OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

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

Re: 2012/2013 CSSSP – Montclair Elementary School

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Federal Programs
- ➢   Title I, Part A

Recommendation:

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

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Montclair Elementary

6002083

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

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

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

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

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

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

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

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

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

The Oakland Unified School District will:

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

SCHOOL SITE
CONTEXT
Montclair Elementary School is committed to providing all students with tools and strategies to enable them to advocate for themselves and to be strong and active participants in their educational experience and environment. Recognizing that students can't access core curriculum and learn these skills if they do not feel safe, our staff works closely with families and Principal Bloom to identify issues that arise and address them in a non-confrontational and reassuring manner. Students learn to understand appropriate behaviors and responses to allow them to have access to a safe and nurturing environment in which and to grown and learn. The principles of the Second Step social emotional curriculum are reinforced by supporting a consistent and common language throughout the school. As a Caring School Community all classes hold regular class meetings further enhancing these principles which gives all students a supportive, safe opportunity to have their concerns addressed and to be heard. Recognizing that it does, "take a village" to raise and educate our students, Montclair Elementary School prides itself on our strong parental and extended family involvement. Beginning with our outreach efforts to incoming Kindergarten families and continuing through fifth grade, we support families at all stages of their educational journey, facilitating a smooth transition to middle school and beyond. We work together to provide the best educational environment for our students. When new families are assigned to Montclair School we put the volunteers of Match.edu to work matching volunteer veteran families from our school community to mentor new families with similar interests and family make up. This program has proven very valuable in helping new families feel welcome and a part of our community of learners.

VISION
The mission of Montclair Elementary School is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking skills and excellence in learning. The Montclair School team joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

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

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

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

The School Accountability Plan

In addition to the rigorous monthly oversite of the School Site Council, following are further vehicles to monitor implementation of the site plan: 1) The principal meets regularly with both individual teachers and grade level teams to look at student achievement and implement strategies to aid struggling students. 2) We have a very strong Student Study Team that meets weekly to discuss individual student progress and devise strategies to assist struggling students, whether the need is academic or social. 3) Our positive School Climate Consultatnt holds weekly adult workshops on a variety of topics to assist families in supporting their student. 4)The PTA hosts data nights with families to disseminate CST data and detail plans to increase student achievement across all groups of learners. 5)Our Academic Support Group (a parent group particularly interested in and targeting the needs of our academically struggling students) meets to discuss student achievement, devise supports and looks at potential answers for our struggling students.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Montclair Elementary   **Principal:** NANCY BLOOM

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

6
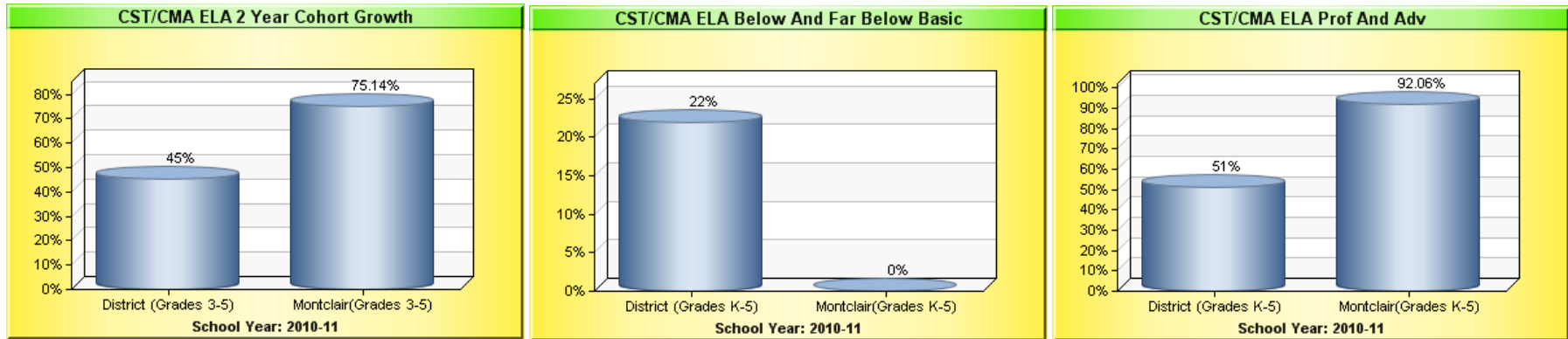
School Data

- Writing: Gr 2: 80% proficient; Gr 3: 66% proficient; Gr 4: 54% proficient Gr 5: 66% proficient
- SRA's Open Court Reading is a research-based literacy program that was adopted in Oakland Unified School District over 10 years ago and parts are still widely used by Montclair teachers.

Data Analysis

- Writing is a relative weakness compared to other subgroups in ELA especially after Gr. 2

Theory Action

- If we create a school-wide emphasis on writing prompts, and if we identify specific subskills and provide encouragement, support and directed practice THEN there will be measurable improvement in this area.
-

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Involve parents by encouraging everyday writing and journal keeping at home; Encourage parents with specific skills in writing to work with teachers to publish writing projects.	Teacher created assessments	All Students	Ongoing	Teachers,. parents, students	4/30/2012	143SQI1A3248		Non-SSC approved			0	$0.00
Continue providing TSA to work with remedial primary readers.	Teacher created and benchmark assessment	All Students	Ongoing	TSA, teachers and principal	4/30/2012	143SQI1A3255		Non-SSC approved			0	$0.00
Continue professional development in writing across the curriculum	Teacher created and benchmark assesments.	All Students	Ongoing	Principal and teachers	4/30/2012	143SQI1A3260		Non-SSC approved			0	$0.00
Calibrate grading on writing through grade level collaboration; have teachers reach consensus on exemplary	Teacher created and benchmark assessments.	All Students	Ongoing	Teachers and principal	4/30/2012	143SQI1A3262		Non-SSC approved			0	$0.00

7

student writing.													

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Montclair Elementary   **Principal:** NANCY BLOOM

School Quality Standards relevant to this Strategic Priority

A quality school...

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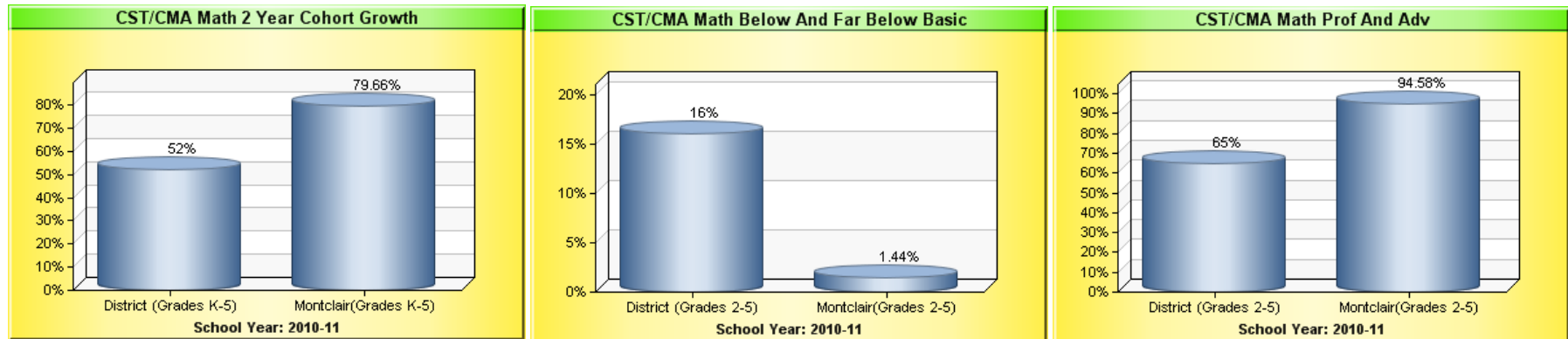
From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

CST/CMA Math 2 Year Cohort Growth — District (Grades K-5): 52%; Montclair (Grades K-5): 79.66%. School Year: 2010-11

CST/CMA Math Below And Far Below Basic — District (Grades 2-5): 16%; Montclair (Grades 2-5): 1.44%. School Year: 2010-11

CST/CMA Math Prof And Adv — District (Grades 2-5): 65%; Montclair (Grades 2-5): 94.58%. School Year: 2010-11

CST/CMA Science Prof/Adv

School Year: 2010-11
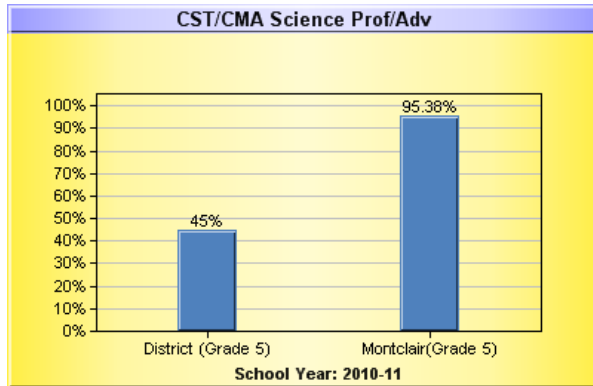
School Data

- Gr 2: 95% proficient/advanced; Gr 3: 64% proficient/advanced; Gr. 4: 84% proficient/advanced; Gr. 5: 89% proficient/advanced

Data Analysis

- The majority of the students are scoring proficient or advanced. Some teachers follow the district pacing guide. Others teach in sequential chapter order. Some material has not been covered prior to assessment.
- Anecdotal evidence shows that the students are struggling with following the pacing guide.
- Professional Development is needed to learn how to sync other programs to enVision.
- With the use of FOSS, Science is a fully integrated curriculum in all classrooms.
- Data indicated that students are being taught and learn science curriculum from Kindergarten through 5th grade.

Theory Action

- If there is a coordination of the assessments and the sequencing of the math pacing guide THEN student progress will be more accurately assessed.
- If EnVision is coordinated with other programs to support concepts THEN this will yield a more accurate picture of student progress.
- If Foss Science materials continue to be used with fidelity THEN continued good progress will be observed.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Through parent support, Ipad lab will be set up to support instruction in Math and Technology.	Teacher created and benchmark assesssments.	All Students	Ongoing	Parents, teachers & principal	4/30/2012	143SQI1B3264		Non-SSC approved			0	$0.00
Continue using Aleks program between the bells to support struggling students	Teacher created and benchmark assesssments.	All Students	Ongoing	Teachers	4/30/2012	143SQI1B3271		Non-SSC approved			0	$0.00
Continue having familiy Science nights	PTA survey	All Students	Spring	PTA, teachers and principal	4/30/2012	143SQI1B3280		Funded by Community Partner			0	$0.00
Continue Family Math nights	PTA survey	All Students	Fall	PTA, teachers and principal	4/30/2012	143SQI1B3281		Funded by Community Partner			0	$0.00

Continue weekly computer classes for all students	Teacher created asessments	All Students	Ongoing	Principal, teachers & PTA	4/30/2012	143SQI1B3449		Funded by Community Partner			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

**School:** Montclair Elementary   **Principal:** NANCY BLOOM

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

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

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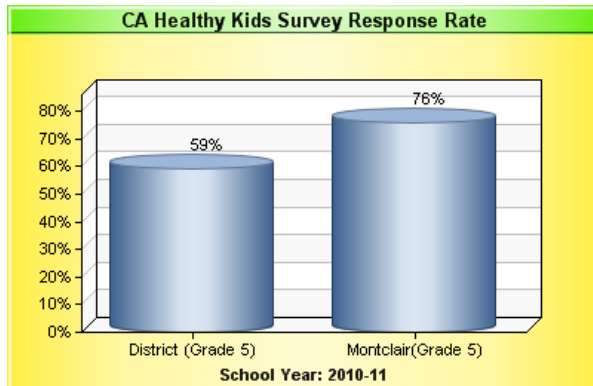
School Data

- 93% of our students come from within our catchment area. 90% of the students have attended preschoool with at least 4 other incoming students.

Data Analysis

- As the majority of our pre K students have a connection to the community, it is important to be overtly inclusive on students who do not share this position.

Theory Action

- If we continue formal and informal procedures for helping all families feel connected to the school and each other THEN we create an inclusive and supportive community for the students.
- If we continue with formal procedures to prepare our students for middle school THEN we assist in this 1st important transition.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to provide tours of the school and classrooms with principal.	Kinder applications	Pre-Kindergarten	Nov, Dec, Jan	PTA and principal	4/30/2012	143SQI1C3285		Funded by Community Partner			0	$0.00
Continue to provide Play Dates in the Park for all incoming K families.	Anecdotal evidence	Pre-Kindergarten	August	PTA & parents	4/30/2012	143SQI1C3288		Funded by Community Partner			0	$0.00
Continue to provide New Parent Mixer	PTA survey	Pre-Kindergarten	Thursday before school starts	PTA, parents and principal	4/30/2012	143SQI1C3290		Funded by Community Partner			0	$0.00
Continue to provide Kindergarten Open House	Parent survey	Pre-Kindergarten	May	PTA, principal, K teachers	4/30/2012	143SQI1C3293		Funded by Community Partner			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Montclair Elementary   **Principal:** NANCY BLOOM

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

A quality school...

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

From OUSD Strategic Plan:

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

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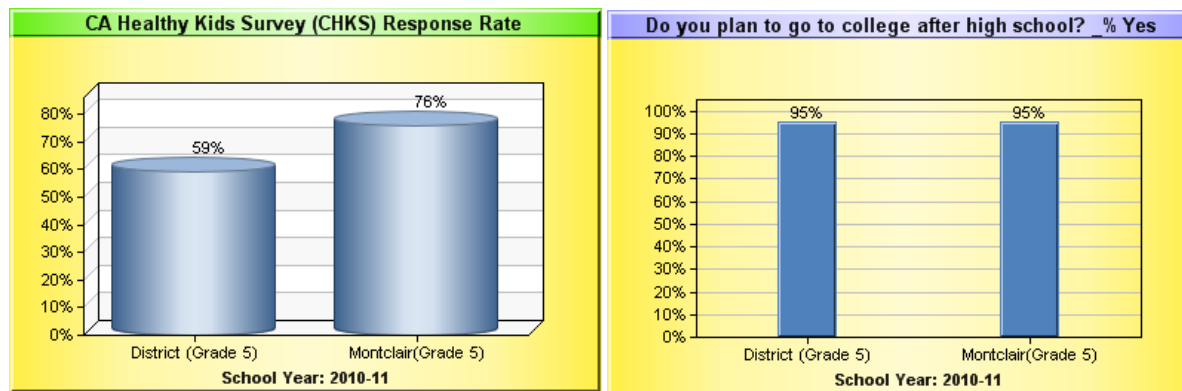
School Data

- 90% of our parents have attended and most graduated from college. 55% have advanced degrees. Going to college is a family expectation for most of our students.

Data Analysis

14

- As college is an expectation for most of our students it is incumbent upon us to support anf foster this desire.

Theory Action

- If we continue to formally provide our students with an awareness of the world of work and with the educational pathways to careers THEN our students will be more likely to pursue post high school training and education.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue tours of nearby college campuses as students who are exposed to college before age 9 have a higher likelihood of attending college.	Anecdotal evidence	All Students	Ongoing	Teacher, principal	4/30/2012	143SQI1D3297		Non-SSC approved			0	$0.00
Support "Take our Children to Work" days.	Anecdotal evidence	All Students	Spring	Parents	4/30/2012	143SQI1D3299		Non-SSC approved			0	$0.00
Sponsor Career Days across school	Anecdotal evidence		Spring	Parents, teachers & principal	4/30/2012	143SQI1D3302		Funded by Community Partner			0	$0.00
Continue "Dress Like What You want to Be" Day	Anecdotal evidence	All Students	Fall	Student Council, parents	4/30/2012	143SQI1D3305		Non-SSC approved			0	$0.00
Continue school sponsored tours of middle schools	CHKS	All Students	Spring	Teachers, principal	4/30/2012	143SQI1D3402		Non-SSC approved			0	$0.00
Continue evening meetings with middle school students to present their schools for rising 5th graders and parents.	Anecdotal evidence	All Students	Winter	PTA principal	4/30/2012	143SQI1D3404		Funded by Community Partner			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Montclair Elementary   **Principal:** NANCY BLOOM

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

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

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

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

School Data

- While we have been successful in reducing the achievement gap, there is still a significant difference between our highest achieving students and the lowest.
- Our highest achieving group of learners is our Filipino students at 100% advanced in all areas.

Data Analysis

- Our small number of students within our subgroups makes analyzing data challenging. Fortunately, all of these percentage points represent individual students whose names we know.
- 51% of our students are GATE identified, making acceleration an integral part of our teaching methodology.

Theory Action

- If we continue to provide positive African-American role-models on the staff, if we continue to have clear behavioral expectations with positive supportive parent communication, if we continue a climate that appreciates diversity if we continue
- activities that recognize minority achievements THEN we will maximize the potential of African American males.
- If we encourage perseverance and if we value sincere and strong interests THEN we will maximize the productivity of our GATE and other students.
- If we continue to hold useful and supportive SST meeting, if we follow up with RTI procedures, of we conduct assessments and hold IEP?s where needed and if we continue to coordinate Special Ed. And regular Ed THEN students will continue to make good
- progress.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue funding TSA to work with our EL students and remedial primary readers.	Teacher created, CELDT and benchmark assessments.	Below Basic	Ongoing	TSA, principal	5/4/2012	143SQI1E3429		Non-SSC approved			0	$0.00

Continue funding our collaboration model	Teacher created and benchmark assessments.	All Students	Ongoing	Faculty & teachers	5/4/2012	143SQI1E3431		Non-SSC approved			0	$0.00
Continue funding our collaboration model	Teacher created and benchmark assessments.	All Students	Ongoing	Faculty & teachers	5/4/2012	143SQI1E3432		Non-SSC approved			0	$0.00
Continue funding after school tutoring programs in math and schience	Teacher created and benchmark assessments.	FBB, BB and BAS	Ongoing	Principal, teachers	5/4/2012	143SQI1E3433		Non-SSC approved			0	$0.00
Develop and provide small groups assistants within classrooms to allow teachers to target intervention.	Teacher created and benchmark assessments.	FBB, BB and BAS	Ongoing	Teachers, principal, PTA	5/4/2012	143SQI1E3435		Funded by Community Partner			0	$0.00
Continue working with our community partners to provide volunteer support and mentoring for struggling students.	Teacher created and benchmark assessments.	FBB, BB and BAS	Ongoing	Principal & community volunteers	5/4/2012	143SQI1E3438		Funded by Community Partner			0	$0.00
Continue working with our Academic Support Group to support individual struggling students.	Teacher created and benchmark assessments.	FBB, BB and BAS	Ongoing	Principal, ASG	5/4/2012	143SQI1E3440		Funded by Community Partner			0	$0.00
Continue SST meetings to delve more deeply into supporting struggling students across all curricular areas and all behavioral areas.	Teacher created and benchmark assessments.	All Students	Ongoing	Principal, parents, SSC team	5/4/2012	143SQI1E3443		Non-SSC approved			0	$0.00
Continue development of Odyssey of the Mind and Otter Tales programs to accelerate GATE students.	Teacher created and benchmark assessments	All Students	Ongoing	Parents, principal and students.	5/4/2012	143SQI1E4141		Non-SSC approved			0	$0.00
Continue seeking positive African American males role models in the classroom and on the playground.	AA male acheivement on benchmarks, CST and teacher created assessments	All Students	Ongoing	Principal, teachers, community partners	5/4/2012	143SQI1E4144		N/A			0	$0.00
Continue supporting United Nations Day as a way to celebrate our cultural differences.	Positive school climate, office referral data	All Students	October 22, 2012	Principal, teachers, PTA	5/4/2012	143SQI1E4182		N/A			0	$0.00
Continue Odyssey of the Mind, Otter Tales student newspaper and multimodalities ways of challenging our GATE students	Positive school climate, CST, benchmark and teacher created assessments.		Ongoing	Principal, teachers, community partners	5/4/2012	143SQI1E4183		N/A			0	$0.00

Strategic Priority F. Extending Learning Time

**School:** Montclair Elementary   **Principal:** NANCY BLOOM

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

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

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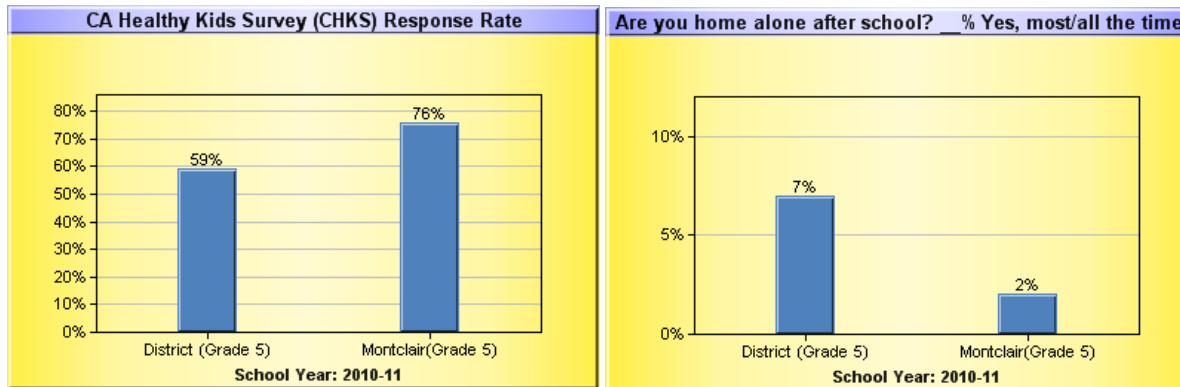
School Data

- In addition to tutoring in core subjects we offer a variety of enrichment classes and other learning opportunities before and after school.

Data Analysis

- Over 75% of our students participate in at least one after school learning opportunity over the course of the school year. Our tutoring programs show marked and repeated success for struggling students.

Theory Action

- If we provide a broad range of optional classes before and after school on campus THEN children will have opportunities to expand and enrich their academic learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Offer a variety of after												

18

school enrichment classes on a rotating, trimester basis. These are all fee-for-service but scholarships are available for all classes.	Semi annual surveys by PTA	All Students	Ongoing	PTA, parents and principal	4/30/2012	143SQI1F3224		Funded by Community Partner		0	$0.00
Continue offering after school Techbridge for 5th grade girls	Anecdotal evidence, CST and benchmark assessments	All Students	Ongoing	5th grade teachers and principal	4/30/2012	143SQI1F3229		Non-SSC approved		0	$0.00
Continue to provide after school math tutoring.	Teacher created assessments, Aleks assessment, anacdotal evidence, benchmakr and CST assessments	All Students	Ongoing	Teachers and principal	4/30/2012	143SQI1F3232		Non-SSC approved		0	$0.00
Continue offering foreign language classes before and after school in French, Spanish, Italian, and Mandarin.	Teacher created assessments	All Students	Ongooing	Montclair Language League	4/30/2012	143SQI1F3237		Funded by Community Partner		0	$0.00
Continue offering Aleks math tutoring afterschool	Benchmark, CST ALeks and teacher created assesssments	All Students	Ongoing	Teachers and principal	4/30/2012	143SQI1F3240		Non-SSC approved		0	$0.00
Continue offering a variety of after school social opportunites including Girl Scouts, Boy Scouts, Odyssey of the Mind and music.	Assessments as indicated by provider	All Students	Ongoing	Providers	4/30/2012	143SQI1F3243		Funded by Community Partner		0	$0.00

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

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

School: Montclair Elementary   **Principal:** NANCY BLOOM

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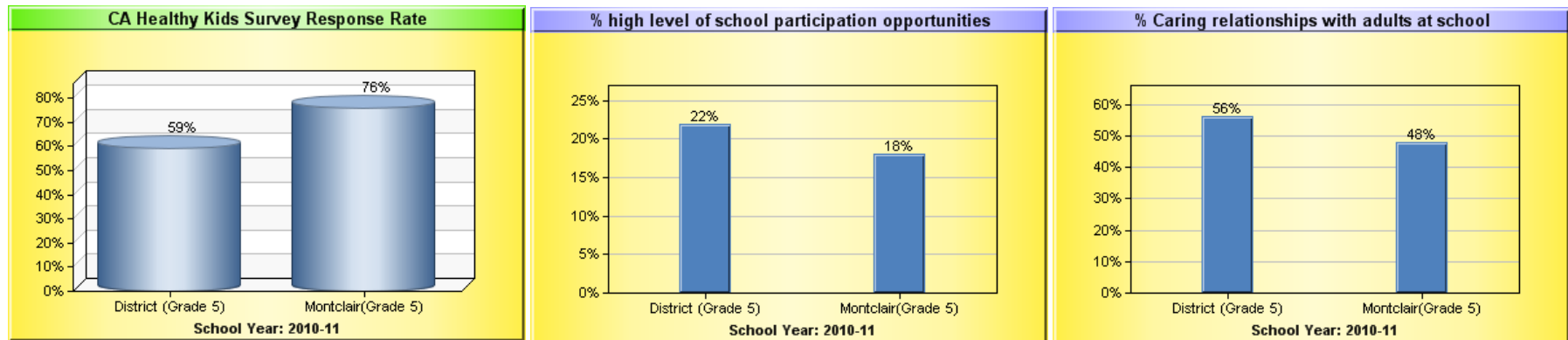
A quality school...

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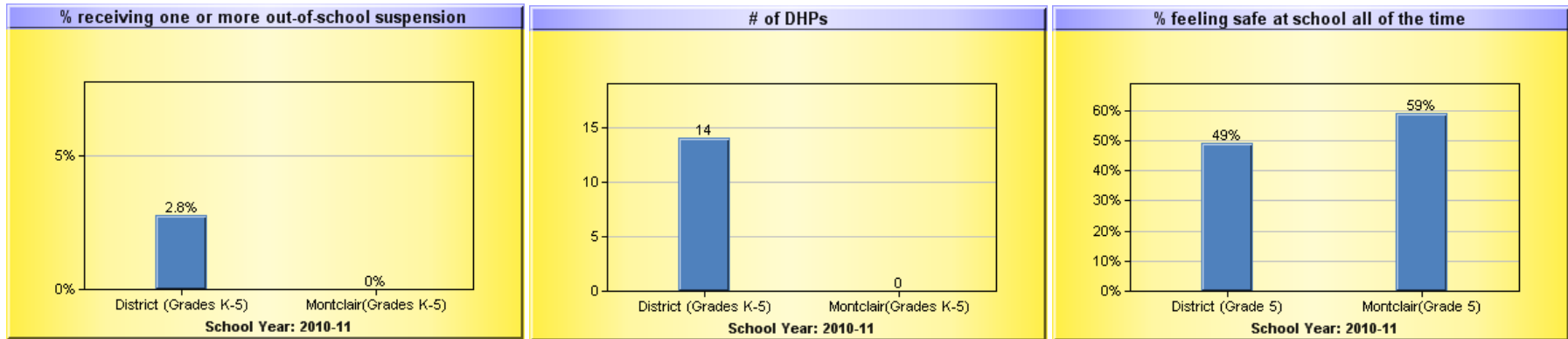
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

% receiving one or more out-of-school suspension	# of DHPs	% feeling safe at school all of the time

District (Grades K-5): 2.8% — Montclair (Grades K-5): 0%
School Year: 2010-11

District (Grades K-5): 14 — Montclair (Grades K-5): 0
School Year: 2010-11

District (Grade 5): 49% — Montclair (Grade 5): 59%
School Year: 2010-11

Data Analysis

- MES continues to see increasing levels of participation by school and community members. Parent engagement and volunteerism remains high, as does student participation in school and community events. Enrollment at MES increases annually.
- The MES community maintains high expectations for our students and their families. 97% of students have a parent participate in parent/teacher conferences and the average daily attendance rate for 2011-2012 is 98.6 % to date.
- Our school continues to encourage inclusion and SEL skills through activities such as United Nations Day, participation in service learning projects, and cultural exchanges via in-class curriculum and school-wide assemblies.
- All students are encouraged to participate in leadership activities such as Student Council, Otter Tales (school newspaper), Odyssey of the Mind, and Good Cents for Oakland. All of these activities involve direct desision making by students.
- Parents participate with their children through learning activities such as Family Math Night and Family Science Night. Weekly communication with parents is through the Wednesday Folder (paper) and a weekly email summary of events and notices.

Theory Action

- If we continue consistent communication with parents, students and the community and expand outreach THEN the positive school culture will be maintained.
- If teachers hold goal setting conferences with each student to monitor individual goals and progress THEN the meaningful engagement of students will increase.
- If MES researches the SEL standards of achievement pioneered by Illinois THEN they will more precisely establish SEL goals and the methods to achieve them.
- If MES explores additional programs such as senior outreach, Grandparents day and mentoring programs THEN student and adults will have additional avenues for SEL and inclusion.
- If leadership opportunities such as Odyssey of the Mind and our OtterTales newspaper expand THEN more students will have opportunities to learn and practice leadership.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement student-teacher goal setting conferences.	Increase in percentage of school participation opportunities.	All Students	Once per marking period.	All students, all teachers.	4/30/2012	143SQI2A3330		Non-SSC approved			0	$0.00
Continue use of Green Weekly Otter envelopes	Anecdotal evidence	All Students	Ongoing	Teachers and principal	4/30/2012	143SQI2A3332		Non-SSC approved			0	$0.00
Continue supporting and encouraging Student	Anecdotal evidence	All Students	Ongoing	Principal, teachers	4/30/2012	143SQI2A3335		Non-SSC approved			0	$0.00

Council												
Continue Caring School Community	Anecdotal evidence	All Students	Ongoing	Principal and teachers	4/30/2012	143SQI2A3337		Funded by Community Partner			0	$0.00

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

Strategic Priority B. Health & Wellness

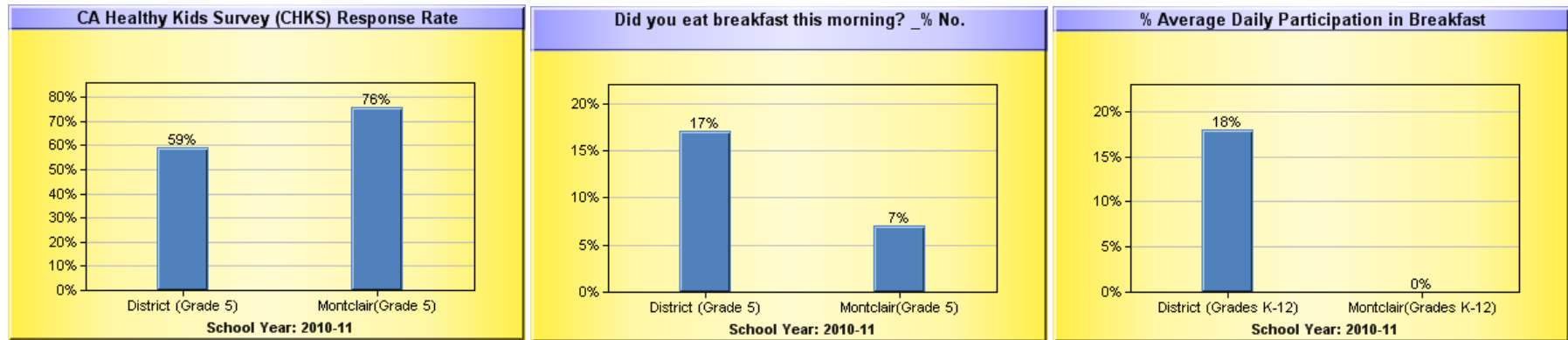**School:** Montclair Elementary   **Principal:** NANCY BLOOM

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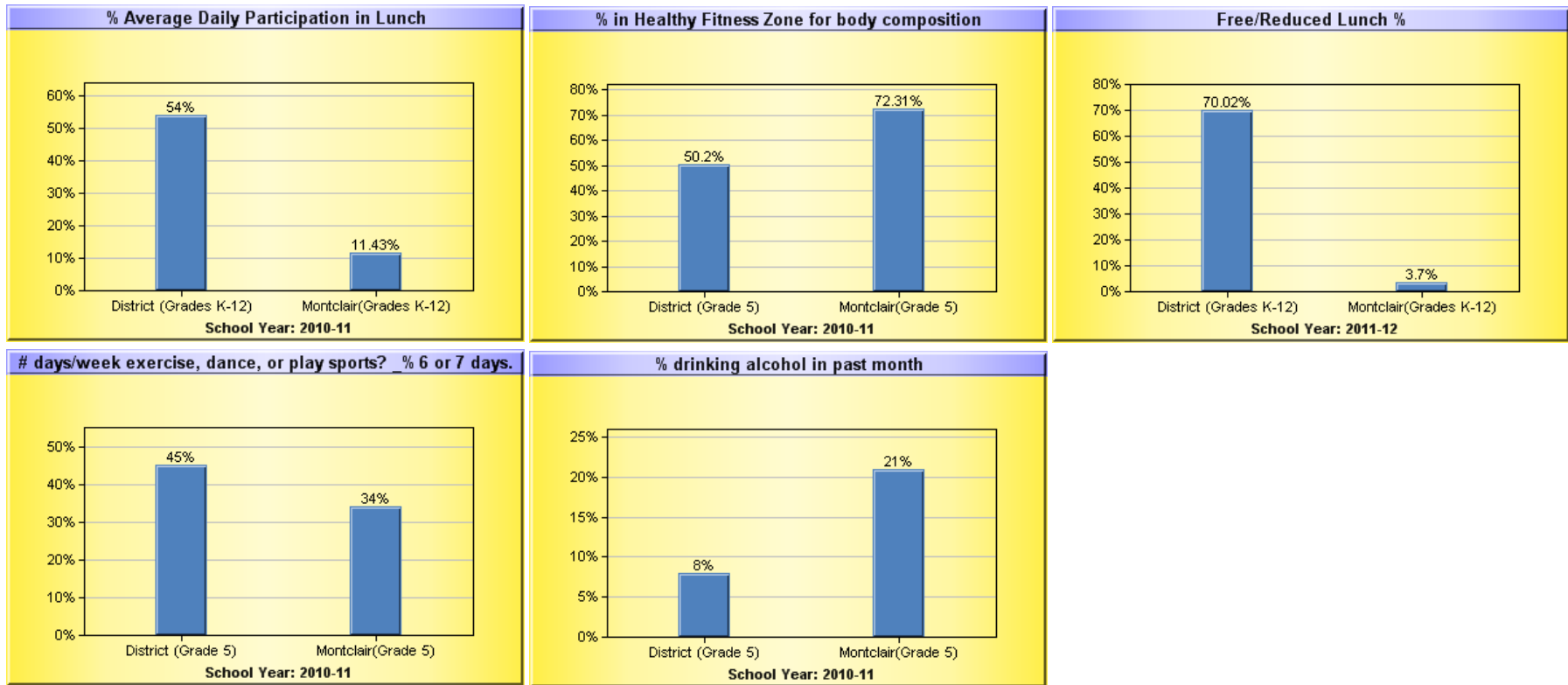
A quality school...

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

From OUSD Strategic Plan:

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

23

% Average Daily Participation in Lunch

District (Grades K-12): 54%
Montclair (Grades K-12): 11.43%
School Year: 2010-11

% in Healthy Fitness Zone for body composition

District (Grade 5): 50.2%
Montclair (Grade 5): 72.31%
School Year: 2010-11

Free/Reduced Lunch %

District (Grades K-12): 70.02%
Montclair (Grades K-12): 3.7%
School Year: 2011-12

 # days/week exercise, dance, or play sports? _% 6 or 7 days.

District (Grade 5): 45%
Montclair (Grade 5): 34%
School Year: 2010-11

% drinking alcohol in past month

District (Grade 5): 8%
Montclair (Grade 5): 21%
School Year: 2010-11

Data Analysis

- Physical Fitness: MES students continue to be very active. All grades have weekly P.E. classes. Many classes start the day by running or walking laps around our playground or doing stretching and yoga exercises before the day begins.
- Nutrition: Our core curriculum includes units on nutrition and healthy food choices. A fresh salad bar is available daily in the cafeteria. Children bring water bottles from home daily, filling them with fresh water from our hydration station.
- SEL: Seeking to improve our students' healthy social interaction with their peers, in 2011-12 MES employed a mentoring coach at all recesses and during the school day. We also have buddy classes between upper and lower grades.
- Campus: Our school campus will be under construction until Fall 2013, causing much disruption to our physical environment. We will be challenged to keep the physical disruption to a minimum to ensure a safe environment for all community members.
- Mental Health: Our Positive School Climate Consultant continues to work at MES weekly to evaluate individual and group/social situations and provide a resource for students, staff and parents who have individual concerns.

Theory Action

- If we continue the Mentoring program of organized sports and classes in game playing skills, THEN there will be an increase in SEL, activity and inclusion.
- If we continue to offer healthy food and drink choices through our cafeteria and curriculum and garden program THEN we will increase healthy eating

knowledge and habits.

- If we continue to expand options for outdoor activities, if we continue to improve organization of lunchtime sports and if we have improved playground equipment THEN more children will be more active and healthy.
- If our school climate consultant continues to regularly work with classrooms and consult with teachers then students will be supported in learning specific SEL Skills and create and inclusive community.
- If the program of outdoor science and gardening continues to expand in the new campus THEN students learning about the environment and their relationship to it will be enhanced.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue support our "Positive School Climate" consultant.	CHKS survey	All Students	Onging	PSCC, PTA, principal	4/30/2012	143SQI2B3310		Funded by Community Partner			0	$0.00
Continue funding PE teacher	Presidental Fitness test	All Students	Ongoing	Principal	4/30/2012	143SQI2B3313		Non-SSC approved			0	$0.00
Continue having HERO on the playground	Anecdotal evidence, CHKS	All Students	Ongoing	PTA, principal	4/30/2012	143SQI2B3314		Funded by Community Partner			0	$0.00
Continue providing a Caring Community School	CHKS, anecdotal evidence	All Students	Ongoing	Principal, teachers	4/30/2012	143SQI2B3315		Funded by Community Partner			0	$0.00
Continue OTTER (Our Time to Express Respects assemblies.	Anecdotal evidence	All Students	Ongoing	Principal, teachers	4/30/2012	143SQI2B3319		Non-SSC approved			0	$0.00
Continue encouraging use of the "I OTTER Tell box on principal's door.	Notes to principal	All Students	Ongoing	Principal, students	4/30/2012	143SQI2B3325		Non-SSC approved			0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Montclair Elementary   **Principal:** NANCY BLOOM

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

A quality school...

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

From OUSD Strategic Plan:

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

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

Average Daily Attendance (ADA)
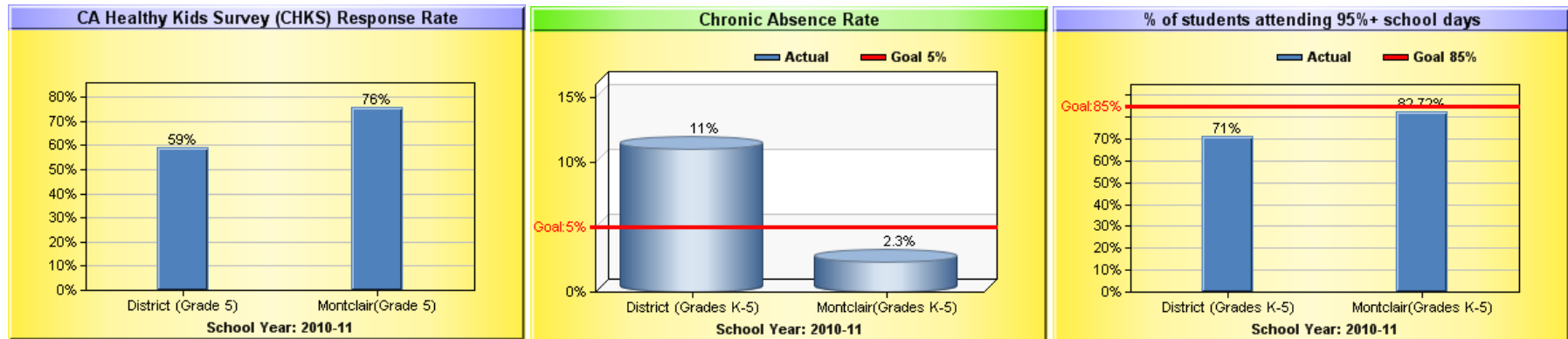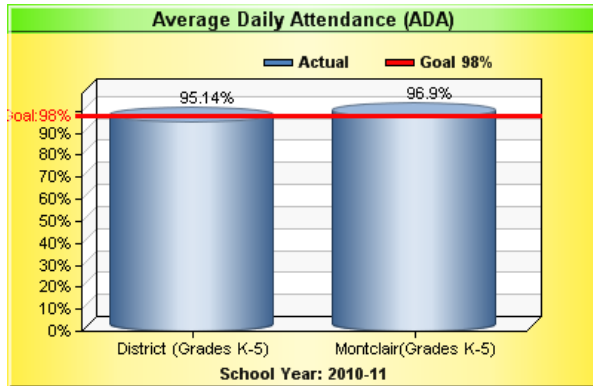
School Data

- The auto fill data in this section is incorrect. For the last 6 years our average attendance has been 98.6%. While this is not the 99% goal OUSD has, it is very good.

Data Analysis

- Chronic Absence: Montclair Elementary School has met the OUSD target of reducing chronic absences to 5% or less. MES's chronic absence rate is 2.3%.
- Satisfactory Attendance: Montclair Elementary School is close to the OUSD target of 85%, with a satisfactory attendance rate of 83%. The primary reason MES has not met this target is because of parents traveling out of town with their children.
- Average Daily Attendance: Internal data shows that during the 2011-2012 school year, MES has so far achieved a 98.6% attendance rate, meeting the OUSD goal.

Theory Action

- If repeated parent conference and parent/principal conferences and SART meetings are held THEN Chronic Absence will improve.
- If MES continues to educated parents on the value of daily attendance through repeated discussion and to create Independent Study Contracts for planned absences THEN satisfactory Attendance will be reached.
- If MES continues to emphasize the importance Average Daily Attendance through regular parent bulletins and updates THEN the community will support the effort.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue rewarding students with perfect attendance.	Assemblies	All Students	Ongoing	PTA and principal	4/30/2012	143SQI2C3341		Non-SSC approved			0	$0.00
Write letter to airlines explaining impact off season low fares has on student attendance.	Response from airlines	All Students	Fall	Principal	4/30/2012	143SQI2C3345		Non-SSC approved			0	$0.00
Continue holding regular SART conferences.	Student attendance data		Ongoing	Principal & attendance clerk	4/30/2012	143SQI2C3350		Non-SSC approved			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: Montclair Elementary

Principal: NANCY BLOOM

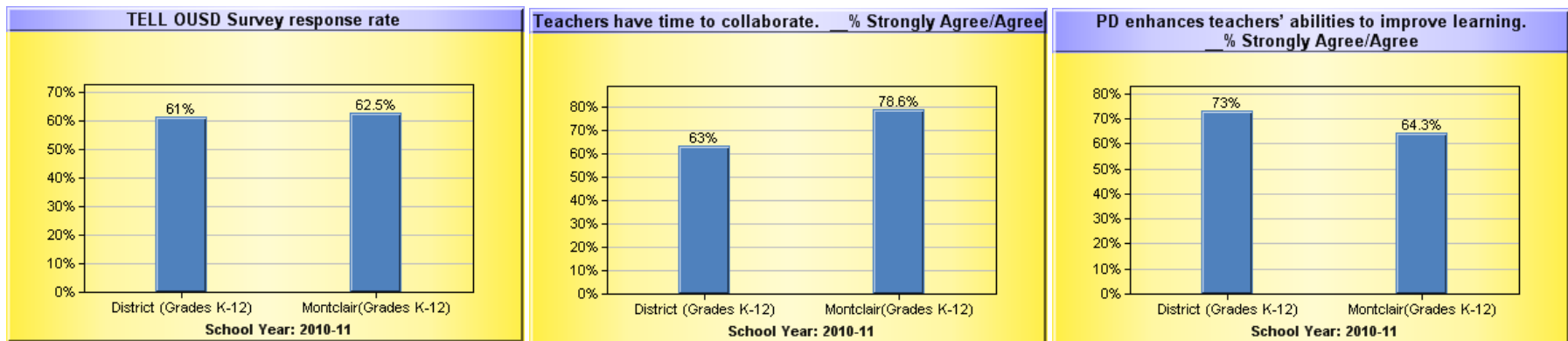**School Quality Standards relevant to this Strategic Priority**
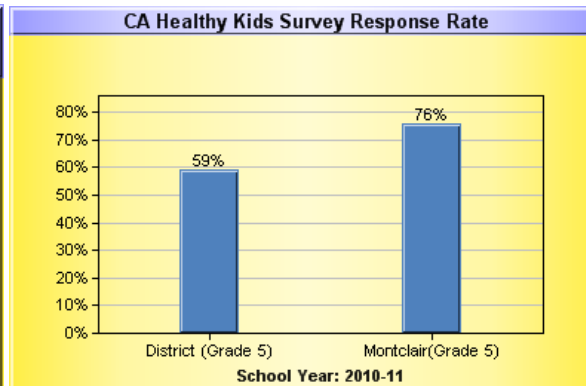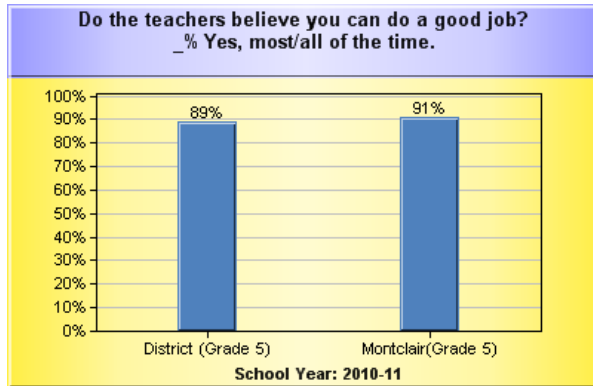
A quality school...

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

From OUSD Strategic Plan:

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

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

Do the teachers believe you can do a good job?
_% Yes, most/all of the time.

District (Grade 5): 89% Montclair(Grade 5): 91%
School Year: 2010-11

CA Healthy Kids Survey Response Rate

District (Grade 5): 59% Montclair(Grade 5): 76%
School Year: 2010-11

School Data

- Our professional development continues to be a weak area. PLCs are growing and developing. Our new teacher support is strong.

Data Analysis

- The area requiring the most support is professional development for faculty. The new structure involves a Leadership Team to plan and implement professional development. This is showing positive reasults.

Theory Action

- If needs assessment is conducted to determine preferred and helpful training, and of the training is provided THEN teachers will increase their skills in such areas as differentiated learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue using the elected Leadership Team to plan and implement professional development.	Evaluation by teachers	All Students	Ongoing	Leadreship team, teachers & principal	4/30/2012	143SQI3A3364		Non-SSC approved			0	$0.00
Continue PLCs	Anect=dotal evidence	All Students	Ongoing	Teachers & principal	4/30/2012	143SQI3A3366		Non-SSC approved			0	$0.00
Continue our unique program of new teacher support	Anecdotal evidence		Ongoing	Teachers and principal	4/30/2012	143SQI3A3371		Non-SSC approved			0	$0.00
Continue CSC work	Anecdotal evidence	All Students	Ongoing	Teachers & prioncipal	4/30/2012	143SQI3A3375		Non-SSC approved			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Montclair Elementary   **Principal:** NANCY BLOOM

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

School Data

- Approximately 25 % of our school staff is funded by the PTA through fundraising and community events. Over 300 businesses contributed to our annual Otterball and Walk. Low general community attendance to events due to limited awareness.
- Over 40% of parents and guardians are regular volunteers at our site and actively participate in the academic and social development of students. A need of financial help at MES that's not been measured. No data of child extracurricular involvement

Data Analysis

- Improve general community connections by inviting local business owners, displaying fliers throughout the village and encouraging all to join in MES social activities.
- Records of family and community involvement in all the areas of data is lacking, making analyzing data for trends and school needs difficult. Survey families about their interest and skills to guide development of resources.

Theory Action

- If we continue to communicate the willingness of the school to address the occasional and extraordinary needs of individual families THEN we will be able to address these needs with existing school and community resources.
-

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase student involvement in school culture and activities through Student Council,	Student			Principal,								

Student run newspaper, Service Learning Projects, Mentoring Programs, Buddy Classes, Creek-to-Bay and School Sports teams.	attendance to program and activities,	All Students	Yearly	Teachers and MES Community	4/30/2012	143SQI4A3377		Funded by Community Partner		0	$0.00
Continue to support all PTA activities	Anecdotal evidence	All Students	Ongoing	PTA, teachers & principal	4/30/2012	143SQI4A3380		Funded by Community Partner		0	$0.00
Continue to develop meaningful volunteer opportunities with and for our community partners	Anecdotal evidence	All Students	Ongoing	Principal and teachers	4/30/2012	143SQI4A3382		Funded by Community Partner		0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

**School:** Montclair Elementary   **Principal:** NANCY BLOOM

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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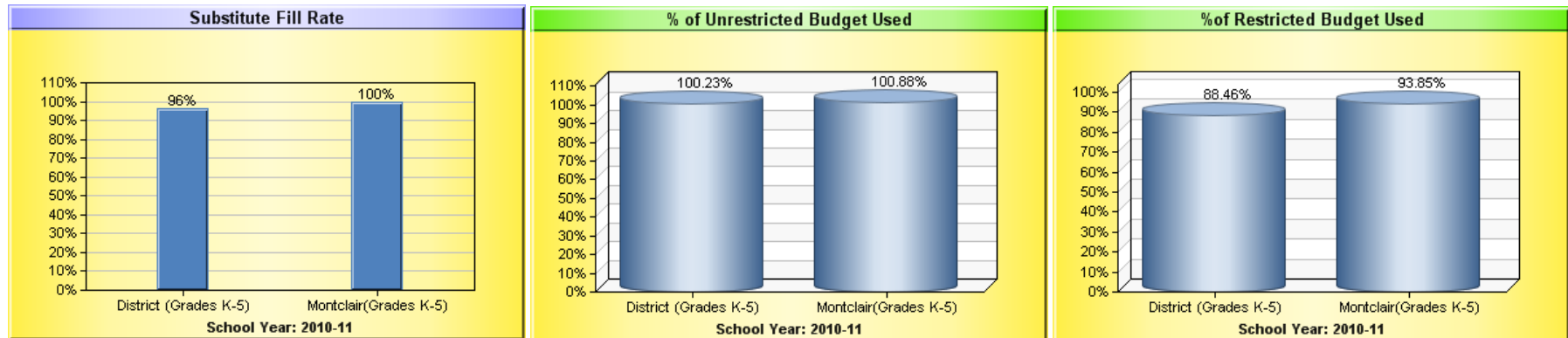
School Data

- With our very limited catagorical funding the only sub group we receive funds to support are second language learners.

Data Analysis

- All of our second language learners achieve at least one year's growth on the CELDT every year. Our back side rate after redesignation is very low to non-existent.

Theory Action

- If we continue to monitor the budget closely and to work closely with SSC and faculty THEN the students will receive the maximum benefit of existing resources.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue funding TSA to work with EL students	CELDT & benchmark assessments	English Learners	Ongoing	TSA, principal	4/27/2012	143SQI5A3393	TSA will provide intervention and front loading activities to EL students to support their academic improvement. In addition she uses language learning software to improve their EL skills.	7091-EIA - LEP		T10TSA0010	0.048	$4,306.63
Continue working closely with SSC and faculty to insure best use of funds.	Overall success	All Students	Ongoing	Principal, SSC & faculty	4/27/2012	143SQI5A3396		Non-SSC approved			0	$0.00
Continue working closely with SSC and faculty to insure best use of funds.	Overall success	All Students	Ongoing	Principal, SSC & faculty	4/27/2012	143SQI5A3974		N/A			0	$0.00

Type into the gray boxes, then print and sign.

ASSURANCES
2012-2013

School Site: Montclair Elementary School
Site Number: 143

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

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

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

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

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

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on May 3, 2012.

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

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

Attested:

(signature)	Josie Levi	05/03/2012
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
(signature)	Nancy Bloom	
Principal Signature	Principal's Name (printed)	Date 5·3·12
(signature)		
Executive Officer's Signature	Executive Officer's Name (printed)	Date
(signature) Susana Ramirez	Susana Ramirez	6/7/12
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date

School Site Council Membership Roster – Elementary School

School Name: Montclair Elementary   **School Year** 2011-2012

Chairperson: Josie Levi	**Vice Chairperson:** Gary Lee
Secretary: Elsa Rojas Perez	**DAC Representative:** Moe Josephian

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Josie Levi					X
Nancy Bloom		X			
Lucinda Pearson			X		
Diana Metoyer			X		
Saabirah Rasul			X		
Jane Nylund					X
Moe Josephian					X
Gary Lee					X
Anne Delp					X
Elsa Rojas Perez				X	
Maggie Rogers (alternate)					
Laura Courtney (alternate)					
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	

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 members;
(3) Majority of school staff membership must be classroom teachers;
(4) Parent/community members cannot be employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
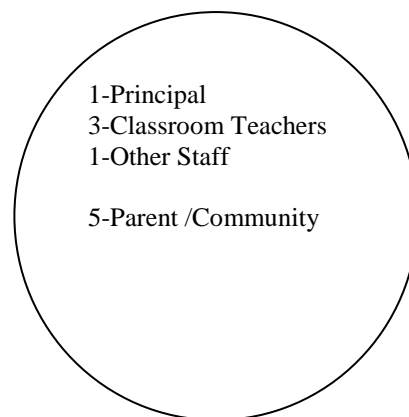
Montclair Elementary School is not a Title I school, therefore we have not used the Title I Parent Engagement Policy. Following is what we do use.

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

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

We hold regular meetings (monthly) School Site Council Meetings to discuss and monitor:

- student achievement data
- Family Involvement Policy
- Family-School Compact
- Teacher Status
- School goals and Priorities

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

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

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

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

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

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

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

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

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

6) Montclair Elementary School will submit to the district any parent comments if the Single Plan for Student Achievement (SPSA) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

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

Montclair Elementary School – Parent Compact

Montclair School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.
This School-Parent Compact is in effect during the 2012-2013 school year.

School Responsibilities

Montclair 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:

We are proud of Montclair's success against state and federal academic standards. Montclair ensures progress toward school-wide improvement through the use of our site improvement plan, three yearly benchmark meetings, student and family conferences, Student Success Team (SST) meetings, and staff meetings. The site improvement plan states our improvement goals that are directly aligned with our content and performance standards. It also defines the strategies we employ to help all students attain the level of achievement and drives the allocation of resources that fund these strategies. Each year, members of our school community review and revise our site plan to ensure that it continues to meet our improvement goals. The effectiveness of our plan is measured against school assessment data district goals and staff/parent evaluation data.

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

Parent teacher conferences for the entire school are held at the end the first two report periods. All upper grade students are involved in three way conferences which the teacher, student and parents review the student's work, discuss areas of strength, areas for growth and the goals for the coming trimester.

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

The entire community, staff, students, parents and community members participate regularly in examination of student and school achievement data. At Back to School/Curriculum Night information, all parents are given the tools to guide their child in self-assessment and reflection. Our School Site Council reviews test data on a biannual basis for the purpose of refining and enhancing our school site improvement plan. In addition the data is constantly used to evaluate extra-curricular programs as they connect with relevance to our school goals.

4) Provide parents reasonable access to staff.

All teachers prepare newsletters to their parents which are sent home manually and or electronically. Some teachers use websites or email as access points for parents.

5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
Most parents support classrooms by working in classrooms as room parents, art, library, drama and science or technology docents, tutors, and as chaperones on study tours.

Parent Responsibilities –

We as parents will:

- Send my child to school regularly and on time
- Ensure that homework is completed
- Participate in parent/teacher communication
- Volunteer for school/class projects

Student Responsibilities –

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

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