

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 Roosevelt 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 Roosevelt Middle School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Roosevelt Middle School

6057087

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

Roosevelt Middle School is a school with a rich history. The school was originally established as a high school, and was converted to a Middle School in the 1970s. It is one of the most diverse schools in the Oakland Unified School District with an ethnic breakdown as follows: approximately 33% Latino, 40% Asian, and 20% African-American students. Approximately 40% of the student body are English Language Learners and 85% qualify for free and reduced lunch. Big changes are afoot, including re-structuring the teachers into teaching teams and implementing a school-wide teaching approach called SpringBoard, to meet the needs of the English Language Learners.

VISION

The mission of Roosevelt Middle School is to "empower every student to build better communities". The three main focal areas are rigorous academics, personal fulfillment, and social responsibility. Rigorous academics means that all students move up one performance band on the ELA and math CSTs, all students master at least 80% of each class's learning targets, and that each submits a successful portfolio. Personal fulfillment means that students report that they feel safe and supported at school and they feel that they are part of a student community. Social responsibility means that each student completes at least one project a year to help the community and each student embodies certain characteristics.

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

Example 1: At monthly meetings the Administrative Team, consisting of the Principal and one Assistant Principal, will monitor the progress of the school according to internal "Indicators of Success" at monthly meetings. These "Indicators of Success" are measurable manifestations of the 11 School Quality Standards. In PLC fashion, the Team will analyze data around each Indicator of Success and make adjustments to strategies or implement new strategies to improve progress. Example 2: At monthly meetings the Instructional Leadership Team, consisting of the Principal, Assistant Principal, and four teacher representatives, will monitor the progress of the school according to internal "Indicators of Success" at monthly meetings. In PLC fashion, the Committee will analyze data around each Indicator of Success and make adjustments to strategies or implement new strategies to improve progress. Example 3: At monthly meetings the Roosevelt Parent Association, consisting of the Principal and parents of Roosevelt students, will monitor the progress of the school according to internal "Indicators of Success" at monthly meetings. In PLC fashion, the Association Members will analyze data around each Indicator of Success and make adjustments to strategies or implement new strategies to improve progress.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Roosevelt Middle School

Principal: CLIFFORD HONG

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.

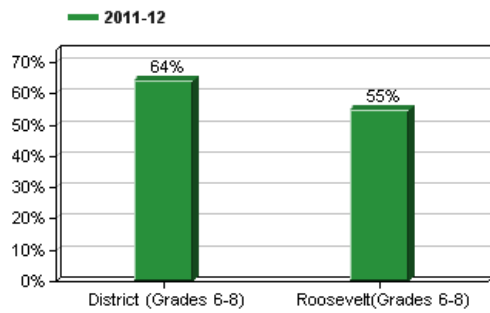
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Beginning\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn [\[2011-2012: Beginning\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Developing\]](#)

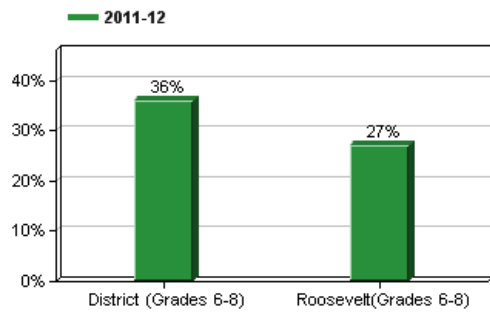
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

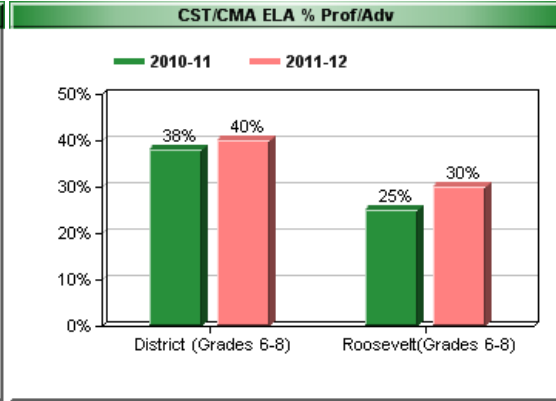
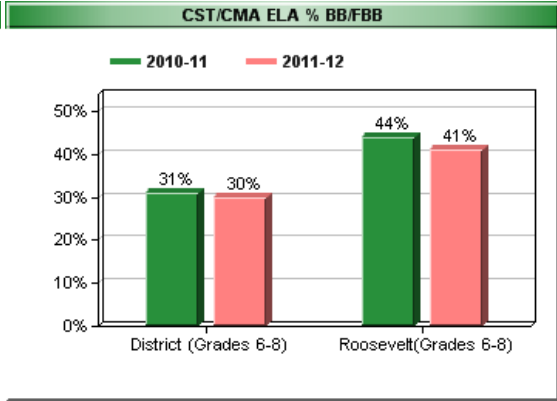
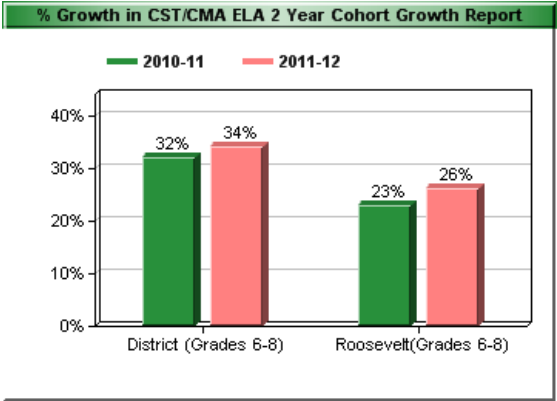


CELDT

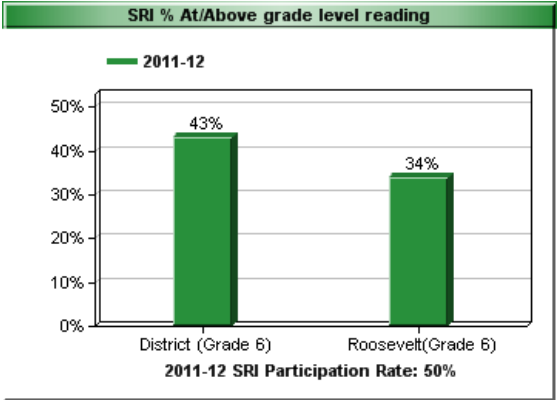
% Growth in CELDT 2 Year Cohort Growth Report



CST



SRI



School Data

- Between the Fall 2012 Scholastic Reading Inventory (SRI) and the Mid-Year 2012 SRI, Roosevelt saw the percentage of students who are at or above grade level in reading jump by 6%,
- Between the Fall 2012 Scholastic Reading Inventory (SRI) and the Mid-Year 2012 SRI, Roosevelt saw the percentage of African American students who are at or above grade level in reading jump by 7%.

Data Analysis

- Possible Reason 1: The Roosevelt English Language Arts department is becoming more aligned around goals and strategies.
- Possible Reason 2: The entire Roosevelt student body is engaged in a teacher-led program called "Book Club" where each student reads for 20 minutes four times a week.

Theory of Action

- IF the Roosevelt staff clearly articulate and agree upon the indicators of academic success for literacy, AND we implement accurate assessments tied to the indicators of success (diagnostics, post-tests, formative, and summative)
- AND we invest in frequently analyzing the data and making instructional adjustments to improve the results AND we vertically align the content, skills, vocabulary, and some teaching best practices around a college readiness based curriculum,
- AND if students participate in engaging activities that apply their classroom knowledge to the real-world, including engaging in deep reading for at least 20 minutes a day,
- AND if students orally defend a portfolio of their work
- THEN most, if not all, students will be prepared for a college-prep level high school curriculum by the time they leave Roosevelt.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
PWT analysis - All faculty grade the PWT together.	Other (OCR, etc)	All Students	Every Semester	Department Head	3/9/2013	212SQ11A4984	All faculty will grade students' writing together to gain insight into their writing abilities.	N/A			0	\$0.00
Supplies above and beyond the core program.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/15/2013	212SQ11A5305	Supplies above and beyond the core program.	3010-Title I	4310-SUPPLIES		0	\$2,384.38
Supplies above and beyond the core program.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/15/2013	212SQ11A5306	Supplies above and beyond the core program.	7090-EIA - SCE	4310-SUPPLIES		0	\$2,035.76
Supplies above and beyond the core program.	State tests (CST/STAR, PFT)	English Learners	End of Year	Principal	4/15/2013	212SQ11A5307	Supplies above and beyond the core program.	7091-EIA - LEP	4310-SUPPLIES		0	\$1,911.89
Constructing Meaning (CM) - An approach to teaching in general education classes that emphasizes language acquisition in addition to the content.	SRI	All Students	Weekly	Leadership Team	3/9/2013	212SQ11A4967	The Instructional Leadership Team (ILT) will monitor the implementation of CM in classes.	N/A			0	\$0.00
Book Club - Students reading books at their level during the school day.	SRI	All Students	Weekly	Leadership Team	3/9/2013	212SQ11A4968	Students will select books at their level or just beyond and read them four times a week for 20 minutes.	N/A			0	\$0.00
Department Work Plans - Each department will create clear plans for their content area.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQ11A4969	Each department will create a department plan that articulates their primary indicators of success and also the steps they will take to get there.	N/A			0	\$0.00
SpringBoard Curriculum - A rigorous, college-prep based curriculum.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQ11A4979	Implement SpringBoard, which is a rigorous curriculum for ELA and Math designed for students to pass the high school AP exam.	N/A			0	\$0.00
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11A4876	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0278	0.2	\$11,419.14
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11A4877	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0299	0.2	\$14,186.77
Morning Boost -							This teacher will work					

Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11A4878	with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH1967	0.2	\$8,702.56
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11A4879	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1170	0.2	\$10,362.08
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11A4880	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1261	0.2	\$11,719.84
After School Program - Students who are struggling with academics will receive extra support after the regular school day.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	3/9/2013	212SQ11A4970	Students will receive a daily one-hour academic support period after school.	N/A			0	\$0.00
Americorps Tutoring - Certain students who are struggling academically will receive extra support during the day through Americorps tutors.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Community Partner	3/9/2013	212SQ11A4971	Americorps tutors will be assigned a subset of students whom they will support daily in their academics.	Funded by Community Partner			0	\$0.00
Walkthroughs - 10-15 minute observations to provide feedback to teachers on student learning.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQ11A4972	Admin walkthroughs - In partnership with teachers, administrators will conduct weekly walkthroughs and discuss the results with teachers.	N/A			0	\$0.00
Walkthroughs - 10-15 minute observations to provide feedback to teachers on student learning.	State tests (CST/STAR, PFT)	All Students	Every Other Week	Leadership Team	3/9/2013	212SQ11A4973	Peer walkthroughs - Teachers will conduct walkthroughs and discuss the results with each other and admin.	N/A			0	\$0.00
Data Meetings - Colleagues using academic data (like SRI, CORE, CST, etc.) to discuss how to increase student learning.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	3/9/2013	212SQ11A4974	Teachers and administrators will collect key data points and meet to discuss what it tells us about student learning and how we can improve results.	N/A			0	\$0.00
PLCs - Professional Learning Communities							Teachers will meet in					

are meetings where colleagues analyze assessment data to determine what teaching strategies are working and what next steps need to be taken to increase student learning.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQ11A4975	weekly PLCs with other teachers who teach the same subject area and/or content. They will analyze data and determine next steps to increase student learning.	N/A			0	\$0.00
Planning Days - Days when the entire ELA or math department is released to analyze data and plan lessons.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	5/20/2013	212SQ11A4976	For one day, all ELA teachers will be given subs to work offsite to reflect on their department work plan, analyze data and plan lessons.	Non-SSC approved			0	\$0.00
Leveled Libraries - In each English Language Arts classroom, there will be classroom libraries that include books at, below, and above the class's grade level.	SRI	All Students	Weekly	Department Head	5/20/2013	212SQ11A4978	Build a classroom library for each English Language Arts classroom that includes books at, below, and above that grade level so that students have a variety of reading material that will push their reading ability.	Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Roosevelt Middle School

Principal: CLIFFORD HONG

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:

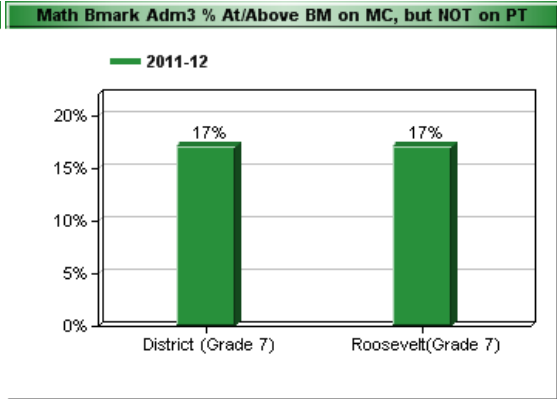
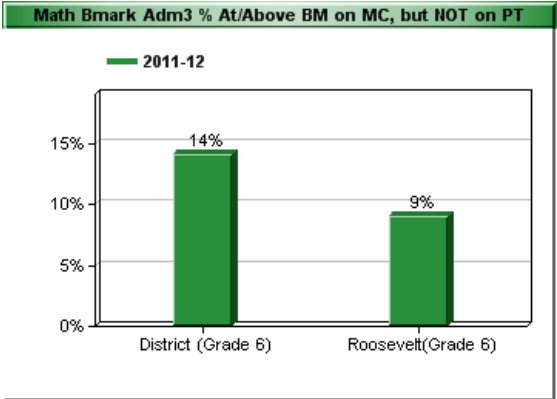
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

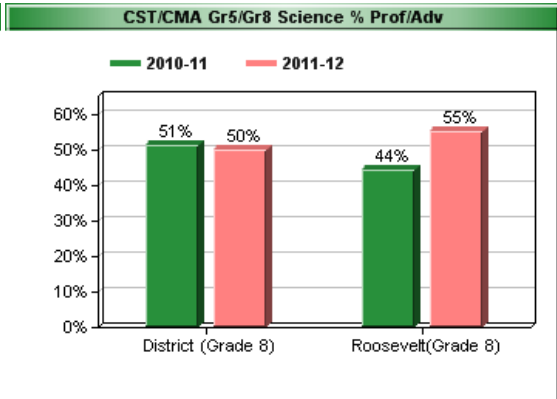
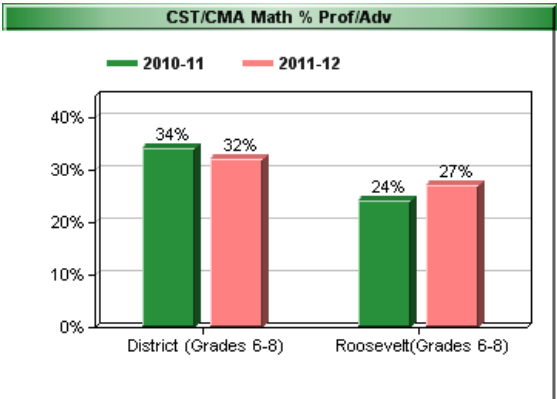
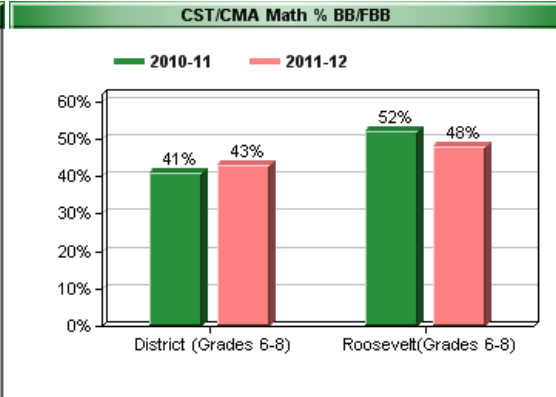
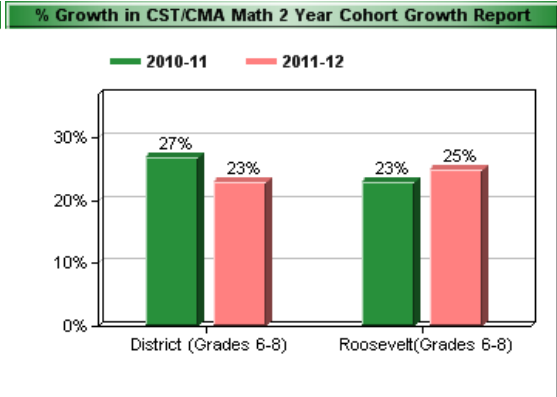
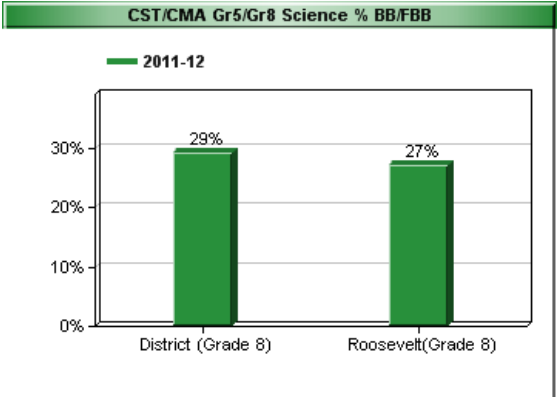
A quality school...

- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Beginning\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn [\[2011-2012: Beginning\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Developing\]](#)

Benchmark



CST



School Data

- Our math 8 students scored 5% higher on the 2012-13 midyear benchmark than they did on the 2012 CST in math.
- Our 8th grade Geometry students scored 75% proficient on the 2012-13 midyear benchmark and 71% on the 2012 CST in math, which is a positive difference of 4%.

Data Analysis

- This growth can be attributed in part to the cohesiveness of the math department, and their unyielding focus on finding solutions and getting results.
- It is possible that our shift to the SpringBoard curriculum has led to higher level thinking in these students.
-

Theory of Action

- IF the Roosevelt staff clearly articulate and agree upon the indicators of academic success for math, AND we implement accurate assessments tied to the indicators of success (diagnostics, post-tests, formative, and summative)
- AND we invest in frequently analyzing the data and making instructional adjustments to improve the results
- AND we vertically align the content, skills, vocabulary, and some teaching best practices (including vital behaviors like oral discourse) around a college readiness based curriculum in each content area,
- AND if students participate in engaging activities that apply their classroom knowledge to the real-world
- THEN most, if not all, students will be prepared for a college-prep level high school curriculum by the time they leave Roosevelt.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Book Club - Students reading books at their level during the school day.	SRI	All Students	Weekly	Leadership Team	3/9/2013	212SQ11B4968	Students will select books at their level or just beyond and read them four times a week for 20 minutes.	N/A			0	\$0.00
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SpringBoard Curriculum - A rigorous, college-prep based curriculum.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQ11B4979	Implement SpringBoard, which is a rigorous curriculum for ELA and Math designed for students to pass the high school AP exam.	N/A			0	\$0.00
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11B4876	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0278	0.2	\$11,419.14
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11B4877	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0299	0.2	\$14,186.77
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11B4878	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH1967	0.2	\$8,702.56
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11B4879	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1170	0.2	\$10,362.08
Morning Boost -							This teacher will work with a small group of					

Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11B4880	students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I	K12TCH1261	0.2	\$11,719.84
After School Program - Students who are struggling with academics will receive extra support after the regular school day.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	3/9/2013	212SQ11B4970	Students will receive a daily one-hour academic support period after school.	N/A		0	\$0.00
Americorps Tutoring - Certain students who are struggling academically will receive extra support during the day through Americorps tutors.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Community Partner	3/9/2013	212SQ11B4971	Americorps tutors will be assigned a subset of students whom they will support daily in their academics.	Funded by Community Partner		0	\$0.00
Walkthroughs - 10-15 minute observations to provide feedback to teachers on student learning.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQ11B4972	Admin walkthroughs - In partnership with teachers, administrators will conduct weekly walkthroughs and discuss the results with teachers.	N/A		0	\$0.00
Walkthroughs - 10-15 minute observations to provide feedback to teachers on student learning.	State tests (CST/STAR, PFT)	All Students	Every Other Week	Leadership Team	3/9/2013	212SQ11B4973	Peer walkthroughs - Teachers will conduct walkthroughs and discuss the results with each other and admin.	N/A		0	\$0.00
Data Meetings - Colleagues using academic data (like SRI, CORE, CST, etc.) to discuss how to increase student learning.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	3/9/2013	212SQ11B4974	Teachers and administrators will collect key data points and meet to discuss what it tells us about student learning and how we can improve results.	N/A		0	\$0.00
PLCs - Professional Learning Communities are meetings where colleagues analyze assessment data to determine what teaching strategies are working and what next steps need to be taken to increase student learning.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQ11B4975	Teachers will meet in weekly PLCs with other teachers who teach the same subject area and/or content. They will analyze data and determine next steps to increase student learning.	N/A		0	\$0.00
Planning Days - Days when the entire ELA or math department is released to analyze data and plan lessons.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	5/20/2013	212SQ11B4976	For one day, all ELA teachers will be given subs to work offsite to reflect on their department work plan, analyze data and plan lessons.	Non-SSC approved		0	\$0.00
Morning Boost - Implement a time during the day when teachers	State tests						This teacher will work with a small group of students who struggle in				

work with small groups of students who are struggling with basic math skills (FBB, BB, and B students).	(CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQI1B4869	math, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0469	0.2	\$13,582.55
Morning Boost - Implement a time during the day when teachers work with small groups of students who are struggling with basic math skills (FBB, BB, and B students).	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQI1B4870	This teacher will work with a small group of students who struggle in math, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1047	0.2	\$10,964.55
Morning Boost - Implement a time during the day when teachers work with small groups of students who are struggling with basic math skills (FBB, BB, and B students).	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQI1B4871	This teacher will work with a small group of students who struggle in math, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH0695	0.2	\$11,719.88
Morning Boost - Implement a time during the day when teachers work with small groups of students who are struggling with basic math skills (FBB, BB, and B students).	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQI1B4873	This teacher will work with a small group of students who struggle in math, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH0895	0.2	\$11,115.61

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Roosevelt Middle School

Principal: CLIFFORD HONG

From OUSD Strategic Plan:

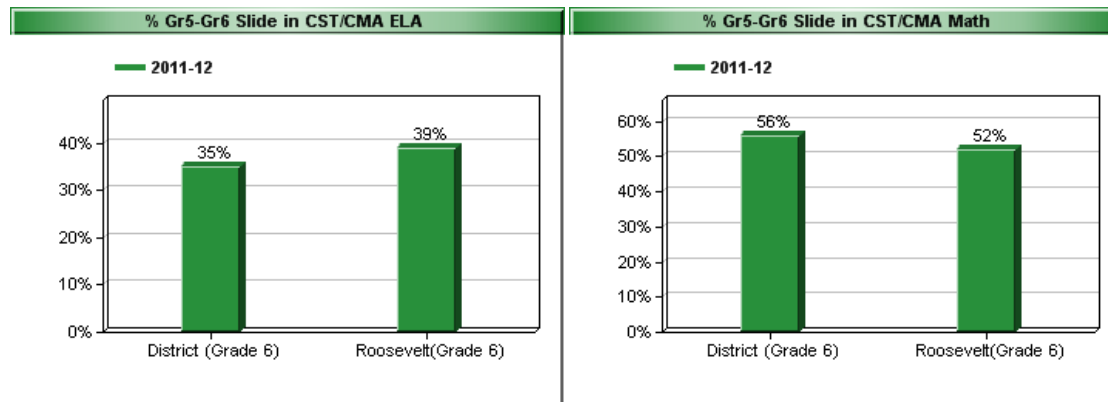
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the 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 [\[2011-2012: Beginning\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Developing\]](#)

CST



School Data

- The ELA and Math departments have most of their curriculum vertically aligned.
- The Science and History departments have begun work to vertically align their curriculum.

Data Analysis

- Vertical alignment is key to providing a coherent program that ensures efficient use of class time.

- Vertical alignment includes goals, content, skills, vocabulary, and some best teaching practices.
- Once we have vertically aligned all of our departments, we will reach out to our feeder elementary schools and the high schools we feed into to vertically align a K-12 program.
-

Theory of Action

- IF the Roosevelt staff vertically align the goals, content, skills, and vocabulary around a college readiness based curriculum in each content area, as well as certain character traits,
- AND we vertically align the goals, content, skills, vocabulary, and character traits with our feeder elementary schools
- AND we vertically align the content, skills, vocabulary, and character traits with the high schools we feed into,
- AND, if all school levels are able to prepare our students effectively,
- THEN most, if not all, students will be prepared academically to succeed in college.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
SpringBoard Curriculum - A rigorous, college-prep based curriculum.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQI1C4979	Implement SpringBoard, which is a rigorous curriculum for ELA and Math designed for students to pass the high school AP exam.	N/A			0	\$0.00
Annual "transitions" meeting between Roosevelt 6th grade teachers and Garfield/Franklin 5th grade teachers.	Grades/GPA	All Students	End of Year	Grade level team	3/9/2013	212SQI1C4983	Once a year, Roosevelt 6th grader teachers will meet with Garfield and Franklin 5th grade teachers to discuss how to best transition students to middle school.	N/A			0	\$0.00
Vertical Alignment - All Roosevelt Academic Departments align their curriculum.	State tests (CST/STAR, PFT)	All Students	Every Semester	Department Head	3/9/2013	212SQI1C4980	Departments vertically align their goals, content, skills, vocabulary, and some teaching best practices. Based on a college-prep level curriculum.	N/A			0	\$0.00
Promise Neighborhood Alliance - A partnership between Roosevelt, Garfield Elementary, Franklin Elementary and Oakland High School	Other (OCR, etc)	All Students	End of Year	Community Partner	3/9/2013	212SQI1C4981	These four schools will work together to define what a high school graduate knows or is able to do.	N/A			0	\$0.00
Promise Neighborhood Alliance - A partnership between Roosevelt, Garfield Elementary, Franklin Elementary and Oakland High School	Other (OCR, etc)	All Students	End of Year		3/9/2013	212SQI1C4982	These four schools will vertically align goals, content and skills from kindergarten to 12 grade.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Roosevelt Middle School

Principal: CLIFFORD HONG

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.

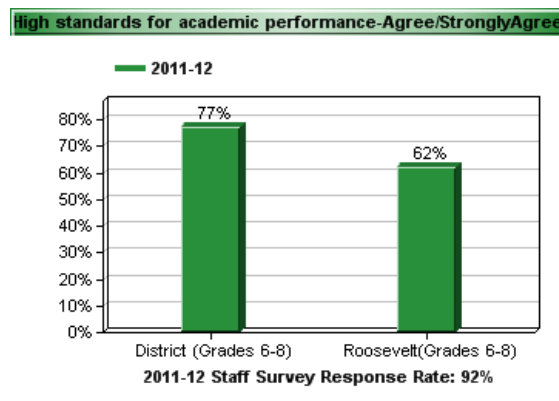
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

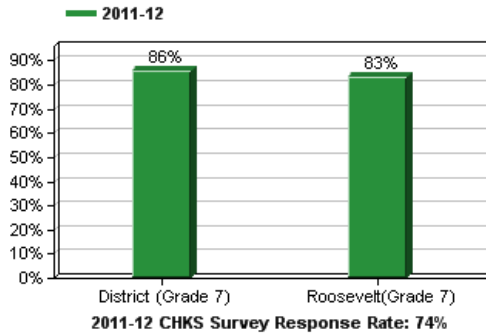
- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Beginning\]](#)
- ensures that students know what they're learning, why they're learning it and how it can be applied [\[2011-2012: Beginning\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Developing\]](#)

Survey - High Standards

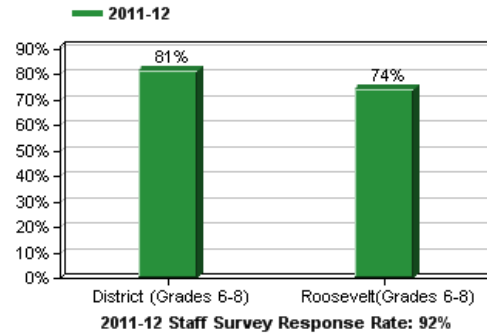


Survey - Success

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



School promotes academic success. ___% Agree/Strongly Agree



School Data

- The ideal data would be to know which Roosevelt students went on to college and graduated, or entered meaningful and sustainable careers. We currently have no such data.

Data Analysis

- To avoid wasting precious resources on merely implementing activities, but not strategically, we are interested in building data collection tools that will help us see the impact of the activities.
- We seek data indicating which Roosevelt students went to college or entered meaningful and sustainable careers.

Theory of Action

- IF the Roosevelt staff clearly articulate and agree upon the indicators of college and career readiness for middle school students, AND we frequently track progress along these indicators,
- AND we invest in frequently analyzing the data and making organizational adjustments to improve the results
- AND we vertically align the content, skills, vocabulary, and character traits with our feeder elementary schools and high school, AND if students participate in engaging activities designed to expose them to college culture and pathways
- THEN most, if not all, students will be motivated to attend college and will have a basic idea of what they need to do to enter and succeed.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
SpringBoard Curriculum - A rigorous, college-prep based curriculum.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQ11D4979	Implement SpringBoard, which is a rigorous curriculum for ELA and Math designed for students to pass the high school AP exam.	N/A			0	\$0.00
Vertical Alignment - All Roosevelt Academic Departments align their curriculum.	State tests (CST/STAR, PFT)	All Students	Every Semester	Department Head	3/9/2013	212SQ11D4980	Departments vertically align their goals, content, skills, vocabulary, and some teaching best practices. Based on a college-prep level curriculum.	N/A			0	\$0.00
Promise Neighborhood Alliance - A partnership between Roosevelt, Garfield Elementary, Franklin Elementary and Oakland High School	Other (OCR, etc)	All Students	End of Year	Community Partner	3/9/2013	212SQ11D4981	These four schools will work together to define what a high school graduate knows or is able to do.	N/A			0	\$0.00
Promise Neighborhood Alliance - A partnership between Roosevelt, Garfield Elementary, Franklin Elementary and Oakland High School	Other (OCR, etc)	All Students	End of Year		3/9/2013	212SQ11D4982	These four schools will vertically align goals, content and skills from kindergarten to 12 grade.	N/A			0	\$0.00
Social Responsibility Projects - To teach students about character and social responsibility as a part of being prepared for college, career, and the workforce.	Survey data (CHKS, etc.)	All Students	End of Year	Department Head	3/9/2013	212SQ11D4985	The history department will spearhead the implementation of an annual social responsibility project for each grade.	N/A			0	\$0.00
Fund a "Teacher on Special Assignment" who speaks Spanish to assist in communicating with Soanish speaking parents with issues involving academics and assisting their children.	Grades/GPA	English Learners	Weekly	Principal	4/2/2013	212SQ11D4882	Hire Gerardo Palafox as a TSA.	7091-EIA - LEP		C10TSA0071	0.9	\$54,871.88
Fund a "Teacher on Special Assignment" who speaks Spanish to assist in communicating with Soanish speaking parents with issues involving academics and assisting their children.	Grades/GPA	English Learners	Weekly	Principal	4/2/2013	212SQ11D4889	Hire Gerardo Palafox as a TSA.	7090-EIA - SCE		C10TSA0071	0.1	\$6,096.88

Fund a "Director of Family Services" to help create strong channels of communication between families and Roosevelt.	Survey data (CHKS, etc.)	FBB, BB and BAS	Weekly	Principal	4/20/2013	212SQ11D4883	Angelica Reyes Sosa will be hired as director of family services. She will coordinate parent meetings including the Roosevelt Parent Association to gather feedback from and organize parents to improve the school.	9901-Title I - Parent Participation	5825-CONSULTANTS	0	\$2,721.19
Fund a "Director of Family Services" to help create strong channels of communication between families and Roosevelt.	Survey data (CHKS, etc.)	FBB, BB and BAS	Weekly	Principal	4/20/2013	212SQ11D4884	Angelica Reyes Sosa will be hired as director of family services. She will coordinate parent meetings including the Roosevelt Parent Association to gather feedback from and organize parents to improve the school.	7090-EIA - SCE	5825-CONSULTANTS	0	\$22,278.91

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: Roosevelt Middle School

Principal: CLIFFORD HONG

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 [[2011-2012: Beginning](#)]

School Data

- Between the Fall 2012 Scholastic Reading Inventory (SRI) and the Mid-Year 2012 SRI, Roosevelt saw the percentage of African American students who are at or above grade level in reading jump by 7%.
-

Data Analysis

- The Roosevelt staff as a whole invests effort into discussing and strategizing on how to serve all students, and also how to serve particular groupings of students, including African American Students.
- As our school evolves, we will continue to refine our approaches to the various subgroups.
-

Theory of Action

- IF the Roosevelt staff clearly articulate and agree upon the indicators of success for each target group (esp. ELs and African American students),
- AND we frequently track progress along these indicators,
- AND we invest in frequently analyzing the data and making organizational adjustments to improve the results (like implementing Tier II interventions like Morning Boost),
- THEN most, if not all, students in each target group will be as successful as students in other target groups and students not in target groups.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ1E4876	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0278	0.2	\$11,419.14
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ1E4877	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0299	0.2	\$14,186.77
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ1E4878	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH1967	0.2	\$8,702.56
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ1E4879	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1170	0.2	\$10,362.08
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ1E4880	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1261	0.2	\$11,719.84
After School Program - Students who are struggling with academics will receive extra support after the regular school day.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	3/9/2013	212SQ1E4970	Students will receive a daily one-hour academic support period after school.	N/A			0	\$0.00
Americorps Tutoring - Certain students who are struggling academically will receive extra support during the day through Americorps tutors.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Community Partner	3/9/2013	212SQ1E4971	Americorps tutors will be assigned a subset of students whom they will support daily in their academics.	Funded by Community Partner			0	\$0.00
Leveled Libraries - In each English							Build a classroom library for each English Language					

Language Arts classroom, there will be classroom libraries that include books at, below, and above the class's grade level.	SRI	All Students	Weekly	Department Head	5/20/2013	212SQ1E4978	Arts classroom that includes books at, below, and above that grade level so that students have a variety of reading material that will push their reading ability.	Non-SSC approved			0	\$0.00
Response to Intervention - A framework to identify levels of student need and specific interventions for those needs.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	3/9/2013	212SQ1E4986	The instructional leadership team will develop and follow an academic RTI system.	N/A			0	\$0.00
Systematic ELD	CELDT	English Learners	Weekly	Principal	3/9/2013	212SQ1E4991	Implement a program for English Language Learners to accelerate their mastery of the English language,	Non-SSC approved			0	\$0.00
Special Education Department Work Plan	Other (OCR, etc)	Special Education	Weekly	Department Head	3/9/2013	212SQ1E4992	The Special Education Department will create a workplan that articulates primary indicators of success and steps to achieve that success.	N/A			0	\$0.00
Implement SpringBoard curriculum to push the critical thinking abilities of the GATE identified students.	State tests (CST/STAR, PFT)	GATE	End of Year	Principal	4/18/2013	212SQ1E5832	Implement SpringBoard curriculum	N/A			0	\$0.00
African American Male Achievement Elective	State tests (CST/STAR, PFT)	Ethnicity	Weekly	Principal	3/9/2013	212SQ1E4988	Establish an AAMA elective to inspire young men of African descent to achieve academically and socially.	N/A			0	\$0.00
Sistah Circle	State tests (CST/STAR, PFT)	Ethnicity	Monthly	Community Partner	3/9/2013	212SQ1E4990	Establish a regular meeting to inspire young women of African descent to achieve academically and socially.	N/A			0	\$0.00
Student Success Teams and 504 Plans - Interventions for students with challenges that are impeding their ability to succeed academically or socially.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Leadership Team	3/9/2013	212SQ1E5003	An academic/SST/504 team will meet to discuss student needs.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Roosevelt Middle School

Principal: CLIFFORD HONG

From OUSD Strategic Plan:

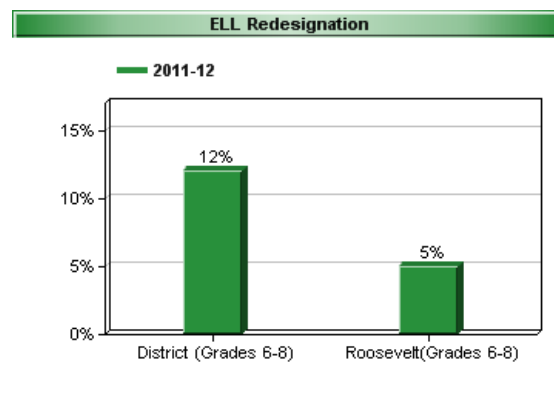
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together 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

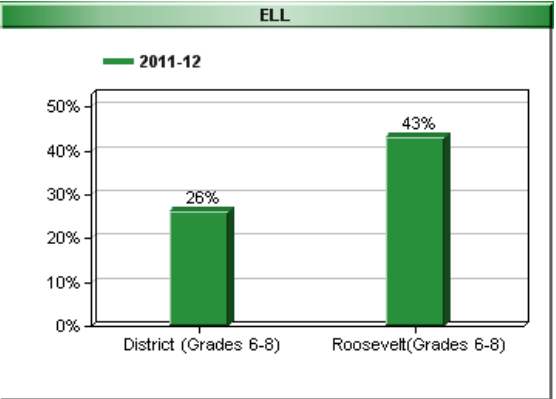
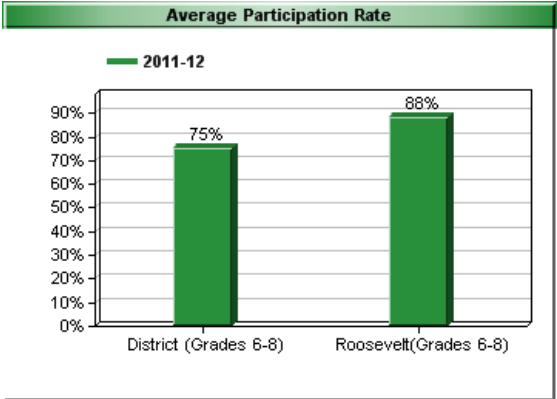
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school [\[2011-2012: Beginning\]](#)

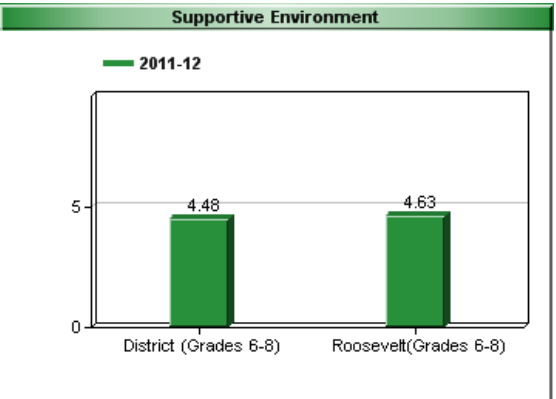
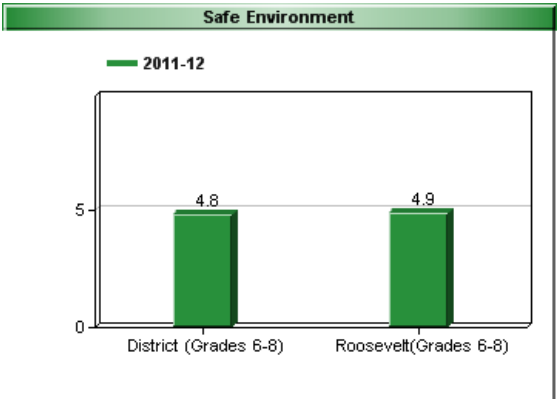
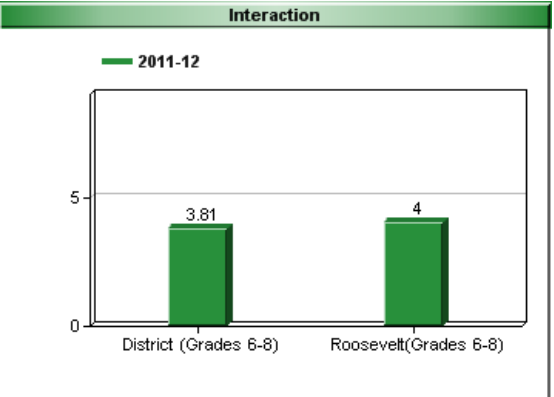
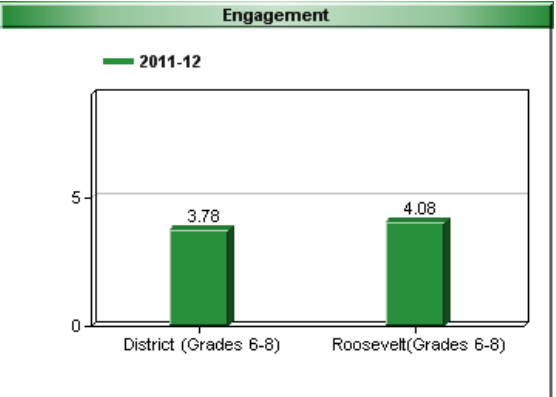
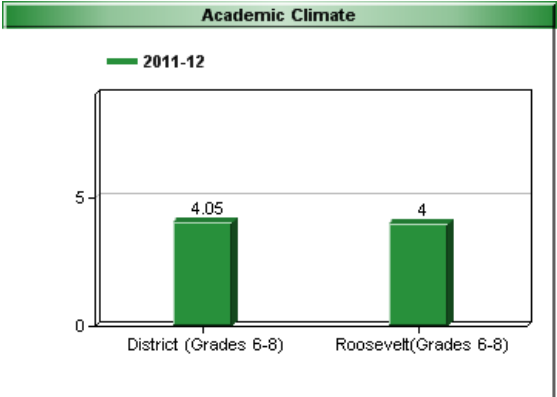
After School Program- Student Impact



After School Program- Participation



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



School Data

- 96% of parents surveyed, 88% of teachers surveyed, and 84% of students surveyed said they were satisfied with the Roosevelt after school program.
- On a scale of 1-5, 5 being the highest, Roosevelt's after school program received a 4.96 for safety, 4.61 for supportive environment, 3.94 for interaction, 3.25 for engagement, and 4.0 for academics.

Data Analysis

- The data was taken from the OUSD Out of School Time profile report. Based on the figures, Roosevelt's program outperformed the district as a whole in parent, teacher, and student satisfaction.
- Roosevelt Middle School has partnered with EBAYC and Safe Passages, local non-profits, to provide after school and Saturday school programs, and summer programs.
- Roosevelt Middle School has partnered with SES providers Sylvan and Jair Learning to provide after school programs.
- Part of the reason for the quality of the program is the professionalism and high standards of the staff members of the EBAYC, Elev8, Jair and Sylvan staff running the programs.
-

Theory of Action

- IF the Roosevelt staff effectively coordinate the regular day program with "extended learning time" activities or programs,
- AND FBB, BB, or B students participate in one or more "extended learning time" activity or program,
- THEN most, if not all, FBB, BB, or B students will achieve their goals, as articulated in each academic department's work plan.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11F4876	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0278	0.2	\$11,419.14
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11F4877	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0299	0.2	\$14,186.77
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11F4878	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH1967	0.2	\$8,702.56
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11F4879	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1170	0.2	\$10,362.08
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQ11F4880	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1261	0.2	\$11,719.84
After School Program - Students who are struggling with academics will receive extra support after the regular school day.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	3/9/2013	212SQ11F4970	Students will receive a daily one-hour academic support period after school.	N/A			0	\$0.00
Summer School	State tests (CST/STAR, PFT)	All Students	End of Year	Assistant Principal	3/9/2013	212SQ11F4993	A four-week summer program to shore up students' academic abilities.	N/A			0	\$0.00

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

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

School: Roosevelt Middle School

Principal: CLIFFORD HONG

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: Have fewer than 10% of students be suspended.

- Strategy 1.1: Implement phase 1 of PBIS.
- Strategy 1.2: Have the PBIS team/suspension team review all suspensions to see if there are ways to avoid future similar situations.

Goal 2: Have fewer than 5 students be expelled.

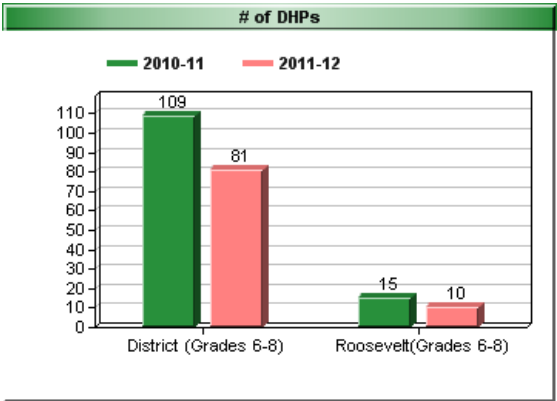
- Strategy 2.1: Implement phase 1 of PBIS.
- Strategy 2.2: Have the PBIS team/suspension team review all suspensions to see if there are ways to avoid future similar situations.

School Quality Standards relevant to this Strategic Priority

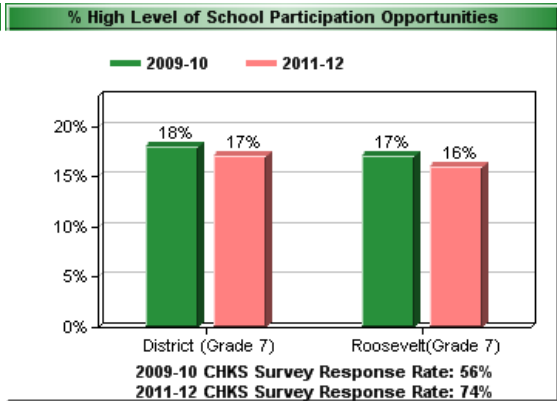
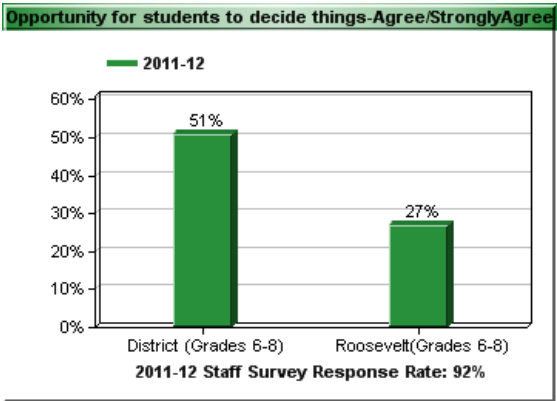
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day [[2011-2012: Beginning](#)]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [[2011-2012: Beginning](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [[2011-2012: Beginning](#)]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences [[2011-2012: Beginning](#)]

DHP

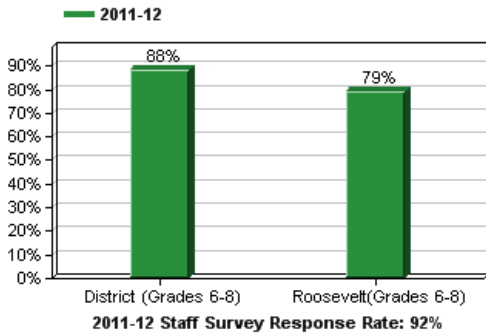


Survey - Engagement

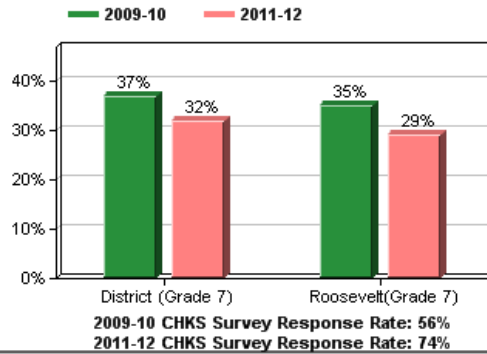


Survey - Relationships

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

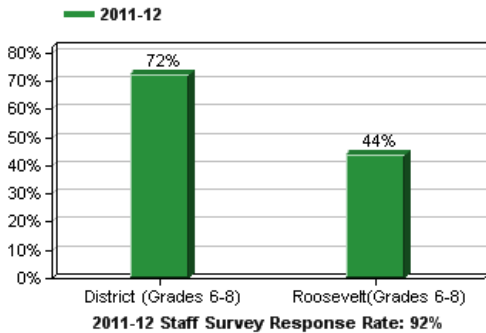


% High Level of Caring Relationships with Adults at School

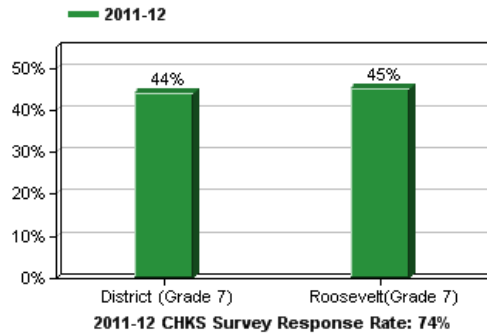


Survey - Safety

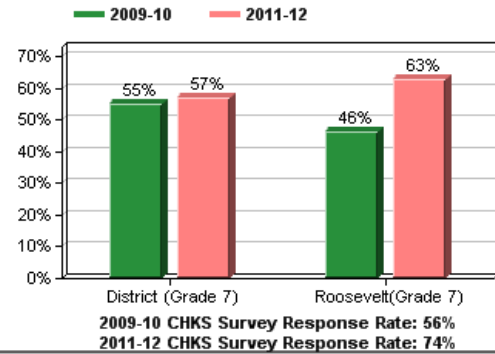
This school is a safe place for students.%Agree/Strongly Agree



Bullied for more than once on school property.

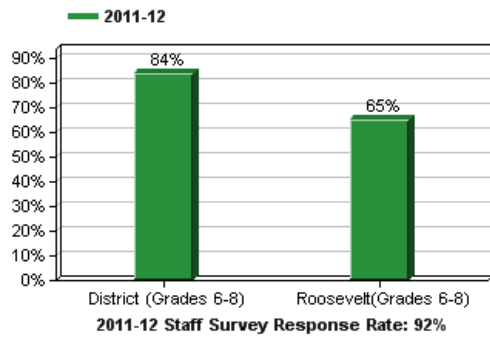


% Feeling Safe/Very Safe at School



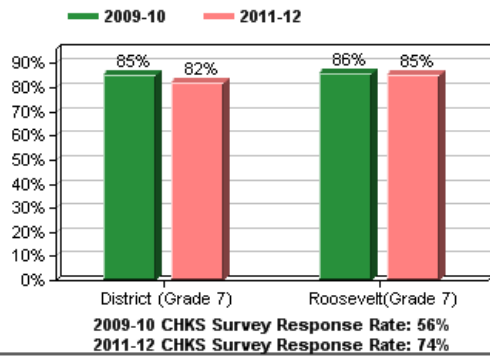
Survey - Welcoming

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

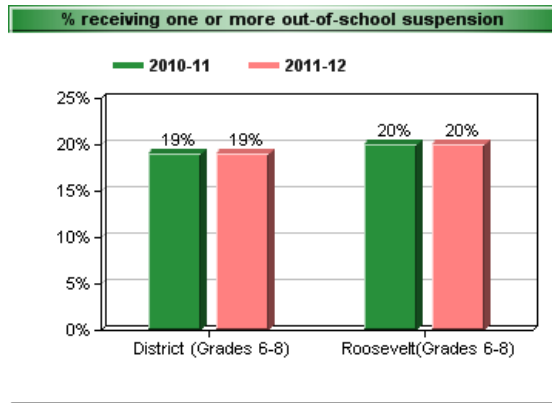


Survey- Beliefs

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



Suspensions



School Data

- Suspensions in the 2012-13 school year due to fighting are down by 15% as compared to the 2011-12 school year.
-

Data Analysis

- The Roosevelt staff has made a concerted effort to reduce negative behavior by streamlining communications systems.
- We have also established special teams to study suspensions and to strategize on how to prevent the unhealthy behavior.

Theory of Action

- IF the Roosevelt staff clearly articulate and agree upon the indicators of success for school culture, AND we frequently track progress along these indicators,
- AND we invest in frequently analyzing the data and making organizational adjustments to improve the results, AND we create systems where we immediately identify danger and respond to it,
- AND students are involved in extra-curricular activities that foster community and identity,
- AND we minimize or eliminate the negative impact of the Tier III students,
- THEN Roosevelt will be a campus where students and staff feel safe.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQI2A4876	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0278	0.2	\$11,419.14
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQI2A4877	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH0299	0.2	\$14,186.77
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQI2A4878	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD.	7090-EIA - SCE		K12TCH1967	0.2	\$8,702.56
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQI2A4879	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1170	0.2	\$10,362.08
Morning Boost - Teachers work with small groups of students who are struggling with literacy and/or math skills (FBB, BB, and B students).	SRI	FBB, BB and BAS	Weekly	Principal	4/18/2013	212SQI2A4880	This teacher will work with a small group of students who struggle in literacy, for 40 minutes each morning. One day a week is set aside for PD, which contributes to the required 10% Title I set aside for PD.	3010-Title I		K12TCH1261	0.2	\$11,719.84
After School Program - Students who are struggling with academics will receive extra support after the regular school day.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	3/9/2013	212SQI2A4970	Students will receive a daily one-hour academic support period after school.	N/A			0	\$0.00
Americorps Tutoring - Certain students who are struggling academically will receive extra support during the day through Americorps tutors.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Community Partner	3/9/2013	212SQI2A4971	Americorps tutors will be assigned a subset of students whom they will support daily in their academics.	Funded by Community Partner			0	\$0.00
African American Male Achievement Elective	State tests (CST/STAR, PFT)	Ethnicity	Weekly	Principal	3/9/2013	212SQI2A4988	Establish an AAMA elective to inspire young men of African descent to achieve academically and socially.	N/A			0	\$0.00

Sistah Circle	State tests (CST/STAR, PFT)	Ethnicity	Monthly	Community Partner	3/9/2013	212SQI2A4990	Establish a regular meeting to inspire young women of African descent to achieve academically and socially.	N/A			0	\$0.00
Student Success Teams and 504 Plans - Interventions for students with challenges that are impeding their ability to succeed academically or socially.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Leadership Team	3/9/2013	212SQI2A5003	An academic/SST/504 team will meet to discuss student needs.	N/A			0	\$0.00
Positive Behavior Incentives and Supports (PBIS)	Suspension	All Students	Weekly	Leadership Team	3/9/2013	212SQI2A4994	Implement new next level of PBIS, a system that emphasizes and rewards positive behavior.	N/A			0	\$0.00
Monthly reward activity for students with positive behavior.	Suspension	All Students	Monthly	Leadership Team	3/9/2013	212SQI2A4995	A dance, show, or party for students with no referrals/suspensions.	N/A			0	\$0.00
Suspension Team	Suspension	All Students	Every Other Week	Principal	3/9/2013	212SQI2A4997	The suspension team will look at Roosevelt's suspension details to determine how we can reduce them.	N/A			0	\$0.00
Mentorship Program	Suspension	All Students	Weekly	Community Partner	3/9/2013	212SQI2A4999	Program that matches up staff members and students for a daily check in.	N/A			0	\$0.00
Tier III Team	Discipline/CSC	All Students	Every Other Week	Leadership Team	3/9/2013	212SQI2A5000	The Tier III Team looks at students with the most unhealthy behavior and determines interventions to transform/heal them.	N/A			0	\$0.00
Tier II Team	Discipline/CSC	All Students	Weekly	Leadership Team	3/9/2013	212SQI2A5001	The Tier II Team develops and implements strategies aimed at inspiring students to refrain from becoming Tier III students.	N/A			0	\$0.00
Parent Conferences	Discipline/CSC	All Students	Monthly	Grade level team	3/9/2013	212SQI2A5002	Staff will meet with parents of students who are struggling socially or academically. Parent conferences, home visits or SSTs.	N/A			0	\$0.00
Art classes as elective to engage students in school.	Discipline/CSC	All Students	Weekly	Department Head	3/9/2013	212SQI2A5005	A full time art teacher who can teach an art elective to engage students who need an expressive outlet.	N/A			0	\$0.00
Music classes as elective to engage students in school.	Discipline/CSC	All Students	Weekly	Department Head	3/9/2013	212SQI2A5006	A full time music teacher who can teach an art elective to engage students who need an expressive outlet.	N/A			0	\$0.00
Coordination of Services Team (COST)	Suspension	All Students	Weekly	Community Partner	3/9/2013	212SQI2A4996	COST team will meet weekly to discuss students who have complex needs.	N/A			0	\$0.00
Partner's Meeting	Health data	All Students	Monthly	Community Partner	3/9/2013	212SQI2A4998	Community partners will meet to discuss each organization's work and	N/A			0	\$0.00

							impact on student success.						
Professional Development on Adolescent Development	Health data	All Students	Every Marking Period	Community Partner	3/9/2013	212SQI2A5008	Provide workshops and seminars to staff members on how to approach and heal/transform teenagers, especially those with trauma.	N/A				0	\$0.00
Student satisfaction survey	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	3/9/2013	212SQI2A5009	Implement a student satisfaction survey, adapted from the California Healthy Kids Survey	N/A				0	\$0.00
Staff satisfaction survey	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	3/9/2013	212SQI2A5010	Implement a staff satisfaction survey, adapted from the California Healthy Kids Survey	N/A				0	\$0.00
"Excellent School" visits	Discipline/CSC	All Students	Every Semester	Principal	3/9/2013	212SQI2A5004	Teams of Roosevelt admin and teachers will visit schools who are similar to Roosevelt and have demonstrated social or academic success.	N/A				0	\$0.00
Committees to improve the life of the school, lead by teams of faculty.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	3/9/2013	212SQI2A5019	Student activities, technology, and staff wellness committees allow staff to contribute to the school in ways outside their primary roles.	N/A				0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Roosevelt Middle School

Principal: CLIFFORD HONG

From OUSD Strategic Plan:

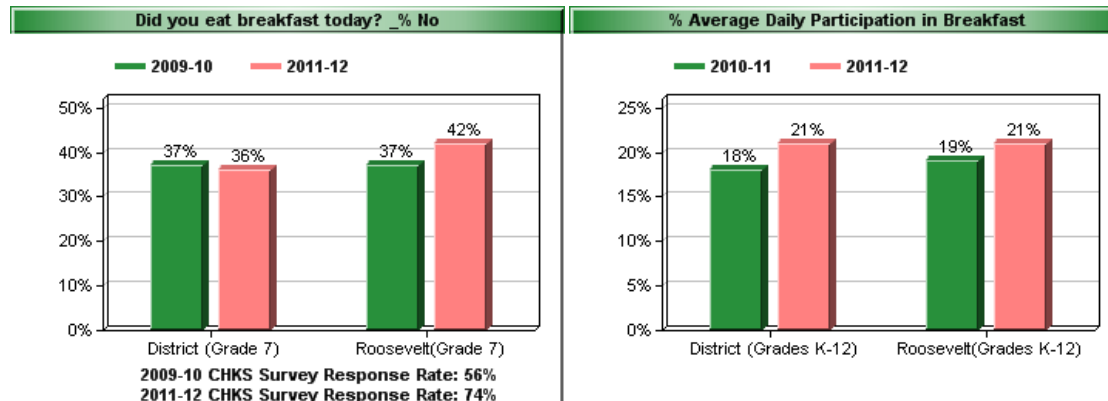
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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

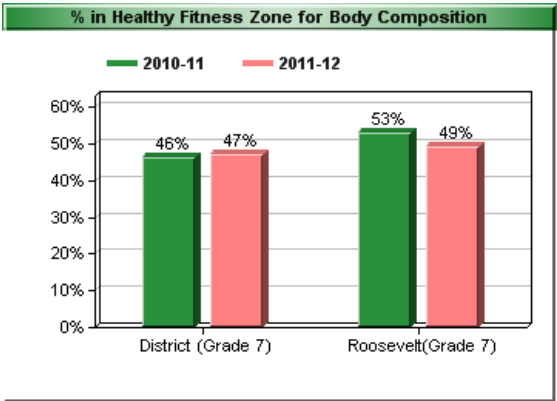
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [\[2011-2012: Beginning\]](#)

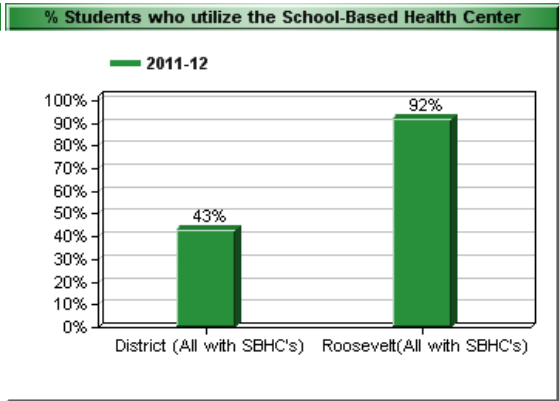
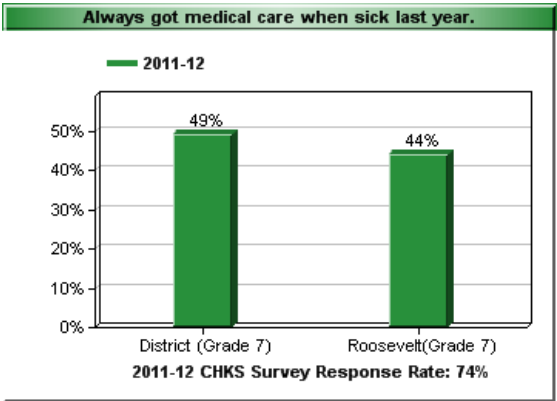
Breakfast



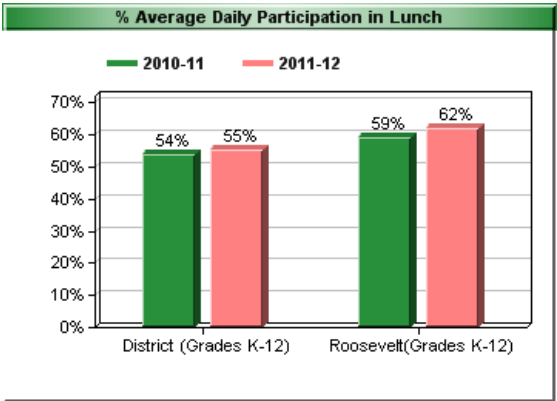
Fitness



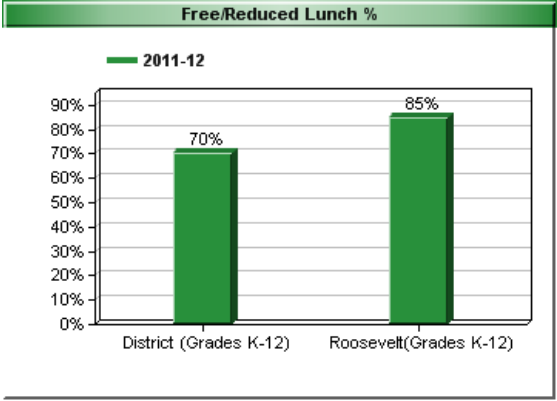
Health Access



Lunch

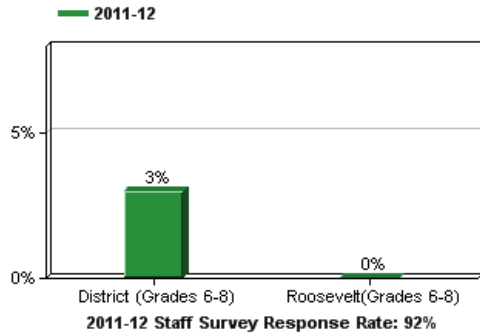


Socio Economics

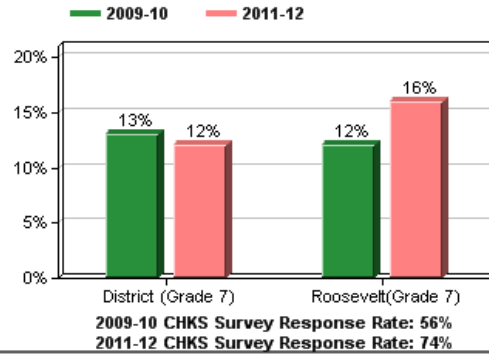


Survey - Drugs / Alcohol

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

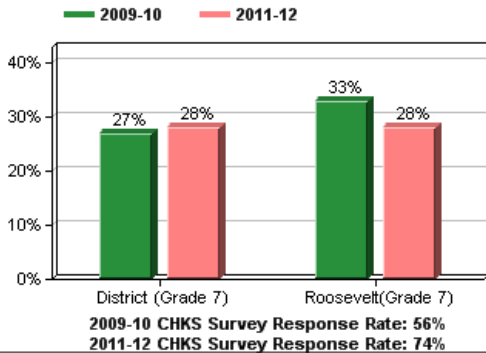


of days of alcohol use during past 30 days: one day or more



Survey - Mental Health

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



School Data

- 100% of students who have been referred for socio-emotional services have been provided those services by the on-site Coordination of Services (COST) team, or were identified as already having off-site services.

Data Analysis

- In the 2012-13 school year, the COST team spent considerable time reviewing the procedures for connecting students with socio-emotional needs to services.
- We streamlined the process and put it in flowchart form, so that we had a better sense of what steps to take from the moment a student was referred to the COST team.
- As a result, we have been able to meet the needs to all students who have been referred to COST.

Theory of Action

- IF the Roosevelt staff clearly articulate and agree upon the indicators of success for student and staff health and wellness,
- AND we frequently track progress along these indicators,
- AND we invest in frequently analyzing the data and making organizational adjustments to improve the results,
- THEN most, if not all, students and staff will feel and actually be, healthy and well.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Coordination of Services Team (COST)	Suspension	All Students	Weekly	Community Partner	3/9/2013	212SQI2B4996	COST team will meet weekly to discuss students who have complex needs.	N/A			0	\$0.00
Partner's Meeting	Health data	All Students	Monthly	Community Partner	3/9/2013	212SQI2B4998	Community partners will meet to discuss each organization's work and impact on student success.	N/A			0	\$0.00
Professional Develop on Adolescent Development	Health data	All Students	Every Marking Period	Community Partner	3/9/2013	212SQI2B5008	Provide workshops and seminars to staff members on how to approach and heal/transform teenagers, especially those with trauma.	N/A			0	\$0.00
Student satisfaction survey	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	3/9/2013	212SQI2B5009	Implement a student satisfaction survey, adapted from the California Healthy Kids Survey	N/A			0	\$0.00
Staff satisfaction survey	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	3/9/2013	212SQI2B5010	Implement a staff satisfaction survey, adapted from the California Healthy Kids Survey	N/A			0	\$0.00
Fund a school nurse to be able to provide training on healthy living and dietary habits for students and parents so they can focus on their academics.	Attendance	FBB, BB and BAS	Weekly	Principal	4/17/2013	212SQI2B583	Lori Berlin will be hired as nurse.	3010-Title I	5735-INTERPGM - HEALTH SERVICES		0	\$25,481.00
Health Center	Health data	All Students	Weekly	Community Partner	3/9/2013	212SQI2B5007	Maintain an onsite health center to provide medical, dental and socio-emotional services.	N/A			0	\$0.00
Crisis/Emergency Team	Health data	All Students	Monthly	Principal	3/9/2013	212SQI2B5011	This team reviews our responses to crises and emergencies.	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Roosevelt Middle School

Principal: CLIFFORD HONG

From OUSD Strategic Plan:

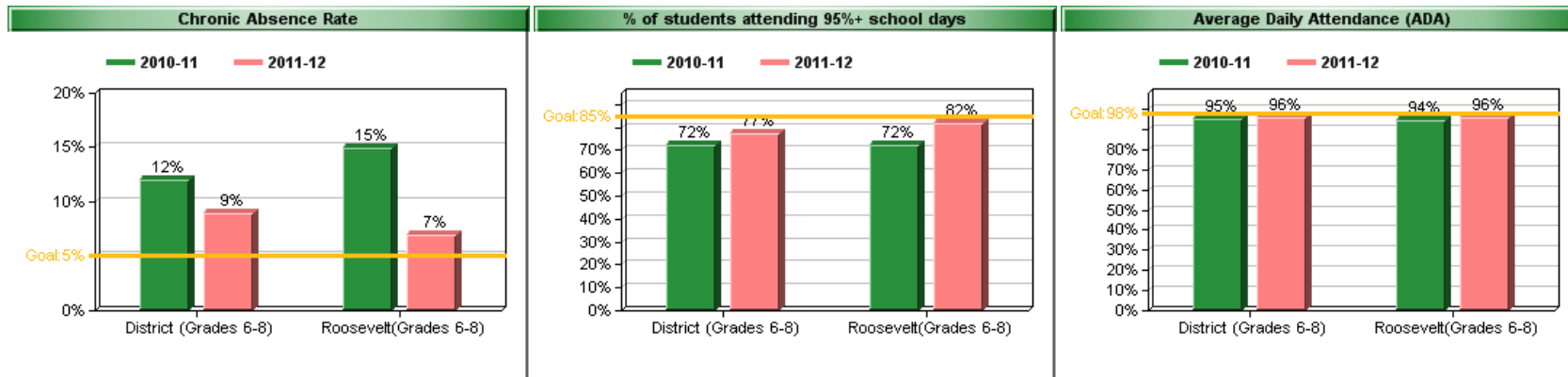
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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 [\[2011-2012: Beginning\]](#)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [\[2011-2012: Beginning\]](#)



School Data

- -Currently, 7% of our students are chronically absent, whereas at this time two years ago, over 15% of our students were chronically absent.
-

Data Analysis

- Last year, we assembled an attendance team consisting of the school nurse, attendance clerk, family advocate, counseling intern, Safe Passages coordinator, and principal.
- We requested from OUSD's data department weekly data on individual students' chronic absence #'s.
- The attendance team meets bi-weekly to discuss students individually, and to assign them to various members of the attendance team to follow up with the students and families through check ins and phone calls.

Theory of Action

- IF the Roosevelt staff clearly articulate and agree upon the indicators of success for attendance,
- AND we frequently track progress along these indicators through our attendance team,
- AND we invest in frequently analyzing the data and making organizational adjustments to improve the results,
- THEN we will have low levels of chronic absence, high average daily attendance rates, and the results will not differ significantly amongst the three major ethnic groups at Roosevelt.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Fund a "Teacher on Special Assignment" who speaks Spanish to assist in communicating with Soanish speaking parents with issues involving academics and assisting their children.	Grades/GPA	English Learners	Weekly	Principal	4/2/2013	212SQI2C4882	Hire Gerardo Palafox as a TSA.	7091-EIA - LEP		C10TSA0071	0.9	\$54,871.88
Fund a "Teacher on Special Assignment" who speaks Spanish to assist in communicating with Soanish speaking parents with issues involving academics and assisting their children.	Grades/GPA	English Learners	Weekly	Principal	4/2/2013	212SQI2C4889	Hire Gerardo Palafox as a TSA.	7090-EIA - SCE		C10TSA0071	0.1	\$6,096.88
Attendance Team	Attendance	All Students	Every Other Week	Leadership Team	3/9/2013	212SQI2C5012	The attendance team meets every two weeks to discuss attendance #'s and chronically absent students and how we can improve our results in those areas.	N/A			0	\$0.00
Recognition and rewards for good attendance	Attendance	All Students	Every Other Week	Leadership Team	3/9/2013	212SQI2C5013	Certificates, trophies, trinkets and food for students and families with good attendance.	N/A			0	\$0.00
Monthly activities for students who have no tardies	Attendance	All Students	Monthly	Leadership Team	3/9/2013	212SQI2C5014	Monthly dance or other activity for students who have cleared all their tardies	N/A			0	\$0.00
SART - For students who do not improve attendance after basic support from school	Attendance	All Students	Monthly	Clerical staff	3/9/2013	212SQI2C5015	A meeting with the principal for students who do not improve attendance after basic support from school	N/A			0	\$0.00
SART - For students who do not improve attendance after basic support from school	Attendance	All Students	Monthly	Clerical staff	3/9/2013	212SQI2C5016	A meeting with the principal for students who do not improve attendance after basic support from school	N/A			0	\$0.00
SARB - Meet with Central office for students with extreme attendance problems	Attendance	All Students	Every Semester	Clerical staff	3/9/2013	212SQI2C5017	SARB - A meeting with the Central office for students who do not improve attendance after basic support from school and after a SART	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: Roosevelt Middle School

Principal: CLIFFORD HONG

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.

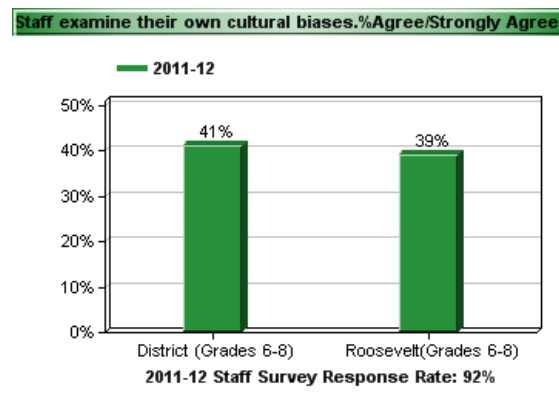
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress [\[2011-2012: Beginning\]](#)
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning [\[2011-2012: Undeveloped\]](#)
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice [\[2011-2012: Beginning\]](#)

Survey - Professional Learning



School Data

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- 60% of Roosevelt faculty serve in a leadership and/or decision-making role, in addition to their primary duty of teaching.

Data Analysis

- In the 2012-13 school year, we offered several opportunities for teachers to be involved in leadership and/or decision-making roles, including the following: department heads, committee heads, instructional leadership team, SSC, and PBIS.
- This is the first year where the school admin has felt that enough alignment and trust was built among staff to be able to release some responsibility and let the school grow more organically.
- This need to release responsibility was a key recommendation from the School Quality Review process we were involved in last year.
- With increased ownership, investment, trust and communication, we are in a place where we can tackle more courageous conversations, like around our own cultural biases and harmful assumptions around the students

Theory of Action

- IF the Roosevelt staff clearly articulate and agree upon the indicators of success for our school (including department work plans), AND the Instructional Leadership Team creates an effective plan with logical action steps and timeline,
- AND that plan clearly articulates improvement goals,
- AND that plan includes frequent analysis of relevant data, at least every two weeks,
- AND that plan includes adequate time for staff to meet, discuss, analyze and make adjustments to practices,
- THEN most, if not all, students should meet their goals and be successful.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Walkthroughs - 10-15 minute observations to provide feedback to teachers on student learning.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQI3A4972	Admin walkthroughs - In partnership with teachers, administrators will conduct weekly walkthroughs and discuss the results with teachers.	N/A			0	\$0.00
Walkthroughs - 10-15 minute observations to provide feedback to teachers on student learning.	State tests (CST/STAR, PFT)	All Students	Every Other Week	Leadership Team	3/9/2013	212SQI3A4973	Peer walkthroughs - Teachers will conduct walkthroughs and discuss the results with each other and admin.	N/A			0	\$0.00
Data Meetings - Colleagues using academic data (like SRI, CORE, CST, etc.) to discuss how to increase student learning.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	3/9/2013	212SQI3A4974	Teachers and administrators will collect key data points and meet to discuss what it tells us about student learning and how we can improve results.	N/A			0	\$0.00
PLCs - Professional Learning Communities are meetings where colleagues analyze assessment data to determine what teaching strategies are working and what next steps need to be taken to increase student learning.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/9/2013	212SQI3A4975	Teachers will meet in weekly PLCs with other teachers who teach the same subject area and/or content. They will analyze data and determine next steps to increase student learning.	N/A			0	\$0.00
Planning Days - Days when the entire ELA or math department is released to analyze data and plan lessons.	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Principal	5/20/2013	212SQI3A4976	For one day, all ELA teachers will be given subs to work offsite to reflect on their department work plan, analyze data and plan lessons.	Non-SSC approved			0	\$0.00
Professional Develop on Adolescent Development	Health data	All Students	Every Marking Period	Community Partner	3/9/2013	212SQI3A5008	Provide workshops and seminars to staff members on how to approach and heal/transform teenagers, especially those with trauma.	N/A			0	\$0.00
"Excellent School" visits	Discipline/CSC	All Students	Every Semester	Principal	3/9/2013	212SQI3A5004	Teams of Roosevelt admin and teachers will visit schools who are similar to Roosevelt and have demonstrated social or academic success.	N/A			0	\$0.00
Committees to improve the life of the school, lead by teams of faculty.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	3/9/2013	212SQI3A5019	Student activities, technology, and staff wellness committees allow staff to contribute to the school in ways outside their primary	N/A			0	\$0.00

							roles.					
Instructional Leadership Team	State tests (CST/STAR, PFT)	All Students	Every Other Week	Leadership Team	3/9/2013	212SQI3A5018	The ILT meets to discuss data and determine next steps to improve student academic results.	N/A			0	\$0.00
Schoolwide Leadership Team	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/9/2013	212SQI3A5024	The SLT is a cross-section of the school staff and will review the operational systems in the school	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Roosevelt Middle School

Principal: CLIFFORD HONG

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.

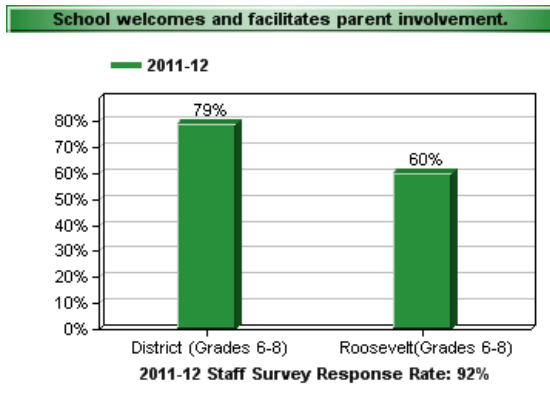
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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 [\[2011-2012: Beginning\]](#)
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well [\[2011-2012: Beginning\]](#)
- builds effective partnerships by using principles of student and family/community engagement [\[2011-2012: Beginning\]](#)

Survey - Welcoming



School Data

- In 2012-13, the completion rate for the parent version of the California Healthy Kids survey was 1000% greater than in 2011-12.
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Data Analysis

- We assigned a teacher on special assignment to spearhead the completion of the surveys.
- We coordinated with community partners to create opportunities for parents to complete the survey.

Theory of Action

- IF the Roosevelt staff creates several ways for parents/family to be involved in their child's education,
- AND creates several ways for parents/family members to take on leadership roles,
- AND creates several ways for communication between families and school staff and employs a Director of Family Services,
- THEN, some of the best ideas for school improvement will be shared and implemented
- AND most, if not all, students should meet their goals and be successful.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Fund a "Teacher on Special Assignment" who speaks Spanish to assist in communicating with Soanish speaking parents with issues involving academics and assisting their children.	Grades/GPA	English Learners	Weekly	Principal	4/2/2013	212SQI4A4882	Hire Gerardo Palafox as a TSA.	7091-EIA - LEP		C10TSA0071	0.9	\$54,871.88
Fund a "Teacher on Special Assignment" who speaks Spanish to assist in communicating with Soanish speaking parents with issues involving academics and assisting their children.	Grades/GPA	English Learners	Weekly	Principal	4/2/2013	212SQI4A4889	Hire Gerardo Palafox as a TSA.	7090-EIA - SCE		C10TSA0071	0.1	\$6,096.88
Fund a "Director of Family Services" to help create strong channels of communication between families and Roosevelt.	Survey data (CHKS, etc.)	FBB, BB and BAS	Weekly	Principal	4/20/2013	212SQI4A4883	Angelica Reyes Sosa will be hired as director of family services. She will coordinate parent meetings including the Roosevelt Parent Association to gather feedback from and organize parents to improve the school.	9901-Title I - Parent Participation	5825-CONSULTANTS		0	\$2,721.19
Fund a "Director of Family Services" to help create strong channels of communication between families and Roosevelt.	Survey data (CHKS, etc.)	FBB, BB and BAS	Weekly	Principal	4/20/2013	212SQI4A4884	Angelica Reyes Sosa will be hired as director of family services. She will coordinate parent meetings including the Roosevelt Parent Association to gather feedback from and organize parents to improve the school.	7090-EIA - SCE	5825-CONSULTANTS		0	\$22,278.91
Parent satisfaction surveys	Survey data (CHKS, etc.)	All Students	End of Year	Community Partner	3/9/2013	212SQI4A5020	Implement a parent satisfaction survey, adapted from the California Healthy Kids Survey	N/A			0	\$0.00
School Site Council	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	3/9/2013	212SQI4A5021	The SSC creates an opportunity for parents and community members to review school progress, and review and approve the school site plan and portions of the school budget	N/A			0	\$0.00
							The ELAC facilitates parent involvement in					

English Learner's Advisory Committee (ELAC)	State tests (CST/STAR, PFT)	English Learners	Every Marking Period	Principal	3/9/2013	212SQI4A5022	reviewing the school's effectiveness in teaching English Learners and advising school administration on next steps	N/A			0	\$0.00
Roosevelt Parent Association	Survey data (CHKS, etc.)	All Students	Monthly	Community Partner	3/9/2013	212SQI4A5023	The RPA is an opportunity for parents to meet with each other and the school administration to review school progress and to discuss ways to improve the school	N/A			0	\$0.00
Partnerships with Community Organizations	Other (OCR, etc)	All Students	Weekly	Principal	3/15/2013	212SQI4A5027	Partnerships with organizations like Safe Passages, EBAYC, La Clinica De La Raza, and UCSF.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Roosevelt Middle School

Principal: CLIFFORD HONG

From OUSD Strategic Plan:

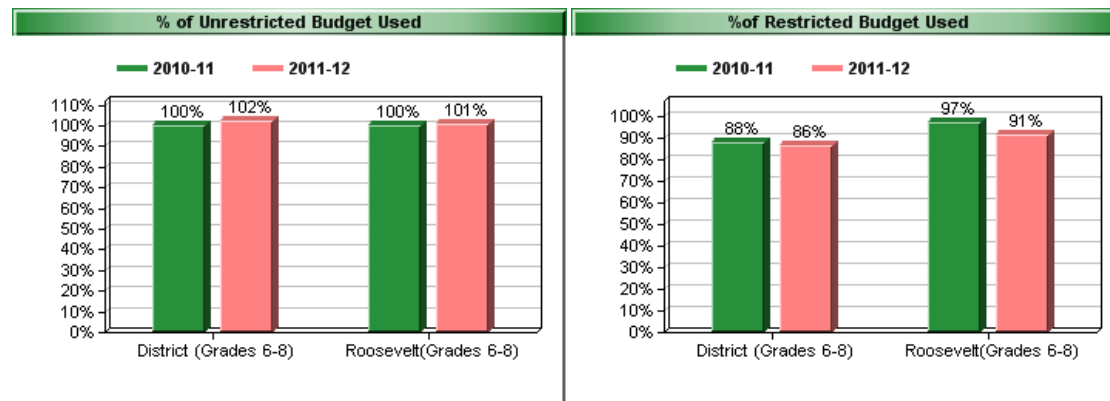
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations 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

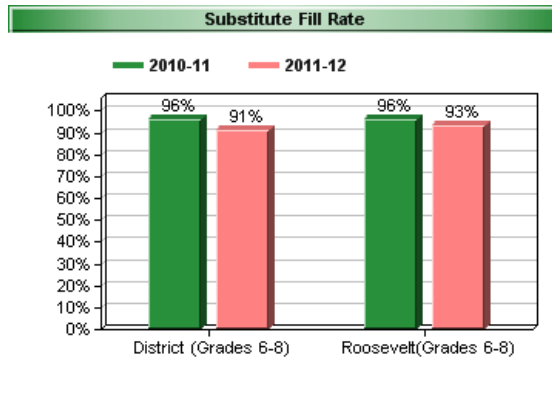
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities. [\[2011-2012: Beginning\]](#)
- guides and supports the development of quality instruction across the school [\[2011-2012: Developing\]](#)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability. [\[2011-2012: Undeveloped\]](#)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals [\[2011-2012: Undeveloped\]](#)

Budget



Sub Fill Rate



School Data

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- [eventually, we want to use CHKS data showing how supported staff feel by school operations]

Data Analysis

- Principal Hong has developed several tools to keep track of spending. This has been a crucial improvement since the previous year, because there are many steps involved in purchasing items, and many places where the purchasing can be derailed.
- Secretary Veronica Del Rio has quickly learned how to navigate district purchasing systems. Also, she and Principal Hong have developed strong systems to communicate what should be purchased, when, and from which resources.

Theory of Action



- IF the Roosevelt staff clearly articulate and agree upon the indicators of success for operations,
- AND we frequently track staff opinion on the effectiveness of our operational systems, AND we invest in frequently analyzing the data and making organizational adjustments to improve the results,
- THEN the operational systems will improve,
- AND staff will be more effective,
- AND most, if not all, students should meet their goals and be successful.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student satisfaction survey	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	3/9/2013	212SQI5A5009	Implement a student satisfaction survey, adapted from the California Healthy Kids Survey	N/A			0	\$0.00
Staff satisfaction survey	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	3/9/2013	212SQI5A5010	Implement a staff satisfaction survey, adapted from the California Healthy Kids Survey	N/A			0	\$0.00
Schoolwide Leadership Team	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/9/2013	212SQI5A5024	The SLT is a cross-section of the school staff and will review the operational systems in the school	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$100,578.43	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$56,783.77	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$157,362.20	

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	\$114,576.30	
 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	\$2,721.19	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$117,297.49	

Appendices

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

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Roosevelt Middle School
Site Number: 212

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 April 23, 2013
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on January 22, 2013 and May 6, 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:

Cliff Hong
SSC Chairperson's Signature

Angelina Reyes
ELAC Chairperson's Signature

Cliff Hong
Principal Signature

Janelle Hernandez
Executive Officer's Signature

Suzanne Ramirez
Director, State & Federal Compliance Signature

Cliff Hong
SSC Chairperson's Name (printed)

Angelina Reyes
ELAC Chairperson's Name (printed)

Cliff Hong
Principal's Name (printed)

Janelle Hernandez
Executive Officer's Name (printed)

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

5/6/13
Date

4/23/13
Date

5/6/13
Date

5/7/13
Date

6/5/13
Date

School Site Council Membership Roster – Middle School

School Name: **Roosevelt Middle School**

School Year 12-13

Chairperson : Cliff HONG	Vice Chairperson: Halle Harris/ Amir Williams
Secretary: Shelley Gordon, Toniesha Webb, Mary Lord, Helida Silva	<u>DAC Representative: Savanna Sieng</u>

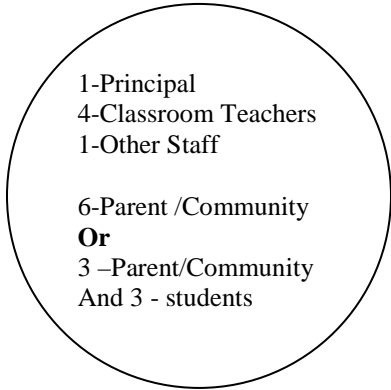
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Cliff Hong	1926 19 th Avenue, Oakland	X				
Halle Harris	2618 E. 16 th St 117, Oakland					X
Melissa Lipscomb	2618 E. 16 th St 117, Oakland				X	
Claudia Leyva	650 E 17 th Street Apt 27, Oakland				X	
Helida Silva	2238 Lakeshore Ave, Oakland 94608		X			
Shelley Gordon	1926 19 th Avenue, Oakland		X			
Toniesha Webb	2340 8 th Ave, Oakland		X			
Mary Lord	2238 Lakeshore Ave, Oakland 94608		X			
Azalye Gomez	1750 E 21 st St. Apt. 4, oakland					X
Savanna Sieng	1821 Foothill, Oakland				X	
Sarah Duong	1821 Foothill, Oakland					X
Angelica Reyes-Sosa	2025 E 12 st Oakland			X		
DAC Representative	Savanna Sieng					
Home Ph.	Email:					

Meeting Schedule	11/13, 12/4, 1/8, 3/12, 4/2
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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.**



Title I School Parental Involvement Policy 2012-13

Roosevelt Middle School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of Roosevelt's participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan. Parents can join the Roosevelt Parent Association (RPA), School Site Council (SSC), or English Language Advisory Council (ELAC).
- Offer a flexible number of meetings for parents.
 1. Monthly parent association meetings.
 2. Bi-monthly SSC and ELAC meetings.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 1. Parents can join the RPA, SSC, ELAC.
- Provides parents of Title I students with timely information about Title I programs.
 1. Title I meeting on September
 2. Open SSC meetings
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 1. Roosevelt Parent Association meetings
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 1. Parents can join the RPA, SSC, ELAC.

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

5) How to monitor their child's progress

Roosevelt achieves this by holding informational and education workshops at each Roosevelt Parent Association meeting, which happens monthly throughout the year.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - Parent teacher conferences four times a year.
 - Roosevelt holds informational and education workshops at each Roosevelt Parent Association meeting, which happens monthly throughout the year.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - Staff meetings before each parent conference to discuss effective communication
 - Policies for staff that require them to communicate with parents regularly by phone or meetings
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - Parents can join the RPA, SSC, ELAC.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - An summary will be distributed at the annual Title I meeting that will occur in September
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - Parent comments and requests are considered in administrative and schoolwide leadership team meetings.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. [All meetings include interpreters and all materials are translated.](#)

Adoption

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

This policy was adopted by the Roosevelt Middle School Site Council on September 11, 2012 and will be in effect for the period of ONE YEAR. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before September 20, 2012. It will be made available to the local community on or before September 20, 2012. Roosevelt'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)

Título I Política de Participación de Padres 2012-13

Roosevelt Middle School se compromete a implementar los siguientes requisitos legales:

- Convocará una reunión anual de Título I para llevar a cabo las siguientes acciones:
 1. Informar a los padres sobre la participación de Roosevelt en el Título I del Programa.
 2. Explicar los requisitos del programa de Título I.
 3. Explique derecho de los padres a involucrarse de una manera organizada, continua y oportuna, en la revisión de la planificación y la mejora de su Título I Programa.
 4. El derecho de los padres a participar en el desarrollo del Título I del Distrito Plan. Los padres pueden unirse a la Asociación de Padres Roosevelt (RPA), el Consejo Escolar (SSC), o el Consejo Asesor del Idioma Inglés (ELAC).

- Ofrecer un número flexible de reuniones para los padres.
 1. Las reuniones mensuales de la asociación de padres.
 2. Bimensuales SSC y ELAC reuniones.

- Involucrar a los padres de los estudiantes del Título I de una manera organizada, continua y oportuna en la planificación, revisión y mejora de sus programas de Título I y el Título I Política de Participación de los padres.
 1. Los padres pueden unirse a la RPA ELAC, SSC,.

- Proporciona a los padres de estudiantes del Título I con información oportuna sobre programas de Título I.
 1. Título I reunión de septiembre
 2. Abra las reuniones del SSC

- Proporciona a los padres de estudiantes del Título I con una explicación del plan de estudios, evaluaciones y niveles de dominio los estudiantes deben conocer.
 1. Roosevelt Asociación de Padres reuniones

- Proporciona a los padres de estudiantes del Título I, si se solicita, con oportunidades para reuniones regulares para participar en decisiones relacionadas con la educación de sus hijos.
 1. Los padres pueden unirse a la RPA ELAC, SSC,.

Escuela y los padres

Roosevelt Middle School ha desarrollado conjuntamente y repartido a los padres de estudiantes del Título I un Acuerdo entre la escuela y los padres que describe cómo los padres, el personal escolar y los estudiantes compartirán la responsabilidad del logro académico estudiantil. También describe cómo la escuela y los padres desarrollarán una asociación para ayudar a los niños a alcanzar competencia en los estándares de contenido de California.

Desarrollo de Capacidades para la Participación de los Padres

Roosevelt Middle School involucra a los padres en las interacciones significativas con la escuela. Es compatible con una alianza entre el personal, los padres y la comunidad para mejorar el logro académico de los estudiantes. Para ayudar a alcanzar estos objetivos, y desarrollar la capacidad de participación de los padres, se hace lo siguiente:

- Ayuda a los padres de Título I en la comprensión de las normas de contenido académico, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.
 - 1) El estado de los estándares de contenido académico de California
 - 2) El estado de los estándares de California de estudiantes de rendimiento académico
 - 3) El Estado de California y las evaluaciones académicas del Distrito Escolar Unificado de Oakland,

incluyendo evaluaciones alternas

4) Académicos niveles de competencia que los estudiantes deben lograr

5) ¿Cómo monitorear el progreso de su hijo

Roosevelt lo consigue mediante la realización de talleres de información y educación en cada reunión de Padres Asociación Roosevelt, lo que ocurre cada mes durante todo el año.

- Proporciona materiales y capacitación para ayudar a los padres del Título I Programa de trabajar con sus hijos para mejorar el logro académico de sus hijos.
 - o Las conferencias de padres y maestros, cuatro veces al año.
 - o Roosevelt organiza talleres informativos y de educación en cada reunión de Padres Asociación Roosevelt, lo que ocurre cada mes durante todo el año.

- Educa al personal, con la asistencia de los padres del Título I, sobre el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales.
 - o Reuniones de personal antes de cada reunión con los padres para hablar sobre la comunicación eficaz
- Políticas para el personal que requieren que se comuniquen regularmente con los padres por teléfono o en reuniones

- Coordina e integra el Título I, las actividades del Programa de Participación de Padres con otras actividades que fomentan y apoyan a los padres a participar más plenamente en la educación de sus hijos.
 - o Los padres pueden unirse a la RPA ELAC, SSC,.

- Distribuye a los padres del Título I del Programa, de manera oportuna, la información del programa en relación con los programas escolares y los padres, reuniones y otras actividades en una forma y lenguaje que los padres entiendan.
 - o Un resumen se distribuyó en la reunión anual de Título I que tendrá lugar en septiembre

- Proporciona apoyo, durante las reuniones con regularidad, para las actividades de los padres solicitadas por los padres del Título I del Programa.
 - o Los Padres comentarios y peticiones son consideradas en las reuniones del equipo administrativo y la escuela de liderazgo.

Accesibilidad

- Proporcionar oportunidades para que todos los padres del Título I de participación, incluyendo a los padres con dominio limitado del Inglés, padres con discapacidades, y padres de estudiantes migratorios. Esto incluye proveer información y reportes escolares en una forma y lenguaje que los padres entienden. Todas las reuniones son intérpretes y todos los materiales están traducidos.

Adopción

Esta Política de Participación de Padres se ha desarrollado conjuntamente con y acordado con los padres de los niños que participan en el Título 1, Parte A, como lo demuestra

Esta política fue adoptada por la Roosevelt Middle Consejo Escolar el 11 de septiembre de 2012 y tendrá vigencia por el período de un año. La escuela distribuirá esta política a todos los padres de participar Título 1, Parte A, niños en o antes de septiembre 20, 2012. Se pondrá a disposición de la comunidad local en o antes de septiembre 20, 2012. Notificación de Roosevelt a los padres de esta política será en un formato comprensible y uniforme, en la medida posible, en un idioma que los padres puedan entender.

(Firma del director)

(fecha)

Chính sách Phụ Huynh Tham Gia Trường Title I 2012-13

Roosevelt Trường trung học cơ sở đồng ý để thực hiện các yêu cầu luật định sau đây:

• Sẽ triệu tập Tiêu đề hàng năm tôi họp để thực hiện như sau:

1. Thông báo cho phụ huynh về sự tham gia của Roosevelt trong Title I Chương trình.
2. Giải thích các yêu cầu của Chương trình 1 Title.
3. Giải thích quyền của cha mẹ để được tham gia vào một cách có tổ chức đang diễn ra, và kịp thời, rà soát quy hoạch, và cải thiện tiêu đề của nó tôi Chương trình.
4. Quyền tham gia vào sự phát triển của Kế hoạch của Quận 1 Tiêu đề của cha mẹ. Phụ huynh có thể tham gia Hiệp hội chuyên Roosevelt (RPA), Hội Đồng Trường (SSC), hoặc Anh ngữ Hội đồng Tư vấn (ELAC).

• Cung cấp một số linh hoạt của các cuộc họp cho các bậc phụ huynh.

1. Các cuộc họp hiệp hội cha mẹ hàng tháng.
2. Bi-hàng tháng của Ủy ban Chứng khoán Nhà nước và các cuộc họp ELAC.

• Có sự tham gia của cha mẹ của Title I sinh viên một cách có tổ chức, liên tục, và kịp thời, lập kế hoạch đánh giá cải tiến và Tiêu đề của nó, tôi chương trình và Chức Sự tham gia của cha mẹ tôi Chính sách.

1. Phụ huynh có thể tham gia các RPA, SSC, ELAC.

• Cung cấp các phụ huynh của Title I sinh viên với các thông tin kịp thời về Title I chương trình.

1. Title I cuộc họp vào ngày
2. Mở SSC cuộc họp

• Cung cấp các phụ huynh của Title I sinh viên với một lời giải thích về chương trình giảng dạy, đánh giá, và mức độ thành thạo học sinh phải đáp ứng.

1. Các cuộc họp của Hiệp hội chuyên Roosevelt

• Cung cấp các phụ huynh của Title I sinh viên, nếu có yêu cầu, cơ hội cho các cuộc họp thường xuyên tham gia vào các quyết định liên quan đến việc giáo dục con cái của họ.

1. Phụ huynh có thể tham gia các RPA, SSC, ELAC.

Trường-Chánh nhỏ gọn

Roosevelt Middle School đã cùng nhau phát triển và phân phối cho cha mẹ của Title I cho học sinh một trường chuyên nhỏ gọn vạch ra cách thức cha mẹ, nhân viên trường học, và học sinh sẽ chia sẻ trách nhiệm cho thành tích học tập của học sinh được cải thiện. Nó cũng mô tả làm thế nào nhà trường và phụ huynh sẽ phát triển một mối quan hệ đối tác để giúp trẻ em đạt trình độ trên các tiêu chuẩn nội dung California.

Xây dựng năng lực chuyên cho sự tham gia

Roosevelt Trường trung học cơ sở tham gia các bậc cha mẹ trong các tương tác có ý nghĩa với nhà trường. Nó hỗ trợ một quan hệ đối tác giữa các nhân viên, phụ huynh và cộng đồng để nâng cao thành tích học tập của học sinh. Để giúp đạt được mục tiêu, và xây dựng năng lực cho phụ huynh tham gia, nào sau đây:

• Hỗ trợ Title I cha mẹ trong việc tìm hiểu các tiêu chuẩn nội dung học tập, đánh giá, và làm thế nào để giám sát và cải thiện thành tích của con cái họ.

- 1) Nhà nước các tiêu chuẩn nội dung học tập của California
- 2) Nhà nước tiêu chuẩn thành tích học tập của học sinh ở California
- 3) Nhà nước của California và đánh giá học tập của Oakland Unified School District, bao gồm cả đánh giá thay thế
- 4) học trình độ mà học sinh được dự kiến để đạt được
- 5) Làm thế nào để theo dõi sự tiến bộ của con em mình

Roosevelt đạt được điều này bằng cách tổ chức các cuộc hội thảo cung cấp thông tin và giáo dục tại mỗi kỳ

họp Roosevelt Chánh Hiệp hội, mà xảy ra hàng tháng trong suốt cả năm.

- Cung cấp vật liệu và đào tạo để giúp Tiêu đề Cha mẹ Chương trình làm việc với con cái của họ để cải thiện thành tích học tập của con em mình.
 - o hội nghị giáo viên chuyên bốn lần một năm.
 - o Roosevelt tổ chức hội thảo cung cấp thông tin và giáo dục tại mỗi kỳ họp Roosevelt Chánh Hiệp hội, mà xảy ra hàng tháng trong suốt cả năm.
- Giáo dục nhân viên, với sự hỗ trợ của cha mẹ tôi Tiêu đề, giá trị các khoản đóng góp của cha mẹ và làm thế nào để làm việc với phụ huynh như là đối tác bình đẳng.
 - o cuộc họp nhân viên trước mỗi buổi họp phụ huynh để thảo luận về giao tiếp hiệu quả
 - o Chính sách cho nhân viên yêu cầu họ giao tiếp với cha mẹ thường xuyên bằng điện thoại hay các cuộc họp
- Tọa độ và tích họp Title I Chương trình hoạt động Phụ Huynh Tham Gia với các hoạt động khác nhằm khuyến khích và hỗ trợ phụ huynh tham gia đầy đủ hơn trong việc giáo dục con cái của họ.
 - o Phụ huynh có thể tham gia các RPA, SSC, ELAC.
- Phân phối Tiêu đề Chương trình cha mẹ tôi, một cách kịp thời, chương trình thông tin liên quan đến chương trình trường học và phụ huynh, hội họp, và các hoạt động khác trong một hình thức và ngôn ngữ mà các bậc cha mẹ hiểu.
 - o tóm tắt sẽ được phân phối tại Tiêu đề tôi cuộc họp hàng năm sẽ xảy ra vào tháng Chín
- Cung cấp hỗ trợ, trong các cuộc họp thường xuyên, cho các hoạt động của cha mẹ theo yêu cầu của cha mẹ tôi Chương trình Tiêu đề.
 - ý kiến o Chánh và yêu cầu được xem xét trong buổi họp của nhóm hành chính và lãnh đạo trường.

Khả năng tiếp cận

- Cung cấp cơ hội cho tất cả Tiêu đề tôi phụ huynh tham gia, bao gồm cả cha mẹ có trình độ tiếng Anh hạn chế, cha mẹ khuyết tật, và phụ huynh của các học sinh di cư. Điều này bao gồm cung cấp thông tin và báo cáo trường học trong một hình thức và ngôn ngữ bậc cha mẹ hiểu. Tất cả các buổi họp bao gồm phiên dịch và tất cả các vật liệu được dịch.

Nhận con nuôi

Sự Tham Gia của Phụ Huynh Chính sách này đã được phát triển cùng với, và thoả thuận với phụ huynh của các trẻ em tham gia vào các đề 1, Phần A Chương Trình, bằng chứng là

Chính sách này đã được thông qua bởi Trung Roosevelt Hội Đồng Trường trên 11 Tháng 9 năm 2012 và sẽ có hiệu lực trong thời hạn một năm. Nhà trường sẽ phân phối chính sách này để tất cả các bậc cha mẹ tham gia 1 Title, Phần A, trẻ em vào hoặc trước ngày 20 tháng 9 năm 2012. Nó sẽ được cung cấp cho cộng đồng địa phương vào hoặc trước ngày 20 tháng chín năm 2012. Roosevelt thông báo cho phụ huynh của các chính sách này sẽ là một định dạng thống nhất dễ hiểu và, trong chừng mực có thể thực hiện, được cung cấp trong một ngôn ngữ, các bậc cha mẹ có thể hiểu được.

(Chữ ký của hiệu trưởng)

(ngày)

标题我学校家长参与政策2012-13

罗斯福中学同意采取下列法定要求:

•每年召开标题, 我满足执行以下:

1. 通知家长的标题, 我计划在罗斯福的参与。
2. 说明标题1计划的要求。
3. 解释父母的权利涉及一个有组织的, 持续的, 及时的方式, 在规划审查, 并改善其标题我的计划。
4. 父母的参与权区的标题1计划的发展。家长可以加入罗斯福家长协会 (RPA), 学校事务委员会 (SSC), 或英语咨询委员会 (ELAC)。

•提供了一个灵活的家长会。

1. 每月家长会会议。
2. 双月SSC和ELAC会议。

•Title

I学生家长参与有组织的, 正在进行的和及时的方式在其标题我计划和我父参与政策的规划, 审查和改进。

1. 家长可以加入RPA, SSC, ELAC。

•Title I学生家长提供及时的信息标题我的程序。

1. 标题我9月会议上
2. 打开SSC会议

•Title I学生家长提供的课程, 评估和能力水平的学生, 以满足与解释。

1. 罗斯福家长协会会议

•我的学生家长提供的标题, 如果有要求, 定期召开会议, 有机会参与有关教育自己的孩子的决定

1. 家长可以加入RPA, SSC, ELAC。

学校 - 家长契约

罗斯福中学共同开发的, 并分发给家长的标题我学生的学校 -

家长的契约, 列出了家长, 学校工作人员和学生共同承担责任, 以提高学生的学业成就。还介绍了如何在学校和家长建立伙伴关系, 以帮助儿童达到熟练的加州内容标准。

建筑家长参与能力

罗斯福中学从事有意义的父母与学校的互动。它支持的工作人员, 家长和社会之间的伙伴关系, 以提高学生的学业成绩。为了帮助实现这些目标, 家长参与的能力建设, 执行以下操作:

•助攻标题我的父母在了解学科内容标准, 评估和监控, 更好地实现自己的孩子。

- 1) 国家的加州学术内容标准
- 2) 国家的加州学生学业标准
- 3) 国家的加州屋仑联合校区的学术评估, 包括替代性评估
- 4) 学业水平学生有望实现
- 5) 如何监督孩子的学习进度

为达此目的，罗斯福信息和教育讲习会在每个罗斯福家长协会会议上，一年四季每月发生的。

- 提供材料和培训，以帮助标题我的计划，家长与子女工作，以提高孩子的学习成绩。

- Ø家长教师会每年四次。

- Ø罗斯福认为在每个罗斯福家长协会会议上，一年四季每月发生的信息和教育讲习会。

教育工作者与标题我父母的协助下，对母公司贡献的价值，以及如何与家长作为平等的合作伙伴

。

- o工作人员在每次家长会，会议讨论的有效沟通

- Ø策略的工作人员，要求他们定期与家长沟通，通过电话或会议

- 协调和整合的标题，我计划等活动，鼓励和支持家长更充分地参与教育自己的孩子的家长参与活动。

- Ø家长可以参加，RPA，SSC，ELAC。

- 分配给标题我计划的父母，及时地，学校和家长方案，会议和其他活动中，父母能够理解的形式和语言的程序的相关信息。

- Ø摘要将分布在每年的第一会议，将发生在9月

- 提供支持，在定期会议，对父母的的活动：我计划父母的要求。

- o父的意见和要求，被认为是在行政和全校领导小组会议。

无障碍

- 提供机会，为所有标题，我的父母参加，其中包括英语能力有限的父母，父母有残疾，迁徙的学生和家长。这包括父母理解的形式和语言提供信息和学校报告。所有的会议，包括口译员和翻译的所有材料。

采用

该学校家长参与政策已共同开发，并商定，家长儿童参加标题1，第一个程序，就证明了

这项政策是通过罗斯福中学委员会2012年9月11日，将在为期一年的效果。学校将分配政策，所有家长参与的标题1，第A，儿童或2012年9月20日前。这将是提供给当地社区或2012年9月20日前。罗斯福的通知父母这一政策将在一个可以理解的统一格式，并在可行的情况下，提供的父母能够理解的语言。

(主要的签名)

(日期)

Roosevelt Middle School **School/Parent Compact**

Roosevelt Middle School and the parents agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards. This School-Parent Compact is in effect during the 2013-14 school year.

Part I - School Responsibilities

Roosevelt Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:
 - a. Create a clear curriculum map for each grade level and subject area.
 - b. Assess each student's progress towards mastery of content in those areas several times a year.
 - c. Provide interventions when students show that they are not showing adequate progress towards mastering material.
 - d. Provide additional work to challenge students who have already demonstrated mastery of content.
2. Hold parent-teacher conferences four times a year during which contents of this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents frequent reports on their children's progress.
4. Provide parents reasonable access to staff. Staff members will be available daily through email and by school phone.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a. Parents are welcome to sit in on any class and any point during the day.
 - b. Parents are welcome to speak with teachers if they wish to volunteer in the class.
 - c. The Roosevelt Parent Association will facilitate opportunities to volunteer in and observe classes.

Part II – Parent/Guardian Responsibilities

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

1. When phone numbers or addresses change, inform the school immediately.
2. Provide a quiet space for students to do their work each night.
3. Each night, check your child's homework assignments in their agenda book and make sure they have completed the work.
4. Check your child's grades weekly online. If there is a problem, contact the teacher.
5. If you have concerns about your child's safety, success or satisfaction, immediately contact the teacher, family advocate, or an administrator.
6. Attend parent/teacher conferences if your child is struggling.
7. Model good social and work habits.
8. If you need ideas on how to address certain parenting challenges, contact the Angelica Reyes-Sosa (Director of Family Services) at 510-535-2877 x226.
9. If your child is absent from school, please send a note or call 510-535-2877 x225 and let our attendance clerk know the reason.

Part III – Student Responsibilities

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

1. Be safe, responsible, and respectful.
2. Set goals and work hard until I reach them.
3. Try to complete the work on my own first, then ask for help when needed.
4. For each class, bring a backpack, two pencils, two pens, a pencil sharpener, a novel and anything else the teacher has asked. If I cannot get these items, I will let a teacher or administrator know BEFORE CLASS.
5. Each day, write down homework for each class in my agenda book.
6. Complete my homework each day.
7. Be in class by the time the bell rings. Includes coming to school on time and not being tardy.

Roosevelt Middle School
Escuela / Padres de Familia

Roosevelt Middle School y los padres están de acuerdo en que este acuerdo describe cómo los padres, el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico universitario y los medios por los cuales la escuela y los padres construirán y desarrollarán una sociedad que ayudará a los niños a alcanzar el Estado de alto nivel académico de California. Este Acuerdo entre la escuela y los padres está en efecto durante el año escolar 2013-14.

Parte I - Responsabilidades de la Escuela

Roosevelt Middle School hará lo siguiente:

1. Proporcionar currículo de alta calidad e instrucción en un ambiente de apoyo y aprendizaje efectivo que permiten a los estudiantes participantes para cumplir con los estándares del Estado de California, los estudiantes de rendimiento académico de la siguiente manera:
 - una. Crear un mapa claro plan de estudios para cada nivel de grado y materia.
 - b. Evaluar el progreso de cada estudiante hacia el dominio de los contenidos en las áreas varias veces al año.
 - c. Proveer intervenciones cuando los estudiantes demuestran que no están mostrando un progreso adecuado hacia el dominio de materiales.
 - d. Proporcionar un trabajo adicional para desafiar a los estudiantes que ya han demostrado dominio de los contenidos.
2. Mantenga padres y maestros cuatro veces al año durante el cual el contenido de este acuerdo será discutido según se relaciona con el logro individual del niño.
3. Proveer a los padres informes frecuentes sobre el progreso de sus hijos.
4. Proveer a los padres acceso razonable al personal. Los miembros del personal estarán disponibles todos los días a través de correo electrónico y por teléfono de la escuela.
5. Proporcionar a los padres oportunidades para ser voluntarios y participar en la clase de su hijo y observar las actividades del salón de clases.
 - una. Los padres son bienvenidos a sentarse en cualquier clase y cualquier punto durante el día.
 - b. Los padres son bienvenidos a hablar con los maestros, si desean ser voluntarios en la clase.
 - c. La Asociación de Padres Roosevelt facilitará oportunidades para ser voluntarios y observar las clases.

Parte II - Padre / Tutor Responsabilidades

Nosotros, como padres, apoyaremos el aprendizaje de nuestros niños de las siguientes maneras:

1. Cuando los números de teléfono o direcciones de cambio, informar a la escuela inmediatamente.
2. Proporcione un lugar tranquilo para que los estudiantes hagan su trabajo cada noche.
3. Cada noche, revisar la asignación de tareas escolares de su hijo en su libro de agenda y asegúrese de que haya terminado el trabajo.
4. Revisión de calificaciones de su hijo en línea semanal. Si hay un problema, póngase en contacto con el profesor.
5. Si usted tiene preocupaciones acerca de la seguridad de su hijo, el éxito o la satisfacción, comuníquese inmediatamente con el maestro, abogado de la familia, o un administrador.
6. Asistir a los padres / maestros si su hijo tiene dificultades.
7. Modelo de bien social y hábitos de trabajo.
8. Si necesitas ideas sobre cómo abordar ciertos desafíos para padres, póngase en contacto con el Angelica Reyes-Sosa (Director de Servicios a la Familia) a 510-535-2877 x226.
9. Si su hijo falta a la escuela, por favor mande una nota o llame al 510-535-2877 x225 y dejar que nuestra secretaria de asistencia saber la razón.

Parte III - Responsabilidades del Estudiante

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar el logro académico a cabo y alcanzar el estado de los estándares académicos de California. Nos comprometemos a:

1. Ser seguro, responsable y respetuoso.
2. Establezca metas y trabajar duro hasta que llegar a ellos.
3. Trata de completar el trabajo por mi cuenta en primer lugar, a continuación, pedir ayuda cuando sea necesario.
4. Para cada clase, llevar una mochila, dos lápices, dos bolígrafos, un sacapuntas, una novela y todo lo que el maestro ha preguntado. Si no puedo conseguir estos artículos, voy a dejar que un maestro o administrador saber antes de clase.
5. Cada día, anote las tareas para cada clase en mi libro de agenda.
6. Completar mi tarea todos los días.
7. Estar en clase en el momento en que suene la campana. Incluye venir a la escuela a tiempo y no llegar tarde.

Roosevelt Middle School
Trường / Phụ Huynh nhỏ gọn

Roosevelt Trường trung học cơ sở và cha mẹ đồng ý rằng nhỏ gọn này vạch ra cách thức cha mẹ, toàn bộ nhân viên nhà trường và học sinh sẽ chia sẻ trách nhiệm cải thiện thành tích học tập của học sinh và phương tiện mà nhà trường và phụ huynh sẽ xây dựng và phát triển một quan hệ đối tác sẽ giúp các em đạt được Nhà nước tiêu chuẩn học thuật cao của California. Nhỏ gọn trường chuyên này có hiệu lực trong năm học-13 2014.

Phần I - Trường Trách nhiệm

Roosevelt Middle School:

1. Cung cấp chương trình giảng dạy và hướng dẫn chất lượng cao trong một môi trường học tập và hỗ trợ hiệu quả cho phép các học sinh tham gia để đáp ứng các Nhà nước tiêu chuẩn thành tích học tập của học sinh ở California như sau:
 - a. Tạo một bản đồ chương trình giảng dạy rõ ràng cho mỗi cấp lớp và môn học.
 - b. Đánh giá sự tiến bộ của mỗi học sinh đối với nắm vững nội dung ở những khu vực vài lần một năm.
 - c. Cung cấp các biện pháp can thiệp khi học sinh cho thấy rằng họ không thấy tiến bộ đầy đủ đối với nguyên liệu chủ.
 - d. Cung cấp việc làm thêm để thách thức học sinh đã chứng tỏ nắm vững nội dung.
2. Tổ chức các buổi họp phụ huynh-giáo bốn lần một năm, trong đó nội dung nhỏ gọn này sẽ được thảo luận có liên quan đến thành tích của từng trẻ.
3. Cho phụ huynh báo cáo thường xuyên về sự tiến bộ của con em họ.
4. Cung cấp cho các bậc cha mẹ tiếp cận hợp lý cho nhân viên. Các nhân viên sẽ có sẵn hàng ngày thông qua email và điện thoại của trường.
5. Cung cấp cha mẹ cơ hội tình nguyện và tham gia trong các lớp học của con em mình, và quan sát các hoạt động trong lớp học.
 - a. Phụ huynh được chào đón để ngồi vào bất kỳ lớp học và bất kỳ điểm nào trong ngày.
 - b. Phụ huynh được chào đón để nói chuyện với giáo viên nếu họ muốn làm tình nguyện viên trong lớp.
 - c. Roosevelt Chánh Hiệp hội sẽ tạo điều kiện thuận lợi cho các cơ hội tình nguyện trong và quan sát các lớp học.

Phần II - Phụ Huynh / Người Giám Hộ Trách nhiệm

Chúng tôi, là cha mẹ sẽ hỗ trợ việc học của con em chúng ta theo những cách sau:

1. Khi số điện thoại hoặc địa chỉ thay đổi, thông báo cho nhà trường ngay lập tức.
2. Cung cấp một không gian yên tĩnh cho sinh viên để làm công việc của mình mỗi đêm.
3. Mỗi đêm, kiểm tra bài tập về nhà của con em quý vị trong cuốn sách của chương trình nghị sự của họ và chắc chắn rằng họ đã hoàn thành công việc.
4. Kiểm tra điểm của con em trực tuyến hàng tuần. Nếu có một vấn đề, hãy liên hệ với giáo viên.
5. Nếu bạn có mối quan tâm về sự thành công của con bạn, an toàn hoặc sự hài lòng, ngay lập tức liên hệ với giáo viên, ủng hộ gia đình, hoặc một quản trị viên.
6. Tham dự buổi họp phụ huynh / giáo viên nếu con của bạn đang gặp khó khăn.
7. Mô hình xã hội và thói quen làm việc tốt.
8. Nếu bạn cần những ý tưởng về việc làm thế nào để giải quyết một số thách thức nuôi dạy con cái, hãy liên hệ với Angelica Reyes-Sosa (Giám đốc Dịch Vụ Gia Đình) tại 510-535-2877 x226.
9. Nếu con quý vị vắng mặt ở trường, xin vui lòng gửi thư hay gọi số 510-535-2877 x225 và để cho nhân viên tham dự của chúng tôi biết lý do.

Phần III - Trách nhiệm sinh viên

Chúng tôi là học sinh thì sẽ chia sẻ trách nhiệm để cải thiện thành tích học tập và đạt được Nhà nước tiêu chuẩn học thuật của California. Chúng tôi sẽ:

1. An toàn, có trách nhiệm, và tôn trọng.
2. Đặt ra mục tiêu và làm việc chăm chỉ cho đến khi tôi tiếp cận họ.
3. Hãy cố gắng hoàn thành công việc đầu tiên của tôi, sau đó yêu cầu giúp đỡ khi cần thiết.
4. Đối với mỗi lớp, mang theo một ba lô, hai bút chì, hai bút, gọt bút chì, một cuốn tiểu thuyết và bất cứ điều gì khác đã yêu cầu giáo viên. Nếu tôi không thể có được những mục này, tôi sẽ cho một giáo viên hoặc quản trị viên biết trước khi đến lớp.
5. Mỗi ngày, hãy viết ra bài tập về nhà cho mỗi lớp học trong cuốn sách của chương trình nghị sự của tôi.
6. Hoàn thành bài tập về nhà mỗi ngày.
7. Trong lớp học do thời gian chuông reo. Bao gồm đến trường đúng giờ và không được chậm trễ.

罗斯福中学 学校/家长紧凑型的

罗斯福中学和家长同意，这个紧凑的父母，整个学校工作人员和学生将概述如何分担责任，以提高学生的学业成就和手段，使学校和家长的建立和发展伙伴关系，帮助孩子达到加利福尼亚州的高学术标准。这个学校 - 家长契约是在-13 2014学年的效果。

第一部分 - 学校责任

罗斯福中学：

1. 提供高品质的课程与教学的支持和有效的学习环境，使参与的学生，以满足国家的加州学生学业标准如下：

- 一。创建一个明确的课程每个年级和科目的地图。
- 二。在这些地区一年有几次评估的内容掌握每个学生的进展情况。
- C. 学生提供干预措施时，他们没有表现出足够的进展对掌握的材料。
- 四。提供额外的工作已经证明了的学生掌握的内容提出质疑。

2. 举行家长教师会议4次，因为它涉及到个别孩子的成绩，在此期间，将讨论这个紧凑的内容。

3. 提供父母经常对子女的学习进度报告。
4. 为家长提供合理的进出人员。工作人员将每天通过电子邮件和学校的电话。
5. 为家长志愿者和参加自己孩子的班级，并遵守课堂活动的机会。
 - 一。欢迎家长白天坐在任何类和任何点。
 - 二。欢迎家长与老师说话，如果他们想在课堂上主动。
- C. 罗斯福将有利于家长会的机会，自愿和观察类。

第II部分 - 家长/监护人的责任

我们作为家长会支持我们的孩子们的学习，在以下方面：

1. 电话号码或地址变更时，立即通知学校。
2. 让学生做他们的工作，每天晚上提供一个安静的空间。
3. 每天晚上，在他们的议程书和你的孩子的家庭作业，确保他们完成的工作。
4. 检查您的孩子的成绩每周上网。如果有问题，请联系老师。
5. 如果您担心您的孩子的安全，成功或满意，请立即联系老师，家庭的倡导者，或管理员。
6. 如果您的孩子正在努力参加家长/教师会议。
7. 模型良好的社会和工作习惯。
8. 如果你需要就如何解决某些养育挑战的想法，请联系510-535-2877 X226当归雷耶斯 - 索萨（家庭服务）。
9. 如果您的孩子从学校缺席，请发送一张便条，或致电510-535-2877 X225和让我们出席店员知道的原因。

第三部分 - 学生的责任

我们，作为学生，将提高学业成绩和加州的学术水平达到国家分担责任。我们将：

1. 安全，负责任和尊重。
2. 设定目标而努力奋斗，直到我达到他们。
3. 我的第一个尝试完成的工作，然后在需要的时候寻求帮助。
4. 对于每个类，带一个背包，2支铅笔，两笔，削铅笔，一个新的和别的老师问。如果我不能让这些项目，我会课前让老师或管理员知道。
5. 每一天，写下我的日程簿中的每个类的功课。
6. 完成我的家庭作业的每一天。
7. 在上课的钟声响起的时候。包括未来准时到校，不迟到。

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 <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.</p> <p>number of Students: 550 - All Students 85 - ELs 60 - SWDs</p> <p><u>Use</u> Identify all that apply: <u> X </u> Basic core and/or CCSS-aligned materials are used as designed <u> X </u> 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%
			Key Components 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. Appropriate Use <u> X </u> Materials/ELD components are used as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Middle School Level

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> X </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;">15</td> <td style="text-align: center;">30</td> <td style="text-align: center;">38</td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;">20</td> <td style="text-align: center;">20</td> <td style="text-align: center;">20</td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;">10</td> <td style="text-align: center;">15</td> <td style="text-align: center;">10</td> </tr> </tbody> </table>					number of Intensive Intervention Students					Gr. 6	Gr. 7	Gr. 8	All Intensive learners	15	30	38	All Intensive ELs	20	20	20	All Intensive SWDs	10	15	10
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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				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.4 The school/district provides California standards-aligned or CCSS-aligned, basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. <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				
			<u>Instructional Program Materials</u> All students are <u> </u> X <u> </u> assessed, <u> </u> X <u> </u> placed, and <u> </u> X <u> </u> provided locally-adopted, standards-aligned instructional program materials. This may include CCSS-aligned instructional materials.				
			number of Students: 550 - All Students 85 - ELs 60 - SWDs				
			<u>Appropriate Use</u> Identify all that apply: <u> </u> X <u> </u> Basic core and/or CCSS-aligned materials are used as designed. <u> </u> X <u> </u> Ancillary materials are used as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																			
1. Instructional Program	<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 <u> </u>X<u> </u> assessed, <u> </u>X<u> </u> placed, and <u> </u>X<u> </u> 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>15</td> <td>30</td> </tr> <tr> <td>All Intensive ELs</td> <td>20</td> <td>20</td> </tr> <tr> <td>All Intensive SWDs</td> <td>10</td> <td>15</td> </tr> </tbody> </table> <p>Appropriate Use <u> </u>X<u> </u> Materials are used as designed.</p>								number of Intensive Intervention Students				Grade 6	Grade 7	All Intensive learners	15	30	All Intensive ELs	20	20	All Intensive SWDs	10	15
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	Grade 6	Grade 7																				
All Intensive learners	15	30																				
All Intensive ELs	20	20																				
All Intensive SWDs	10	15																				
Documentation		Additional Comments																				
		Mathematics																				
District Purchase Date:																						
School Distribution Date:																						
Classroom Distribution Date:																						
Attach publisher PO documentation for sets of classroom basic core materials.																						

California Department of Education
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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.																								
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.	<p>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.</p> <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 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">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>53K</td> <td>53K</td> <td>53K</td> </tr> <tr> <td>ELs</td> <td>53K</td> <td>53K</td> <td>53K</td> </tr> <tr> <td>SWDs</td> <td>53K</td> <td>53K</td> <td>53K</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	53K	53K	53K	ELs	53K	53K	53K	SWDs	53K	53K	53K
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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	2.2 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>5K</td> <td>5K</td> <td>5K</td> </tr> <tr> <td>Additional time provided identified Strategic ELs</td> <td>5K</td> <td>5K</td> <td>5K</td> </tr> <tr> <td>Additional time provided identified Strategic SWDs</td> <td>5K</td> <td>5K</td> <td>5K</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	5K	5K	5K	Additional time provided identified Strategic ELs	5K	5K	5K	Additional time provided identified Strategic SWDs	5K	5K	5K
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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components													
			Objective	Fully	Substantially	Partially	Minimally									
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. 	2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
			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. Identify number of EL students by CELDT level and number of ELD minutes (length of periods) offered at each CELDT level <table border="1" style="width:100%; border-collapse: collapse;"> <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 align="center">35</td> <td align="center">25</td> <td align="center">20</td> </tr> <tr> <td>Number of instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td align="center">45K</td> <td align="center">45K</td> <td align="center">45K</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	Number of students	35	25	20	Number of instructional minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Levels 4-5													
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Documentation		Additional Comments														
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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																			
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																										
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Indicate total length (minutes) of blocked periods:																										
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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.																								
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																				
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<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>8833</td> <td>8833</td> <td>8833</td> </tr> <tr> <td>ELs</td> <td>8833</td> <td>8833</td> <td>8833</td> </tr> <tr> <td>SWDs</td> <td>8833</td> <td>8833</td> <td>8833</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Algebra I	All Students	8833	8833	8833	ELs	8833	8833	8833	SWDs	8833	8833	8833
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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.																																	
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> ___X___ 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 846 1990 1463"> <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>15</td> <td>30</td> <td>38</td> </tr> <tr> <td>All strategic ELs</td> <td>20</td> <td>20</td> <td>20</td> </tr> <tr> <td>All strategic SWDs</td> <td>10</td> <td>15</td> <td>10</td> </tr> <tr> <td>Additional time provided to strategic students</td> <td>5K</td> <td>5K</td> <td>5K</td> </tr> <tr> <td>Additional time provided to identified EL students</td> <td>5K</td> <td>5K</td> <td>5K</td> </tr> <tr> <td>Additional time provided to identified SWD students</td> <td>5K</td> <td>5K</td> <td>5K</td> </tr> </tbody> </table>					Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	15	30	38	All strategic ELs	20	20	20	All strategic SWDs	10	15	10	Additional time provided to strategic students	5K	5K	5K	Additional time provided to identified EL students	5K	5K	5K	Additional time provided to identified SWD students
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Documentation		Additional Comments	
	Mathematics		
District Instructional Regulations:			
School Instructional Procedures:			
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.																					
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 2020 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>5K</td> <td>5K</td> <td>5K</td> </tr> <tr> <td>Intensive ELs</td> <td>5K</td> <td>5K</td> <td>5K</td> </tr> <tr> <td>Intensive SWDs</td> <td>5K</td> <td>5K</td> <td>5K</td> </tr> </tbody> </table>					Number of instructional minutes at each grade level					Grade 6	Grade 7	Pre-algebra/Algebra Readiness	Intensive learners	5K	5K	5K	Intensive ELs	5K	5K	5K	Intensive SWDs
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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.				
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%
			Key Components				
			<u>Instructional/Assessment Pacing Guides</u>				
			___X___ Distributed to each grade level.				
			___X___ In use at every grade level.				
			<u>Pacing Guide Use Monitored</u>				
			___X___ Principal monitors use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
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				
			Objective	Fully	Substantially	Partially	Minimally
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. 					
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<u>Instructional/Assessment Pacing Guides</u>				
			___X___ Distributed to each grade level.				
			___X___ In use at every grade level.				
			<u>Pacing Guide Use Monitored</u>				
			___X___ 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.	<p>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:</p> <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. 	4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Principal <input checked="" type="checkbox"/> Training in RLA/ELD <input type="checkbox"/> Training in Mathematics <input type="checkbox"/> Coaching, as resources permit</p> <p>Vice Principal <input checked="" type="checkbox"/> Training in RLA/ELD <input checked="" type="checkbox"/> Training in Mathematics <input checked="" type="checkbox"/> Coaching, as resources permit</p>				
Suggested Documentation		Additional Comments					

California Department of Education
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RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	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 	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): Monthly district-sponsored professional development meetings around mathematics.</p>				

California Department of Education
Academic Program Survey—Middle School Level

		<p>intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners.</p> <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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California Department of Education
Academic Program Survey—Middle School Level

Suggested Documentation		Additional Comments	
	RLA/ELD	Mathematics	

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	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				
			___85%_ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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	5	5	
			Grade 7	10	10	10	
			Grade 8	10	10	10	

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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%
			Key Components				
			Indicate the number of teachers at each grade level engaged in professional development:				
		Number of Teachers	Training	Classroom Practice			
Grade 6		2	2	2			
Grade 7		3	3	3			
Algebra I		1	1	1			
Pre-algebra/Algebra Readiness		2	2	2			

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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		

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.				
			Objective	Fully	Substantially	Partially	Minimally
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.	<p>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.</p> <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: feedback based on walkthroughs				
			Describe criteria used for identifying and providing coaching support: walkthroughs				
			<u>Monitoring Coaching System</u> <input type="checkbox"/> X 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: meetings with principal				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
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
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.	<p>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.</p> <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 type="checkbox"/> Type of instructional assistance							
<input checked="" type="checkbox"/> Works primarily in classrooms							
Describe type of classroom/teacher assistance regularly provided to teachers: feedback based on walkthroughs							
Describe criteria used for identifying and providing coaching support: walkthroughs							
<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: meetings with principal							
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			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. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Ongoing Assessment and Monitoring System <input checked="" type="checkbox"/> District-supported electronic data management system <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results. <input type="checkbox"/> School-wide reporting and analysis of assessment results. <input 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.				
			Training on Accessing and Using Electronic Data System <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.				
			Using Formative Assessment Results <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently. <input type="checkbox"/> School-wide assessment calendar developed & used. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.				
Documentation		Additional Comments					
RLA/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:							
School:							
District:							
Attach appropriate documents.							

California Department of Education
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Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			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 type="checkbox"/> District supported electronic data management system. <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results. <input 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.				
			<u>Using Formative Assessments Results</u>				
			<input type="checkbox"/> Common curriculum embedded/formative assessments administered frequently. <input checked="" type="checkbox"/> School wide assessment calendar developed and used. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.				
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
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
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.	<p>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.</p> <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>							
___X___ 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							

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
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.	<p>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.</p> <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				
			<p><u>Scheduled Structured Collaboration Meetings</u></p> <p>_____ number per month.</p> <p>_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p>_____ Meetings are structured, protocols/tools are developed and used.</p> <p>_____ Training for collaboration meeting protocols provided to teachers.</p> <p>_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p>_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p><u>Collaborative Meeting Discussion Content</u></p> <p>_____ Using and analyzing timely student common assessment results from all students.</p> <p>_____ Strengthening program implementation.</p> <p>_____ Designing and improving lessons/ instruction.</p> <p>_____ Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
	Mathematics						

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

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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 style="text-align: center;">Key Components</p> <p>Allocation of Funds ___X___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds ___X___ 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.							

California Department of Education
Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 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%
			<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	Mathematics						
Attach appropriate documents.							