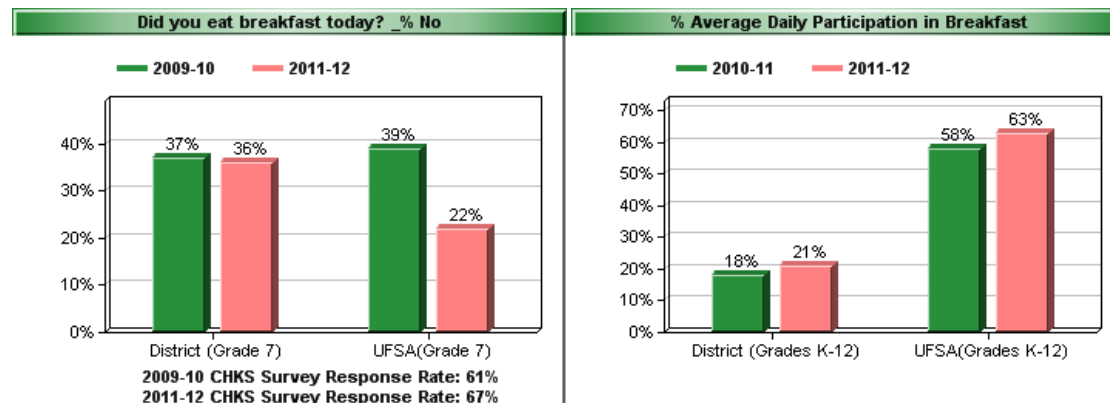
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

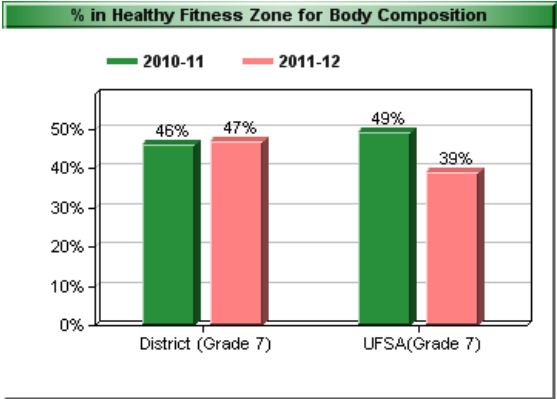
A quality school...

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

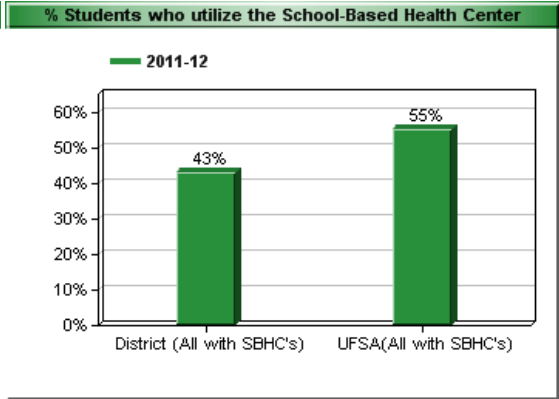
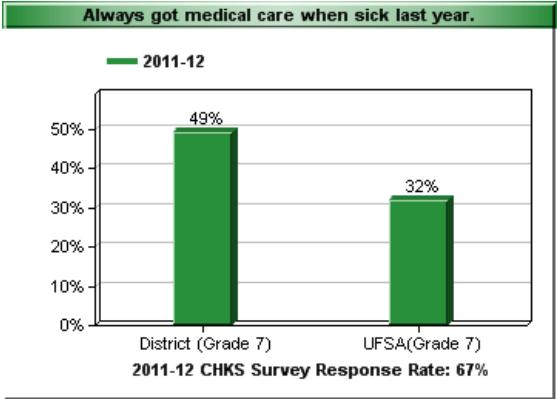
Breakfast



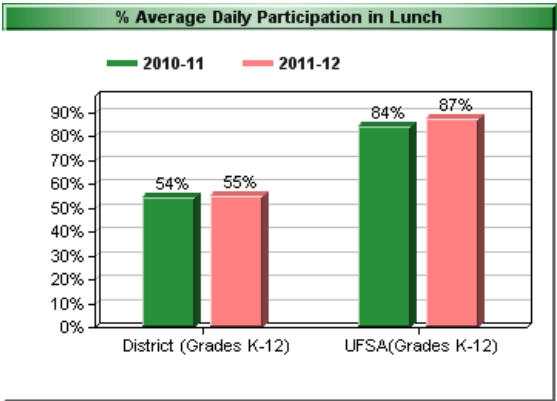
Fitness



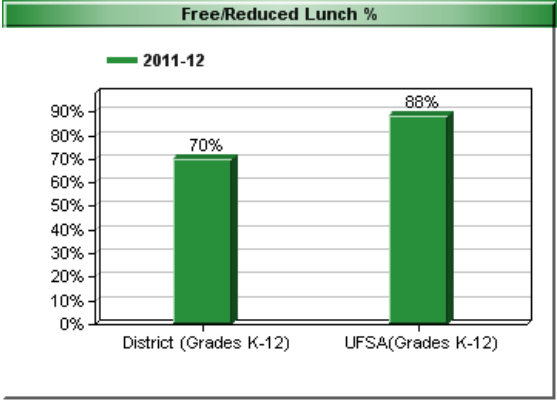
Health Access



Lunch

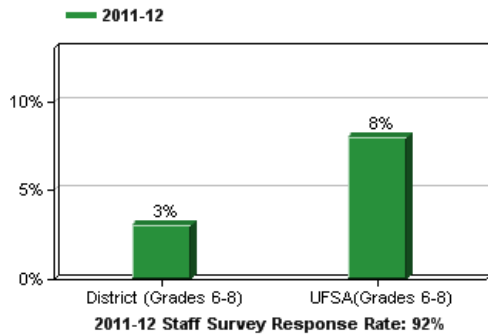


Socio Economics

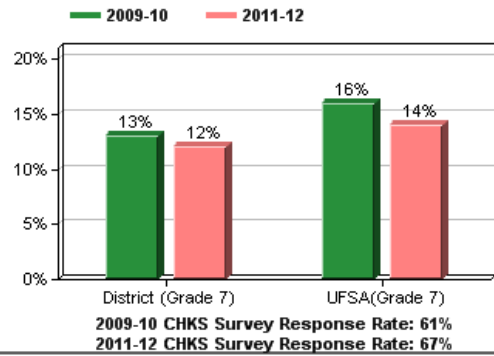


Survey - Drugs / Alcohol

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

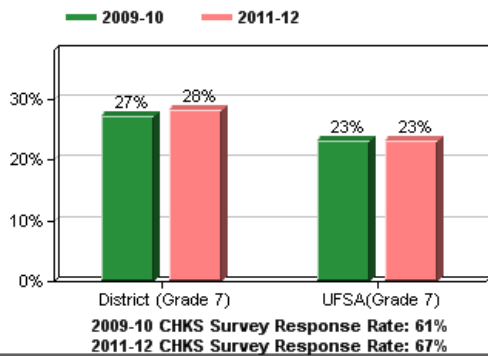


of days of alcohol use during past 30 days: one day or more



Survey - Mental Health

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



Theory of Action

- If we maximize our community partnerships to prioritize services for our staff and students, promote health awareness for all, and provide multiple opportunities for students t

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

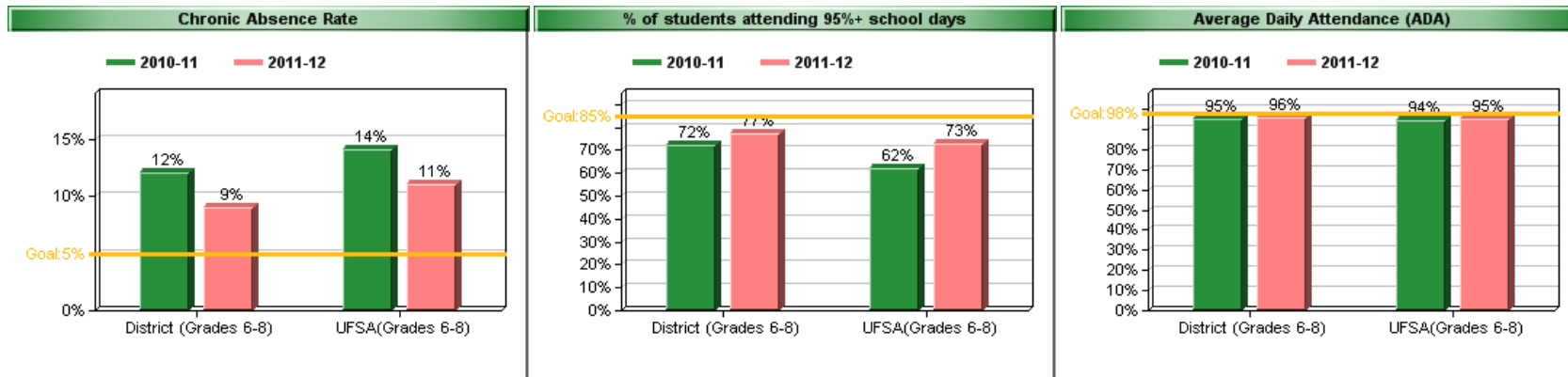
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



School Data

- Over 10% of our students with chronic absences arrived from elementary school on this track.

Data Analysis

- Abnormal turnover in personnel in charge of SART's and attendance. (Midyear, etc)

- Last year we began attendance incentives which may be the reason in a decrease of chronic absences and an increase in percent of students who attend 95%+
- Accurate attendance (we follow all district reporting procedures).

Theory of Action

- If we monitor our absences closely, increase the communication with our students and families on the importance of attendance on their success, start our SART process early in the year,
- and create a safe school environment, and create meaningful curriculum, then our students will come to school regularly and succeed.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Attendance	FBB, BB and BAS		Community Partner	4/22/2013	228SQI2C3024	COST member to coordinate SSTs for attendance, academic, behavior concerns	N/A			0	\$0.00
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Suspension	FBB, BB and BAS		Community Partner	4/22/2013	228SQI2C3025	COST member to coordinate SSTs for attendance, academic, behavior concerns	N/A			0	\$0.00
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Survey data (CHKS, etc.)	All Students		Principal	4/22/2013	228SQI2C3027	Clinical Case Manager to support students at the Tier 3 level and lead PBIS efforts	N/A			0	\$0.00
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Survey data (CHKS, etc.)	All Students		Community Partner	4/22/2013	228SQI2C3028	Therapist to support students at the Tier 3 level	N/A			0	\$0.00
Coordination of Supports and Services Team (academic, behavioral, and social emotional supports)	Health data	All Students		Community Partner	4/22/2013	228SQI2C3030	Native American Health Clinic staff to support in UFSA efforts	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: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

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

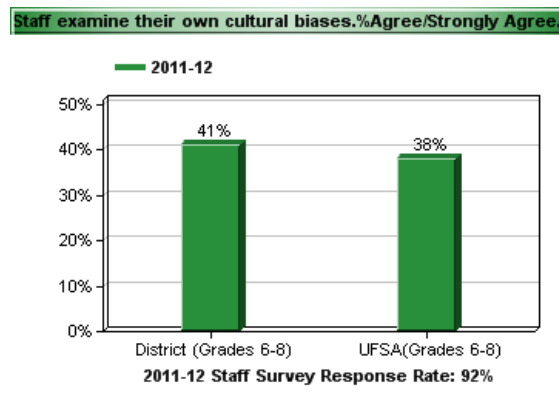
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



School Data

- Currently we do not have internal data on staff's input on PD. A Staff Survey will be developed and administered 2 times a year.
- Only two teachers resigned last year- 1 went to Medical School and the other did not obtain the correct credential.

Data Analysis

- 66.7% of teachers believe they are given sufficient time to collaborate. We want 100% of teachers to believe they have enough collaboration time with other colleagues.
- This year we have increase the collaboration time and the types of collaboration teachers/staff engage in.
- This year the number of teachers who believe they have enough collaboration time should be close to 100%. The goal we will need to work on is "meaningful" collaboration.

Theory of Action

- If we increase leadership and collaboration and function as a Professional Learning Community, and we get differentiated Professional Development, and we focus on student learning,
- and time for collaborations is structured into the school day, then we will develop shared leadership, structures and routines that enable us to run an effective program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase teacher leadership capacity in order for them to lead Professional Learning Communities and Instructional Rounds.					4/22/2013	228SQI3A1006	Hire Transformation Leadership Coach to support teacher leaders and principal in increasing leadership, facilitation, and coaching skills in regards to instruction.	N/A			0	\$0.00
Increase teacher leadership capacity in order for them to lead Professional Learning Communities and Instructional Rounds.					4/22/2013	228SQI3A3062	Contract with National Equity Project to support teacher leaders and principal in building internal capacity at the school site for increasing equity conversations and promoting a positive school culture and climate	N/A			0	\$0.00
Organize different teams and provide time to focus on goal setting, monitoring student growth and progress.					4/2/2012	228SQI3A1007	2 hours a week in grade level to focus on aligning behavioral expectations, creating a positive school culture, provide interventions, communicating with ELT about student needs and supports	N/A			0	\$0.00
Organize different teams and provide time to focus on goal setting, monitoring student growth and progress.					4/2/2012	228SQI3A3055	Teams focused on leading the work in each of the four school-wide goals closely monitor the data to inform changes and implementation gaps	N/A			0	\$0.00
Organize different teams and provide time to focus on goal setting, monitoring student growth and progress.					4/2/2012	228SQI3A3056	Instructional Leadership to monitor and oversee PD plan	N/A			0	\$0.00
Organize different teams and provide time to focus on goal setting, monitoring student growth and progress.					4/2/2012	228SQI3A3057	Culture and Climate Leadership team to monitor effectiveness of initiatives pertaining to Culture and Climate (including PBIS and R.J)	N/A			0	\$0.00
Organize different teams and provide time to focus on goal setting, monitoring student growth and progress.					4/2/2012	228SQI3A3083	Staff retreats twice a year to work on transformation efforts.	N/A			0	\$0.00
Organize different teams and provide time to focus on goal setting, monitoring student growth and progress.					4/2/2012	228SQI3A3085	Admin team to plan and participate in retreats and bimonthly meetings.	N/A			0	\$0.00
Organize different teams and provide time to focus on goal setting, monitoring student growth and progress.					4/2/2012	228SQI3A3086	Provide food for conferences/retreats	N/A			0	\$0.00
Organize different teams and provide time to							Ensure participation of all					

focus on goal setting, monitoring student growth and progress.					4/2/2012	228SQI3A3094	staff at specific meetings (classified staff)	N/A			0	\$0.00
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School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

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

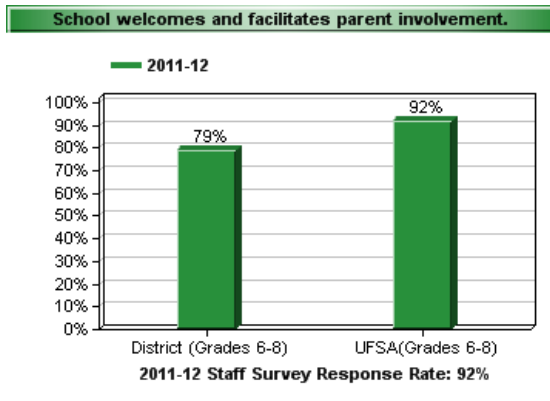
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- 10% of parents are actively engaged on a weekly basis at UFS.A. A Family Resource Center for gathering, computer/phone/printer use, meetings, communication support, childcare, etc. is maintained right across from the Main Office. Regular activities and routines exist for family engagement in the following areas: Restorative Justice (Dialogue/ Action Group), Family Support for Individual Achievement (progress report workshops, conference scheduling, SRI Tutorials, Grade Level Meetings)
- School-Wide Communication (Breakfast with the Principal, Monthly Calendar/Newsletter, Events of the Week Call, FRC Information Board), Support for

Parent Reps. on SSC & ELAC, Parent Education (Health & Wellness, Adolescent Development, etc.), and Mutual Support Activities (Community Swap, ESL Club), among other areas. Additionally, targeted engagement activities are offered for African American families and families of students receiving Special Education (regular dialogues and workshops)

Data Analysis

- Currently we have met/exceeded the district goal of "offering" services to our diverse families. We would like to focus on demonstrating our success in the area of "family support for individual student achievement.
- Our goal is to ensure that families fully impact overall outcomes by reading and understanding the weekly progress reports, identifying an area in which their child needs an additional support/challenge, and take one clear step to secure it.

Theory of Action

- If we create meaningful engagement opportunities for our families, and bridge the gap in communication that exists, then our families will be empowered to work closely with staff to ensure the academic success of their child and improve our school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase parent ownership of the school and the learning process by investing in parent advocacy and leadership.					4/23/2013	228SQI4A3068	Hire Family Engagement Director and additional Family Resource Center staff to lead these efforts.	N/A			0	\$0.00
Increase parent ownership of the school and the learning process by investing in parent advocacy and leadership.	Other (OCR, etc)				4/23/2013	228SQI4A3069	Offer weekly meetings that enable parents to engage in the school community and make important recommendations to the principal and other staff.	N/A			0	\$0.00
Increase parent ownership of the school and the learning process by investing in parent advocacy and leadership.					4/23/2013	228SQI4A3070	Maintain compliant, active and knowledgeable governance bodies such as ELAC and SSC	N/A			0	\$0.00
Increase parent ownership of the school and the learning process by investing in parent advocacy and leadership.	Survey data (CHKS, etc.)	FBB, BB and BAS		Community Partner	4/23/2013	228SQI4A3087	Provide food and refreshment for family meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,152.45
Increase parent ownership of the school and the learning process by investing in parent advocacy and leadership.					4/23/2013	228SQI4A4248	Focus on diversifying our parent leadership group, specifically increase the number of African American families by hosting specific targeted events..	N/A			0	\$0.00
Increase parent education opportunities at UFSA.					5/7/2012	228SQI4A3071	Identify partners in the community who can provide education to our parents.	N/A			0	\$0.00
Increase parent education opportunities at UFSA.					5/7/2012	228SQI4A3072	Maintain partnerships with ALAS, ESL classes, PLAN, Champions for Change	N/A			0	\$0.00
Increase parent awareness of their child's academic progress.					5/7/2012	228SQI4A3074	Maintain Reading and Writing bimonthly parent group focusing on understanding their child's reading level and CELDT scores.	N/A			0	\$0.00
Increase parent awareness of their child's academic progress.					5/7/2012	228SQI4A3075	Provide progress report workshop for parents on an ongoing basis.	N/A			0	\$0.00
Increase parent awareness of their child's academic progress.					5/7/2012	228SQI4A4247	Continue to hold Student Led Conferences twice a year so that students engage with parents in a dialogue about their own learning.	N/A			0	\$0.00

Bridge the communication between parents and teachers.					5/7/2012	228SQI4A3076	Ongoing communication with families and teachers via newsletters.	N/A			0	\$0.00
Bridge the communication between parents and teachers.					5/7/2012	228SQI4A3077	Continue participating in FAMELI network.	N/A			0	\$0.00
Bridge the communication between parents and teachers.					5/7/2012	228SQI4A3078	Monthly Family engagement team meetings (including teaching staff)	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: United for Success Academy

Principal: ELIA BUSTAMANTE

From OUSD Strategic Plan:

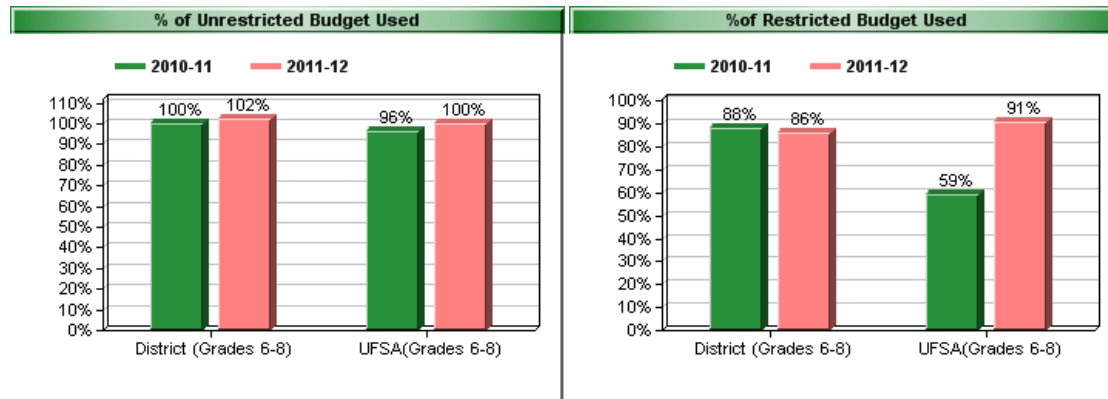
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

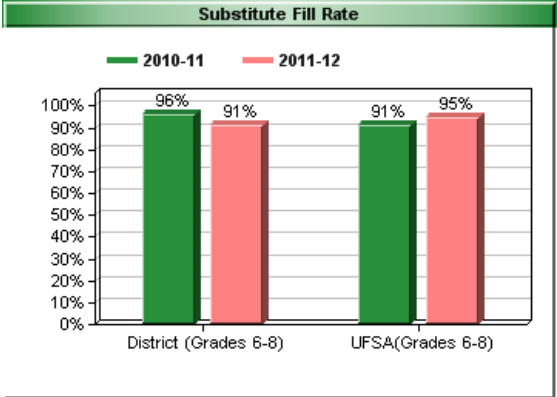
A quality school...

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

Budget



Sub Fill Rate







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State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$84,603.65	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$65,182.19	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$149,785.84	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$90,629.64	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$2,152.45	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$92,782.09	

Appendices

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

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

School Site: United for Success Academy
Site Number: 228

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 1/15/13, 4/30/13
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/23/2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

[Signature]
SSC Chairperson's Signature

[Signature]
ELAC Chairperson's Signature

[Signature]
Principal Signature

[Signature]
Executive Officer's Signature

[Signature]
Director, State & Federal Compliance Signature

Sohail Ahmed
SSC Chairperson's Name (printed)

Ines Hernandez
ELAC Chairperson's Name (printed)

Elia Bustamante
Principal's Name (printed)

Janette Hernandez
Executive Officer's Name (printed)

Suzanne Ramirez
Director, State & Federal's Name (printed)

5/14/13
Date

5/16/13
Date

5/8/13
Date

5/16/13
Date

6/5/13
Date

School Site Council Membership Roster – Middle School

School Name: United for Success Academy School Year 2012-2013

Chairperson : Sohail Ahmed	Vice Chairperson: Rosamelia Corria
Secretary: Maha Nusrat	<u>DAC Representative:</u> Brownlee

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Eva Roque					X	
Arnulfo Cubias					X	
Virginia Castillo					X	
Rosamelia Corria					X	
Roberto Melgar					X	
Andres Matias					X	
Maha Nusrat			X			
Sohail Ahmed			X			
Stan Lake			X			
Ron McSwain			X			
Arnoldo Garcia				X		
Elia Bustamante		X				
DAC Representative						
Joe Brownlee					X	
Home Ph.	Email:					

Meeting Schedule	3rd Tuesday of the Month
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SSC Legal Requirements:

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

1-Principal
4-Classroom Teachers
1-Other Staff

Or

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

Title I School Parental Involvement Policy 2013-2014

Involvement of Parents and Building Their Capacity in the Title I Program

United for Success Academy agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- Accessibility: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students. Schools will work to build capacity for parent involvement through the following:
 1. The school offers a flexible number of meetings for parents, and involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title IA programs and the Title I Parental Involvement policy.

Parents are invited to attend monthly School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings. These meetings are advertised through flyers brought home by students, mailed home, posted around school, families are called individually and via an auto dialer. Additionally, our school has developed a series of courses and events to engage our families to encourage and promote active participation in their child's education and school.

2. Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

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,

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

Twice every school year, each student has a Student Led Conference, during which they explain to their family their academic progress at school. Students are supported by their teachers to know what they are learning, their

own level of mastery based on CST and District Benchmark exams and Progress Writing Assessments, and what they need in order to improve. Students reflect out loud about their progress, set goals and ask for specific support from their teachers and families. Additionally, teachers meet with families during Student Success Team (SST) meetings, which are set up as needed to address specific behavior and academic concerns for students.

3. Provide materials and training to help Title I Parents work with their children to improve their children's achievement.

Parents are invited to learn at Student Led Conferences about the academic work their child is learning. Families learn about content material, as well as support services provided by the school and community. These resources include Extended Day during which students get academic help and homework support, as well as enrichment classes. Through our Coordination of Services Team (COST), families learn of direct health and mental health services available for their student. Through our Family Resource Center (FRC), families get direct services, such as Gang Awareness trainings, Reading and Writing workshops, Progress Report Workshops, and much more.

4. Educate staff with the assistance of Title I parents of the value of parent contributions and how to work with parents as equal partners.

We have done a series of Professional Development meetings at which staff learn about the importance of engaging with families, calling home and what this looks and sounds like when done well. Staff is expected to call home and communicate with families about student success and concerns. Additionally, at SSC and ELAC meetings, staff and families work together to discuss school-wide issues/concerns and come up with solutions that work for all stakeholders.

5. Coordinate and integrate the Title I Parental Involvement program with other activities that encourage and support parents to more fully participate in the education of their children.

Our Family Advocate helps lead the efforts of our FRC in engaging all families and encouraging them to more fully participate in school activities. Families are reached-out to regarding attending our many family planning meetings. Families are encouraged to attend school with their child, both scheduled and unscheduled. Families are also invited to attend field trips as chaperones, including over-night camping trips.

6. Distribute to Title I parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Monthly parent newsletters are sent home in English and Spanish which highlight upcoming events, parent meetings and student activities. Also, 2 or 3

times a month, we use our auto dialer to call every family with key information, in both English and Spanish.

7. In regular meetings, provide support for parental activities requested by Title I parents.

During meetings, we provide food, translation and child care in order to help families stay and remain focused on the content of the meeting or event.

Annual Title I Meeting

- 1) *United for Success Academy* will convene an annual Title I meeting to inform parents of the following:
 - Review **Home School Compact**
 - Their child's school participates in Title 1
 - The requirements of Title 1
 - Their right to be involved
 - Their right to participate in the development of the District's Title 1 Plan
 - About their school's participation in Title 1

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 School Site Council minutes.

This policy was adopted by the United for Success Academy's School Site Council and will be in effect for the period of August 2013-June 2014. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before August 2013. It will be made available to the local community on or before August 2013. United for Success Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(principal's signature)

(date)

United for Success Academy Compact

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

As a student I will:

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

Student signature

As a parent/guardian or family member I will:

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

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

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

Signed on this _____ day of _____, 20__.

United for Success Academy
California Department of Education
Academic Program Survey—Middle School Level
March 2013

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 locally-adopted, standards-aligned, basic core instructional programs and materials in reading/language arts (RLA)/English language development (ELD), including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided locally-adopted, standards-aligned basic core instructional program materials in RLA/ELD which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Instructional Program Materials</u> All students are _____ assessed, _____ placed, and _____ provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.</p> <p>number of Students: ___420___ All Students ___200___ ELs ___35___ SWDs</p> <p><u>Use</u> Identify all that apply: ___X___ Basic core and/or CCSS-aligned materials are used as designed ___X___ Ancillary materials are used as designed.</p>							
Documentation		Additional Comments					
		Reading/Language Arts/ELD					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed	Full implementation means that ELs are provided locally-adopted, standards-aligned instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All EL students are appropriately <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate locally-adopted, standards-aligned instructional program materials.</p> <p>Appropriate Use <u> X </u> Materials/ELD components are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Middle School Level

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 RLA/ELD intensive intervention programs and materials in grades six through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level in reading) in grades six through eight, including ELs and SWDs, are provided the intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. 	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 All students are <u> X </u> assessed, <u> X </u> placed, and <u> </u> provided appropriate intervention program materials																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th style="text-align: center;">Gr. 6</th> <th style="text-align: center;">Gr. 7</th> <th style="text-align: center;">Gr. 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;">40</td> <td style="text-align: center;">40</td> <td style="text-align: center;">40</td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>								number of Intensive Intervention Students					Gr. 6	Gr. 7	Gr. 8	All Intensive learners	45	45	45	All Intensive ELs	40	40	40	All Intensive SWDs	30	30	30
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number/Percentage Provided Intensive Intervention																											
	Grade 6	Grade 7	Grade 8																								
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Documentation		Additional Comments																									
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District Purchase Date:																											
School Distribution Date:																											
Classroom Distribution Date:																											

California Department of Education
Academic Program Survey—Middle School Level

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned or CCSS-aligned, basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed.	<p>Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted, basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<p><u>Instructional Program Materials</u> All students are ___assessed, ___placed, and ___ provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.</p>							
<p>number of Students: ___420___ All Students ___200___ ELs ___40___ SWDs</p>							
<p><u>Appropriate Use</u> Identify all that apply: ___X___ Basic core and/or CCSS-aligned materials are used as designed. ___X___ Ancillary materials are used as designed.</p>							
Documentation			Additional Comments				
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							

California Department of Education
Academic Program Survey—Middle School Level

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

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
1. Instructional Program	<p>1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades six and seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student</p> <p>Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all identified intensive intervention students (are two or more years below grade level in mathematics) in grades six and seven, including ELs and SWDs, are provided the locally-adopted, standards-aligned intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> For mathematics, grades six and seven, intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally												
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate locally-adopted, standards-aligned instructional program materials.</p> <table border="1" data-bbox="1402 683 2018 841"> <thead> <tr> <th colspan="3">number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>45</td> <td>45</td> </tr> <tr> <td>All Intensive ELs</td> <td>40</td> <td>40</td> </tr> <tr> <td>All Intensive SWDs</td> <td>40</td> <td>40</td> </tr> </tbody> </table> <p>Appropriate Use _____ Materials are used as designed.</p>					number of Intensive Intervention Students				Grade 6	Grade 7	All Intensive learners	45	45	All Intensive ELs	40	40
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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	2.1 Through the school’s master schedule, the school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school’s master schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																				
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p style="text-align: center;">Key Components</p> <p>Allocation of Instructional Time ___X___ Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1388 743 2028 1024"> <thead> <tr> <th colspan="4" style="text-align: center;">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 6</th> <th style="text-align: center;">Grade 7</th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td style="text-align: center;">82085</td> <td style="text-align: center;">82085</td> <td style="text-align: center;">65,645</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">82085</td> <td style="text-align: center;">82085</td> <td style="text-align: center;">65,645</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">65,645</td> <td style="text-align: center;">65,645</td> <td style="text-align: center;">65,645</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	82085	82085	65,645	ELs	82085	82085	65,645	SWDs	65,645	65,645	65,645
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School Instructional Procedures:																											
Attach appropriate documents.																											

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.2 Through the school's master schedule, the school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA	<p>Full implementation of strategic support means that the school's master schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. Assessments will determine whether a student's learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student's need will be better met by additional time with targeted instruction. The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																				
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Allocation of Instructional Time <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <table border="1" data-bbox="1388 683 2024 1187"> <thead> <tr> <th colspan="4">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided identified Strategic students</td> <td align="center">55</td> <td align="center">55</td> <td align="center">55</td> </tr> <tr> <td>Additional time provided identified Strategic ELs</td> <td align="center">55</td> <td align="center">55</td> <td align="center">55</td> </tr> <tr> <td>Additional time provided identified Strategic SWDs</td> <td align="center">55</td> <td align="center">55</td> <td align="center">55</td> </tr> </tbody> </table>								Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students					Grade 6	Grade 7	Grade 8	Additional time provided identified Strategic students	55	55	55	Additional time provided identified Strategic ELs	55	55	55	Additional time provided identified Strategic SWDs	55	55	55
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California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
2. Instructional Time	2.3 Through the school’s master schedule, the school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s master schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • ELs who are also identified as SWDs must receive daily ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<p align="center">Key Components</p> <p>Allocation of Instructional Time Identify all that apply <input checked="" type="checkbox"/> Time is given priority and protected from interruptions. <input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.</p> <p>Identify number of EL students by CELDT level and number of ELD minutes (length of periods) offered at each CELDT level</p> <table border="1" data-bbox="1388 865 2028 1144"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Levels 4-5</th> </tr> </thead> <tbody> <tr> <td>Number of students</td> <td>40</td> <td>100</td> <td></td> </tr> <tr> <td>Number of instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td>55min/day</td> <td>55min/day</td> <td></td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	Number of students	40	100		Number of instructional minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Levels 4-5													
Number of students	40	100														
Number of instructional minutes in ELD (beyond 2.1 and 2.2)	55min/day	55min/day														
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
District Instructional Regulations:																
School Instructional Procedures:																
Attach appropriate documents.																

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	<p>Full implementation means that the school’s master schedule provides adequate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The RLA/ELD intensive intervention reading program materials are utilized as designed to support the needs of all intensive intervention students.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The master schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. • The master schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time for ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally																				
2.4			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																					
Key Components																											
Allocation of Instructional Time																											
X Time is given priority and protected from interruptions.																											
Indicate total length (minutes) of blocked periods:																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: left;">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 6</th> <th style="text-align: center;">Grade 7</th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;">55min</td> <td style="text-align: center;">55min</td> <td style="text-align: center;">55min</td> </tr> <tr> <td>Intensive ELs</td> <td style="text-align: center;">55min</td> <td style="text-align: center;">55min</td> <td style="text-align: center;">55min</td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">55min</td> <td style="text-align: center;">55min</td> <td style="text-align: center;">55min</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All Intensive learners	55min	55min	55min	Intensive ELs	55min	55min	55min	Intensive SWDs	55min	55min	55min
Number of instructional minutes at each grade level																											
	Grade 6	Grade 7	Grade 8																								
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Documentation		Additional Comments																									
	Reading/Language Arts/ELD																										
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	<p>Full implementation means that the school’s master schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																				
			2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Allocation of Instructional Time ___X___ Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1388 743 2003 964"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra I</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>55min</td> <td>55min</td> <td>55min</td> </tr> <tr> <td>ELs</td> <td>55min</td> <td>55min</td> <td>55min</td> </tr> <tr> <td>SWDs</td> <td>55min</td> <td>55min</td> <td>55min</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Algebra I	All Students	55min	55min	55min	ELs	55min	55min	55min	SWDs	55min	55min	55min
Number of instructional minutes at each grade level																											
	Grade 6	Grade 7	Algebra I																								
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SWDs	55min	55min	55min																								
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.																																	
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mat_hfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	<p>Full implementation means that the school’s master schedule allocates adequate additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. For grade eight, strategic students are defined as demonstrating proficiency at or above the grade seven mathematics standards but are unable to master Algebra I standards Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. For grades six through eight, the basic core adopted materials and the basic core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																													
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
			<p align="center">Key Components</p> <p><u>Appropriate Allocation of Instructional Time</u> <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Identify number of strategic students served and the amount of additional strategic instructional time (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1402 841 1986 1464"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>45</td> <td>45</td> <td>45</td> </tr> <tr> <td>All strategic ELs</td> <td>45</td> <td>45</td> <td>45</td> </tr> <tr> <td>All strategic SWDs</td> <td>40</td> <td>40</td> <td>40</td> </tr> <tr> <td>Additional time provided to strategic students</td> <td>55min</td> <td>55min</td> <td>55min</td> </tr> <tr> <td>Additional time provided to identified EL students</td> <td>55min</td> <td>55min</td> <td>55min</td> </tr> <tr> <td>Additional time provided to identified SWD students</td> <td>55min</td> <td>55min</td> <td>55min</td> </tr> </tbody> </table>					Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	45	45	45	All strategic ELs	45	45	45	All strategic SWDs	40	40	40	Additional time provided to strategic students	55min	55min	55min	Additional time provided to identified EL students	55min	55min	55min	Additional time provided to identified SWD students
Number of students at each grade level																																				
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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.																					
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school’s master schedule allocates adequate instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> For grades six and seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards. For districts using the 2007 SBE adoptions: <ul style="list-style-type: none"> For grade four through seven intensive intervention materials are not designed as a curriculum to replace basic core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed. For districts using the 2001 and 2005 SBE adoptions: <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally																	
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p align="center">Key Components</p> <p>Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Indicate total number of additional minutes:</p> <table border="1" data-bbox="1373 732 2022 1190"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Pre-algebra/Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>Intensive learners</td> <td>45</td> <td>45</td> <td>45</td> </tr> <tr> <td>Intensive ELs</td> <td>40</td> <td>40</td> <td>40</td> </tr> <tr> <td>Intensive SWDs</td> <td>40</td> <td>40</td> <td>40</td> </tr> </tbody> </table>					Number of instructional minutes at each grade level					Grade 6	Grade 7	Pre-algebra/Algebra Readiness	Intensive learners	45	45	45	Intensive ELs	40	40	40	Intensive SWDs
Number of instructional minutes at each grade level																								
	Grade 6	Grade 7	Pre-algebra/Algebra Readiness																					
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Intensive ELs	40	40	40																					
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Documentation		Additional Comments																						
Mathematics																								
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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 (six through eight) for the RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).</p> <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u></p> <p><input type="checkbox"/> X <input type="checkbox"/> Distributed to each grade level.</p> <p><input type="checkbox"/> X <input type="checkbox"/> In use at every grade level.</p> <p><u>Pacing Guide Use Monitored</u></p> <p><input type="checkbox"/> X <input type="checkbox"/> Principal monitors use.</p>				
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 mathematics programs (grades six through eight) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in use to fully implement the mathematics programs by grade level (and by tracks if a year-round school schedule). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics course content being taught; 2) the use of the locally- adopted basic core program ancillary materials; 3) time for pre/re teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<u>Instructional/Assessment Pacing Guides</u> <input type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> In use at every grade level.				
			<u>Pacing Guide Use Monitored</u> <input checked="" type="checkbox"/> Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School/District Pacing Plan by Grade Level or Program Level							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully 100%	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted RLA/ELD basic core and intervention program materials, locally-adopted mathematics programs, and CCSS-aligned instructional materials in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted RLA/ELD basic core or intervention program materials, locally-adopted mathematics program materials, and CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: <ul style="list-style-type: none"> • The locally-adopted, RLA/ELD basic core or intensive reading intervention materials and mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	Objective	Fully 100%	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Principal <input checked="" type="checkbox"/> Training in RLA/ELD <input checked="" type="checkbox"/> Training in Mathematics <input checked="" type="checkbox"/> Coaching, as resources permit Vice Principal <input type="checkbox"/> Training in RLA/ELD <input type="checkbox"/> Training in Mathematics <input checked="" type="checkbox"/> Coaching, as resources permit				
Suggested Documentation		Additional Comments					

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RLA/ELD	Mathematics	

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.2 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular on-going targeted professional development to increase the instructional leadership skills of the principal and vice-principal(s) to support the full implementation of the EPCs. Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. 	4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Identify type of professional development/support (refer to suggested targeted professional development and support list): QTEL (Strategies for teaching ELL's) Coaching support OUSD District PD Restorative Justice PBIS</p>				

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		<ul style="list-style-type: none"> • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in EL professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI2) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
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Suggested Documentation		Additional Comments	
	RLA/ELD	Mathematics	

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignment.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components _____ Percentage of fully credentialed, highly-qualified teachers. 75% One teacher is fully credentialed but had to get an emergency for the subject matter				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials-based professional development focused on locally-adopted, standards-aligned RLA/ELD, and intensive intervention instructional programs, and/or CCSS-aligned instructional materials in use at the school.	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials-based professional development focused on the locally-adopted RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the Academic Content standards addressed in the materials; the use of a variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some activities might include:</p> <ul style="list-style-type: none"> Data team protocol training to analyze and use data to inform classroom and school-wide practices. Participation in subject area/course level team meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
Indicate the number of teachers at each grade level engaged in professional development:							
		Number of Teachers	Training	Classroom Support			
		Grade 6	5	X			
		Grade 7	5	X			
		Grade 8	5	X			

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

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																											
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with instructional materials-based professional development focused on the locally-adopted mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics, Algebra I, and pre-algebra/Algebra Readiness are engaged in instructional materials-based professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of the locally-adopted grade four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: 	Objective	Fully	Substantially	Partially	Minimally																							
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p>Indicate the number of teachers at each grade level engaged in professional development:</p>																						
			<table border="1"> <thead> <tr> <th></th> <th>Number of Teachers</th> <th>Training</th> <th>Classroom Practice</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td align="center">2</td> <td align="center">X</td> <td align="center">X</td> </tr> <tr> <td>Grade 7</td> <td align="center">2</td> <td align="center">X</td> <td align="center">X</td> </tr> <tr> <td>Algebra I</td> <td align="center">1</td> <td align="center">X</td> <td align="center">X</td> </tr> <tr> <td>Pre-algebra/Algebra Readiness</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>									Number of Teachers	Training	Classroom Practice	Grade 6	2	X	X	Grade 7	2	X	X	Algebra I	1	X	X	Pre-algebra/Algebra Readiness			
				Number of Teachers	Training	Classroom Practice																								
Grade 6	2	X	X																											
Grade 7	2	X	X																											
Algebra I	1	X	X																											
Pre-algebra/Algebra Readiness																														

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		<p>Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver, and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD, including strategic and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS-aligned instructional programs to improve student achievement. <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and implementation of the CCSS and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement. 	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> <input type="checkbox"/> X Type of instructional assistance <input checked="" type="checkbox"/> Works primarily in classrooms Describe type of classroom/teacher assistance regularly provided to teachers: Describe criteria used for identifying and providing coaching support: <u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> X Principal structures/monitors instructional assistance services <u>Trained Coaches/ Content Experts/Specialists</u> <input checked="" type="checkbox"/> X Provided with materials-based training Describe type of training/ support planned and/or provided for coaches/content experts/specialists:				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							

California Department of Education
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.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing students who need intervention, ELs, SWDs, benchmark and advanced learners. The coaches/content experts are trained in and knowledgeable about the current, locally-adopted adopted program and/or CCSS-aligned programs and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<u>Coaches/Content Experts/Specialists</u>							
<input checked="" type="checkbox"/> Type of instructional assistance							
<input checked="" type="checkbox"/> Works primarily in classrooms							
Describe type of classroom/teacher assistance regularly provided to teachers:							
Describe criteria used for identifying and providing coaching support:							
<u>Monitoring Coaching System</u>							
<input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.							
<u>Trained Coaches/ Content Experts/Specialists</u>							
<input checked="" type="checkbox"/> Provided with materials-based training.							
Describe type of training/ support planned and/or provided for coaches/content experts/specialists:							
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS-aligned programs used in the school district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p><u>Ongoing Assessment and Monitoring System</u></p> <p><input checked="" type="checkbox"/> District-supported electronic data management system</p> <p><input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><u>Training on Accessing and Using Electronic Data System</u></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p><u>Using Formative Assessment Results</u></p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input checked="" type="checkbox"/> School-wide assessment calendar developed & used.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>				
Documentation		Additional Comments					
RLA/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:							
School:							
District:							
Attach appropriate documents.							

California Department of Education
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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned basic core mathematics, intensive intervention, and/or CCSS-aligned programs used in the school district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum, embedded; and summative assessments) are used to inform teachers and principals student placement/diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the locally-adopted intervention materials. For the ongoing monitoring system, data collection (including electronic) is used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Ongoing Assessment and Monitoring System</u> <input checked="" type="checkbox"/> District supported electronic data management system. <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers. <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide. <u>Training on Accessing and Using Electronic Data System</u> <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.				
Documentation			Additional Comments				
	Mathematics						
Example of Curriculum Embedded Assessments:							

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

California Department of Education
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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the RLA/ELD, intensive intervention, and/or CCSS-aligned instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings</u> ___ 8 ___ Number per month. ___ X ___ 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. ___ X ___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <u>Collaborative Meeting Discussion Content</u> ___ X ___ Using and analyzing timely student common assessment results from all students. ___ X ___ Strengthening program implementation. ___ X ___ Designing and improving lessons/ instruction. ___ X ___ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics and/or CCSS-aligned instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<u>Scheduled Structured Collaboration Meetings</u>							
___ 8 ___ Number per month.							
___ X ___ 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.							
___ X ___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <u>Collaborative Meeting Discussion Content</u>							
___ X ___ Using and analyzing timely student common assessment results from all students.							
___ X ___ Strengthening program implementation.							
___ X ___ Designing and improving lessons/ instruction.							
___ X ___ Identifying research-based strategies to support specific skill needs of all students.							
Documentation		Additional Comments					
	Mathematics						
School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans							
Attach appropriate documents.							

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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 RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA/ELD are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Allocation of Funds <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEAP.</p>				
Documentation		Additional Comments					
Plan uses all revenues appropriately	Reading/Language Arts/ELD						
Attach appropriate documents.							

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