

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 – Cleveland Elementary School

Action Requested:

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



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Cleveland Elementary

6001739

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

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

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

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

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

We are located in the Cleveland Heights Neighborhood on Haddon Hill, which is also known as "China Hill." Our student enrollment of approximately 370 students is very diverse. Of our entire student population, 370 students are in general education, 4 students are in an integrated special Education Program in Kindergarten. Our diverse population is represented by 60% Asian-American Students, 20% African-American, 5% Latino Students, and 11% European-American, 4% Other students. We have 60% of our families who qualified for Free and Reduced Lunch or are social-economically disadvantaged. The major languages spoken on our campus are English, Cantonese, and Spanish. Cleveland Elementary has historically maintained high and competitive API scores. In the school year 2010 our API score was 918. Although the API score indicates some levels of success for Asian-American and European-American students, an achievement gap is very present when comparing students of color and Newcomer English Language Learner to our Asian-American and European-American students. In order to tackle and begin the process of closing the achievement gap at Cleveland Elementary, a strategic plan of achievement is in place to properly address and close the achievement gap.

VISION

We seek to create: -an environment that encourages independent, self-motivated learners -a child-centered culture of high academic standards and exemplary citizenship -a campus where parents are active partners in their children's education -experiences for our students that will enrich their education -a nurturing climate where we meet the diverse needs of our staff, students, and community -valuable resources for our community-at-large

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

Faculty Council, SSC, ELAC, staff parents (PTA), teacher leaders, and school partnerships will support in implementing and adjusting the site plan in order to ensure that we meet our goals as a school and as a district. Communication with staff and after-school programs to discuss student progress and implementation of the CSSP. Discussion with SSC and PTA regarding budget and program assessment will also support our school in meeting the needs of our students.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Cleveland Elementary

Principal: ANGELA AQUINO

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:

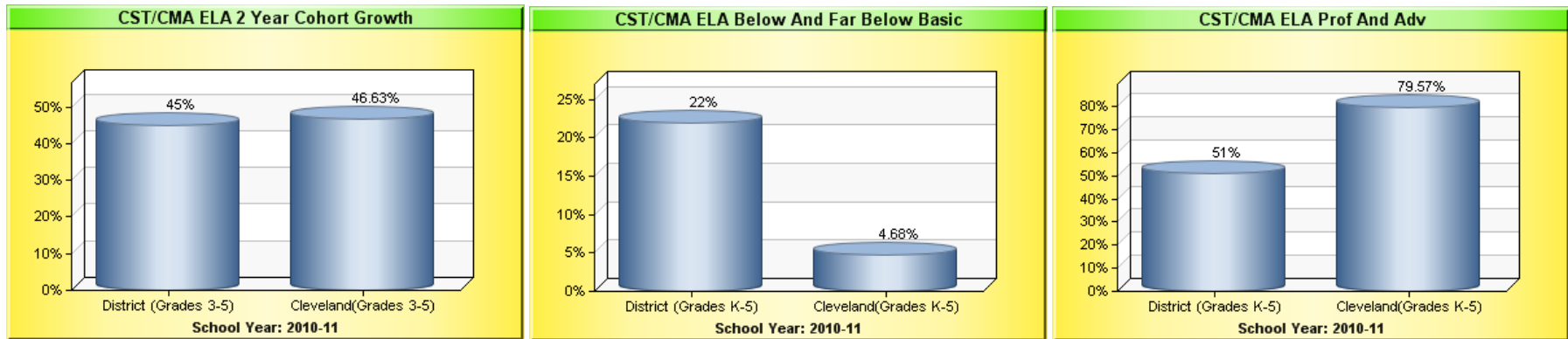
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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 State 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 Data

- Increase 2.7% in Prof and Adv. 2010-2011 CST Overall
- Decrease in Prof. Adv for this year's 4th grade by 15%

Data Analysis

- EL students need continued support in all grade levels, esp. in 4th grade
- Continued additional support to students performing in FBB/BB/Basic
- Although the many of the students are testing at proficient and advanced levels as measured by the CST, a more strategic use of assessment data and analysis to drive instruction must be weaved into each and every grade level. Effective, specific and

Theory Action

- If we provide continued support in class or pull-out in small groups for EL students, they will be able to improve thier academic performance.
- If we provide teachers with supplementary materials, then teachers will be able to support them in differentiating instruction in the classroom
- If we create smaller classroom sizes in the Kinder and 1st grade classess, then teachers will be able to better support the students and provide more attention to and ansure academic and social-emotional foundation support for the students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide Class size reduction to Kindergarten classrooms in order to better provide academic environment and instruction for academic progress.	Benchmarks	All Students			4/24/2012	108SQI1A1663	Reduce class size as an intervention strategy to support improved student academic achievement	3010-Title I		K12TCH2041	0.4	\$20,997.28
Provide Class size reduction to Kindergarten classrooms in order to better provide academic	Benchmarks	All Students			4/24/2012	108SQI1A1664	Reduce class size as an intervention strategy to support improved student academic achievement	7090-EIA - SCE		K12TCH2041	0.1	\$5,249.32

environment and instruction for academic progress.												
Provide Class size reduction to Kindergarten classrooms in order to better provide academic environment and instruction for academic progress.	Benchmarks	All Students			4/24/2012	108SQI1A3916		N/A			0	\$0.00
Provide class size reduction support to 1st grade classrooms in order to increase positive climate and academic instruction	Benchmarks	All Students			4/24/2012	108SQI1A1665	Reduce class size as an intervention strategy to support improved student academic achievement	3010-Title I		K12TCH1495	0.5	\$54,492.36
Teachers will provide high quality instruction	CST/benchmarks	All Students			4/24/2012	108SQI1A1666	Provide supplementary materials to support teachers in increasing academic instruction in the classroom.	3010-Title I	4300-MATERIALS & SUPPLIES		0	\$1,713.00
Teachers will provide high quality instruction	CST/benchmarks	All Students			4/24/2012	108SQI1A1667	Provide supplementary materials to support teachers in increasing academic instruction in the classroom.	7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$9,279.00
Provide Supplementary academic support to students in BB/FBB	CST/Benchmarks	FBB, BB and BAS			4/24/2012	108SQI1A1670	Provide supplementary academic support and improve academic performance students in FBB/BB/and Basic	7090-EIA - SCE	4310-SUPPLIES		0	\$0.00
Students will receive targeted intervention to ensure grade level proficiency.	CST/Benchmarks/CELDT	English Learners			4/24/2012	108SQI1A1672	Provide supplementary academic support to increase academic performance students in FBB/BB/and Basic	7091-EIA - LEP		IABIL0006	0.65	\$34,835.57
Engage PArnts in curriculum expectation and classroom participation	CST/CELDT/Benchmarks	All Students			4/24/2012	108SQI1A1753	Provide educational materials to parents	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$1,738.12
Provide supplementary supplies to engage parents in school community	CST/Benchmarks/CELDT	English Learners			4/24/2012	108SQI1A1699	Provide curriculum/informational materials to parents	7091-EIA - LEP	4310-SUPPLIES		0	\$2,475.12
Provide supplemental academic support to identified students	Benchmark and CST scores	FBB, BB and BAS	Entire school year	Principal	4/24/2012	108SQI1A3917	Provide supplementary academic support to increase academic performance for identified students.	7090-EIA - SCE		K12IA0004	0.6	\$22,546.45
Provide supplemental academic support to identified students.	Benchmarks and CST scores	FBB, BB and BAS	Entire school year	Principal	4/24/2012	108SQI1A3918	Provide supplemental academic support to identified students	7090-EIA - SCE		IABIL0006	0.15	\$8,038.98

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Cleveland Elementary

Principal: ANGELA AQUINO

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:

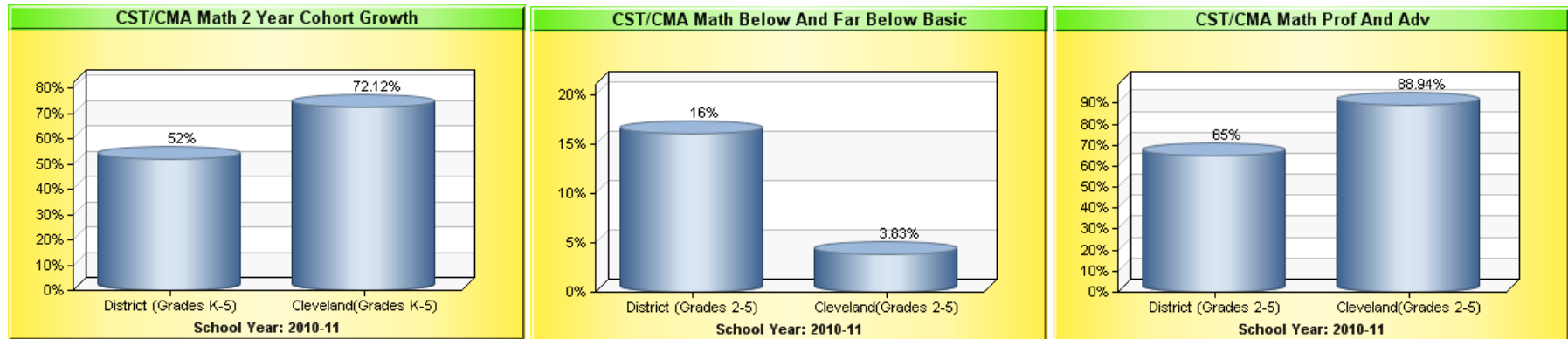
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

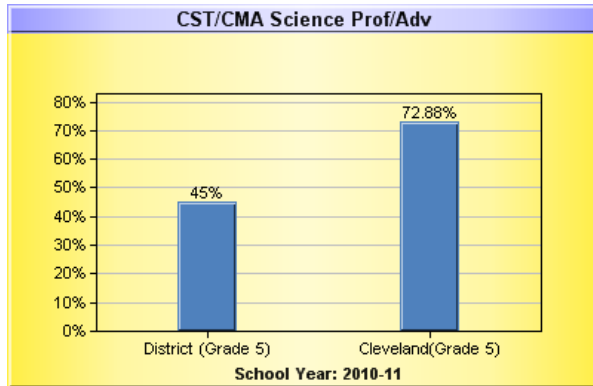
District-level Goals

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.





Data Analysis

- We have an overall decrease in FBB/BB by 2.7% and an overall increase in Prof Adv by 3.3%. Although the majority of the students are testing at proficient and advanced levels as measured by the CST, a more strategic use of assessment data and analysis
- We have an increase in FBB/BB in 4th grade by 4%. We must have a more a laser focus on students who are not showing progress throughout the year. A more strategic use of services for these identified studnets would push for more accountability for

Theory Action

- If we provide continued support in class or pull-out in small groups for EL students, they will be able to improve thier academic performance.
- If we provide supplementary materials to support teachers in differentiating curriculum, then teachers will be able to better met the needs of the students
- If we provide time once a month for teachers to receive professional development on science and technology, then teachers will beable to feel more confident in implementing a quality science program int her classroom.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide PD on Math strategies/critical thinking	CST/Benchmarks	All Students	all year	All teachers	3/23/2012	108SQ1B257	Meet as a whole group and in PLC to teach critical thinking skills	N/A			0	\$0.00
Provide PLC time for teachers collaborate and plan for Science/Math Instruction.	CST/Benchmarks				3/23/2012	108SQ1B1755	Use 2 Wednesdays/mo for PLC time	N/A			0	\$0.00
Provide PD opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLCs and/or an electronic collaborative website	CST/Benchmarks	All Students	all year	All teachers	3/23/2012	108SQ1B1756	Partner with district Science Dept. for teacher PD	N/A			0	\$0.00
Provide quality aicence instructional program.	CST	All Students	all year	all teachers	3/23/2012	108SQ1B1766	Teach science weekly for 90 minutes in every classroom and integrated with literacy	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Cleveland Elementary

Principal: ANGELA AQUINO

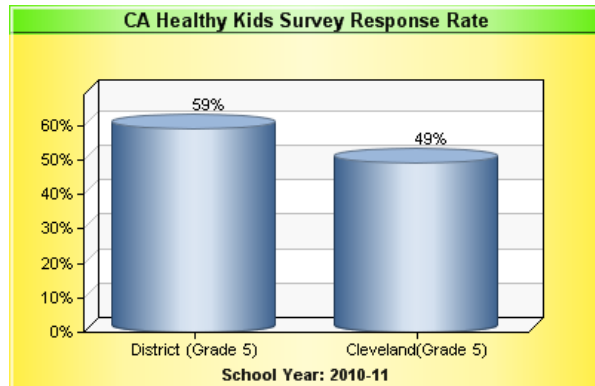
School Quality Standards relevant to this Strategic Priority

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

- 107% of staff filled out CHKS survey
- 62% of students filled out the CHKS survey and 59% of parents responded to CHKS survey

Data Analysis

- We have 100% of students move on to Middle school. We will continue to identify how students can be academically and socio-emotionally better prepared as they move on to middle school. We must send the same message to all parents to continue the

Theory Action

- If we allow more time for parents to fill-out CHKS survey, then we may have a higher family response rate.
- If we give classroom prizes for the number of parents who turn them in, then we may have a higher response rate.
- If we create a space for teachers to discuss middle school life with students, and if we invite administrators, teachers, or former students from different middle schools to talk about middle school, then we can help students lower any anxieties they may have.
- If we continue to have an annual kindergarten orientation to support incoming kindergarten families about expectations for kindergarten, then families and support their kindergarten to adjusting positively to their new school.
- If we create temporary placements for kindergarten students for the first 3 weeks of school, and then adjust classroom placement after three weeks, then each classroom would be more balanced in terms of equity in academic and socio-emotional needs.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide student curriculum and behavioral expectations to Kinder classes prior entering the fall	Benchmarks	All Students	1 month	Kindergarten teachers	3/29/2012	108SQ11C1757	Host a kinder orientation evening with all teachers present and sharing about Kindergarten	N/A			0	\$0.00
Provide opportunity for parents and students to learn about Middle school options	classroom and parent survey				3/29/2012	108SQ11C1758	Host Middle school visit trips	N/A			0	\$0.00
Engage parents and community in transition activities through efforts such as a Room Parent Leadership structure	Survey	All Students	all year	Principal/PTA	3/29/2012	108SQ11C1767	Create Room Parent leadership structure to co-lead	N/A			0	\$0.00
? A welcome letter to parents sent at the end of June.	Survey	All Students	End of June	School office/PTA	3/29/2012	108SQ11C2321	Engage parents in participation to school community	N/A			0	\$0.00
?Summer Kindergarten/ New transfer student picnic at the school site held the first week in August.					3/29/2012	108SQ11C2322	Provide opportunity for parents to engage with each other and build community among other parents	N/A			0	\$0.00
?School Visits during the Fall and Winter Sessions					3/29/2012	108SQ11C2323	Provide opportunity for parents to observe and learn about Kindergarten life on site and hear about school expectations	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Cleveland Elementary

Principal: ANGELA AQUINO

School Quality Standards relevant to this Strategic Priority

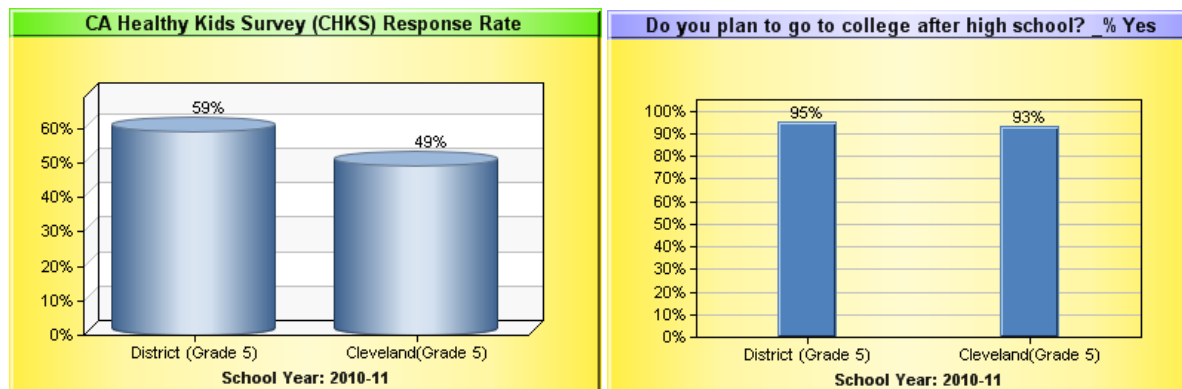
A quality school...

- 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

- 62% of students filled out the CHKS survey and 59% of parents responded to CHKS survey
- 107% of staff filled out CHKS survey

Data Analysis

- Although majority of our students are achieving, a more strategic approach to connecting elementary curriculum to future careers. A cohesive message to all students in making the connection to the skills they are learning now to the skills they will
- 62% of students filled out the CHKS survey and 59% of parents responded to CHKS survey. Informing parents and involving parents on how they can encourage to make the connection between the work their child is doing now with the future careers of their

Theory Action

- If we provide more opportunities for students to learn more about career options, they will get excited about going to college.
- If we continue to utilize our community partners (Kaiser Permanente IT department) to organize a career day for students to get exposure to various careers available, and if we invite families to share about their career/jobs, then students would be
- If we continue to have teachers make the connection in their everyday instruction between the skill they are doing now to the skills necessary for the workforce and for college, then students will be able to understand the larger and long term goal

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunity to explore various careers.	CHKS survey	All Students			3/29/2012	108SQ1D1759	Invite Community Partner to host career day	N/A			0	\$0.00
Provide opportunity to explore various careers.	CHKS survey	All Students			3/29/2012	108SQ1D1768	Embed within the content curriculum ways that [subject area] touches my everyday life? so that students can see that there are ways science, math, 21st century skills, etc. interacts with their lives each day, and that there are many jobs where these intersections happen	N/A			0	\$0.00
Create opportunities to discuss career options for students	CHKS survey				3/29/2012	108SQ1D1760	Work with After-school program to create activities that teaches career options	N/A			0	\$0.00
Create opportunities to discuss career options for students	CHKS survey				3/29/2012	108SQ1D2331	College students will be tutoring students during the after-school program	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Cleveland Elementary

Principal: ANGELA AQUINO

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 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

- 89% of Grades 2-5 are in Prof/Adv in Math, and 80% in ELA. Decrease in Prof/Adv for EL -74%-68%
- 68% of EL and 43% AAM in Prof/Adv in ELA and Increased performance in Prof/Adv for AA females in ELA-55%-75%

Data Analysis

- We have and overall increase in achievement with our AA students last year. A continued effort in identifying students who have progressed/not progressed and are already in proficient and advanced must be consistently monitored in order to maintain c
- There must be a coherence and continued discussion in grade level groups regarding identification of appropriate curriculum and activities that would further challenge identified GATE students, and make available to students who may not qualify as G
-

Theory Action

- If we constantly identify African American Male students, EL students, and Students with disabilities who are performing FBB/BB//Basic on CST and benchmark tests, and if we create a plan to support each of them, then students will be closely monitored
- If we provide supplementary materials to support teachers in differentiating curriculum, and if we continue to meet every month to discuss academic and emotional development of the student, and include socio-emotional support, and if we have a month
- If we identify students who are already in the GATE students and other students who are scoring proficient in the CST or benchmark tests, and if we provide supplementary materials to further challenge these students, and if we meet with the families

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
? Identify, plan for and support targeted	CST/Benchmarks/CELDT	All Students			3/23/2012	108SQ11E1769	Identify the targeted student group based upon an agreed upon criteria (academic,	N/A			0	\$0.00

student group(s)							attendance and social/emotional)					
? Identify, plan for and support targeted student group(s)	CST/Benchmarks/CELDT	All Students			3/23/2012	108SQ1E1770	Develop an individualized contract for success for each targeted student with timelines and measureable outcomes	N/A			0	\$0.00
? Identify, plan for and support targeted student group(s)	CST/Benchmarks/CELDT	All Students			3/23/2012	108SQ1E1771	Recognize students when measurable outcomes are met (cannot use public funds for rewards)	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Cleveland Elementary

Principal: ANGELA AQUINO

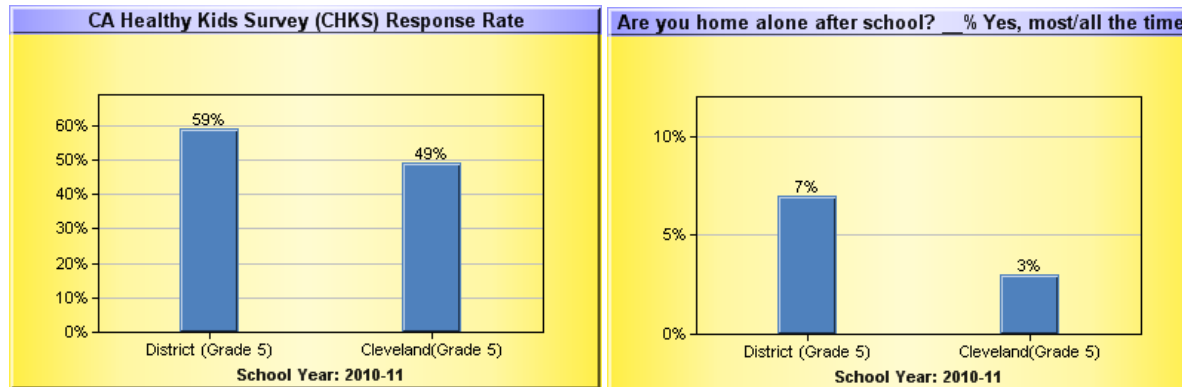
School Quality Standards relevant to this Strategic Priority

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 Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

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

School: Cleveland Elementary

Principal: ANGELA AQUINO

School Quality Standards relevant to this Strategic Priority

A quality school...

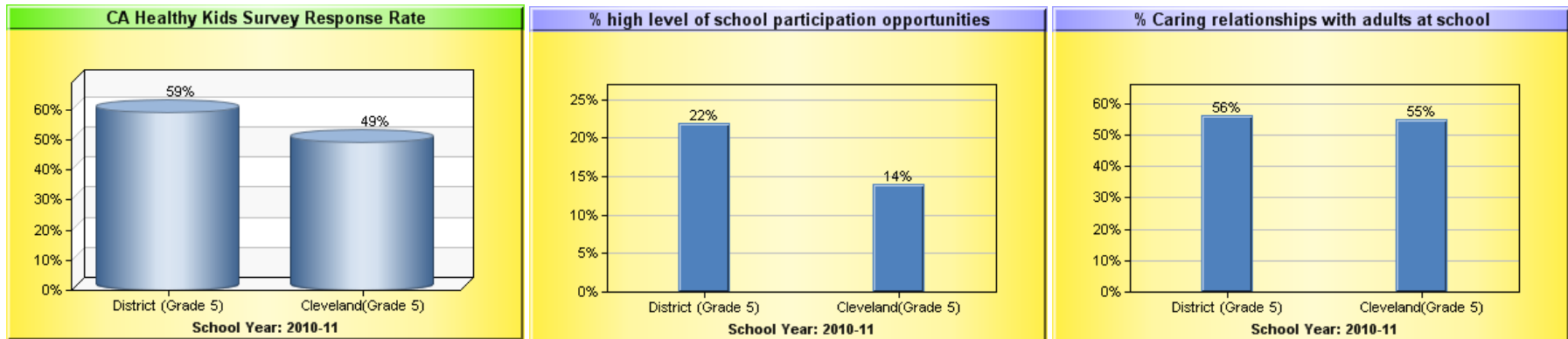
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students 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

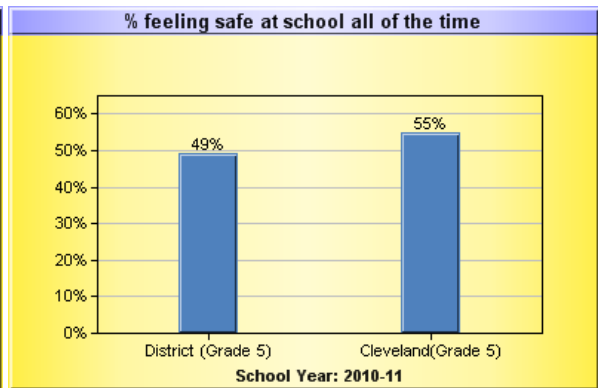
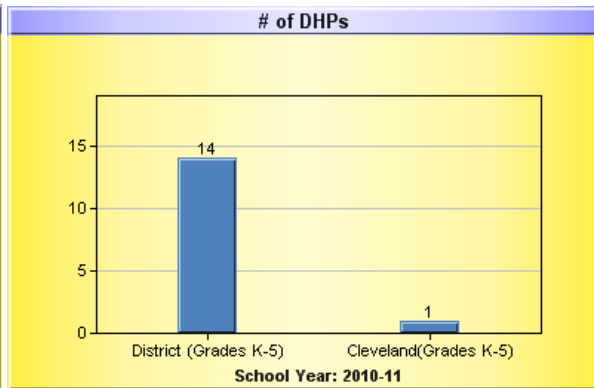
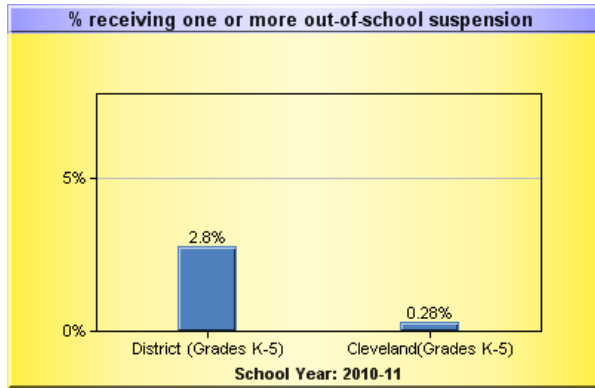
From OUSD Strategic Plan:

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%





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement Positive Behavioral Interventions and Supports (PBIS) which define school rules, values and norms and standardize them across grades, locations, and teachers	CHKS survey/Office referrals	All Students	all year	all staff	3/29/2012	108SQI2A1772	Hold assemblies discussing school rules/behavior expectations	N/A			0	\$0.00
Implement Positive Behavioral Interventions and Supports (PBIS) which define school rules, values and norms and standardize them across grades, locations, and teachers	CHKS survey/Office referrals	All Students	all year	all staff	3/29/2012	108SQI2A1773	Conduct SST meetings to engage families in problem solving	N/A			0	\$0.00
Implement Positive Behavioral Interventions and Supports (PBIS) which define school rules, values and norms and standardize them across grades, locations, and teachers	CHKS survey/Office referrals	All Students	all year	all staff	3/29/2012	108SQI2A1774	Train student monitors to assist during lunch time for lower grades	N/A			0	\$0.00
Implement Positive Behavioral Interventions and Supports (PBIS) which define school rules, values and norms and standardize them across grades, locations, and teachers	CHKS survey/Office referrals	All Students	all year	all staff	3/29/2012	108SQI2A2324	Hire 2 Noon supervisors	Non-SSC approved			0	\$0.00
Create and implement positive and restorative discipline policies that is consistent.	Teacher feedback/office referrals/CHKS survey		all year	all staff and students	3/29/2012	108SQI2A1775	Teachers discuss positive discipline strategies in PLC meetings	N/A			0	\$0.00
Create and implement positive and restorative discipline policies that is consistent.	Teacher feedback/office referrals/CHKS survey		all year	all staff and students	3/29/2012	108SQI2A1776	Utilize Psychologist for discipline assistance	N/A			0	\$0.00
Ensure safety for all												

students and create leadership opportunities for students	Survey	All Students	all year	PTA	3/29/2012	108SQI2A2330	Continue traffic safety patrol team before school	N/A			0	\$0.00
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Cleveland Elementary

Principal: ANGELA AQUINO

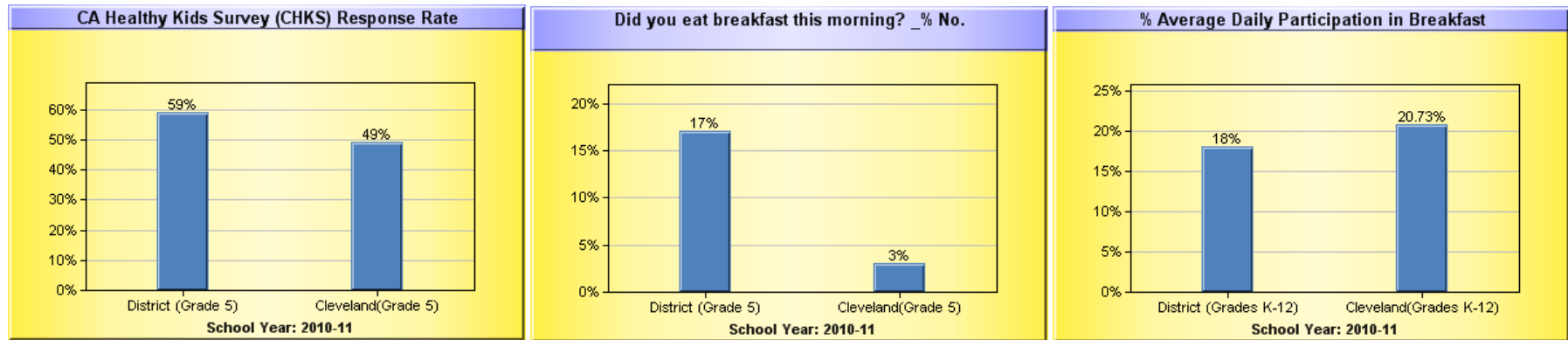
School Quality Standards relevant to this Strategic Priority

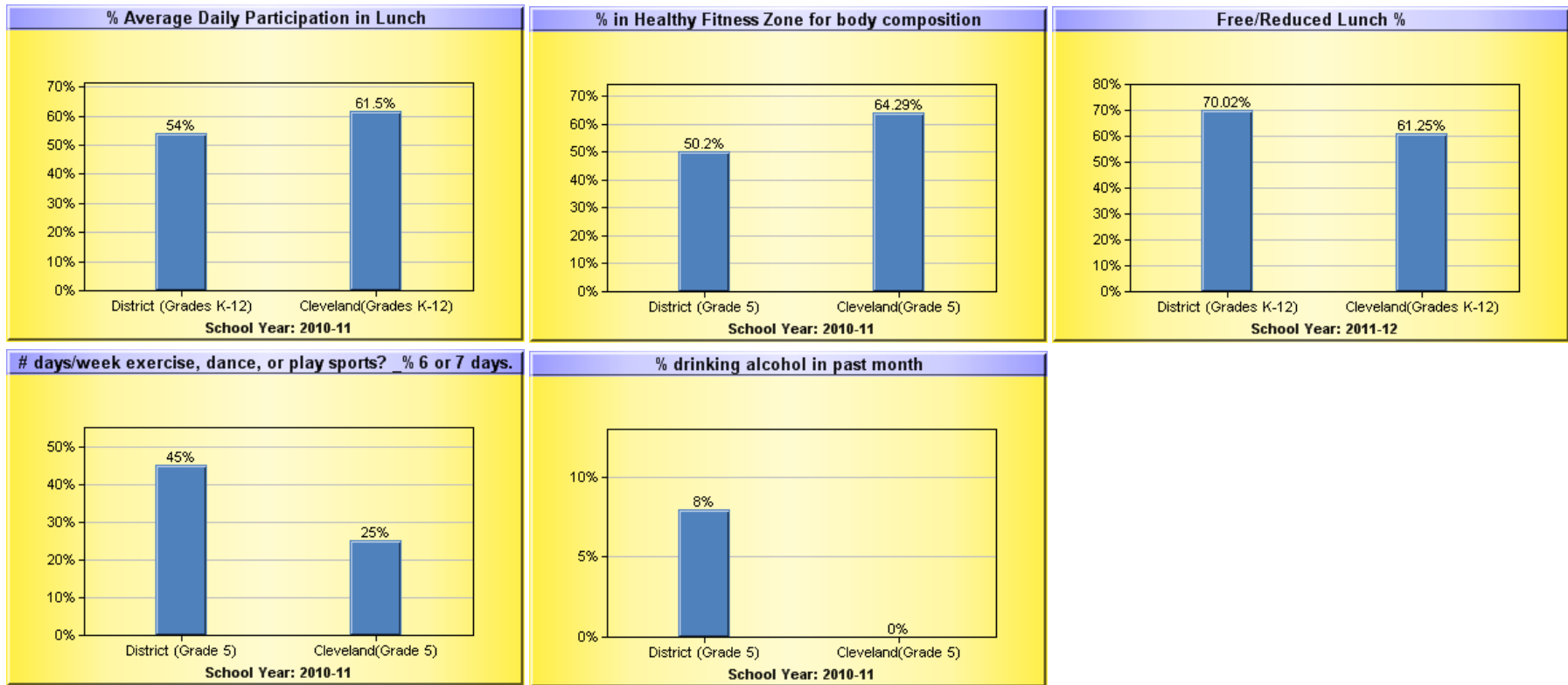
A quality school...

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.





School Data

- 100% of students are participating in Physical Education Class 1x/week

Data Analysis

- In order to continue to provide quality activities that will encourage more movement, health awareness in physical education, we will need to provide supplementary materials to meet curriculum requirements.
- Along with the physical fitness is the mental health of students. To stay aligned with our school and district's vision in meeting the needs of the whole child, making a mental health expert, in ur case our psychologist, available for students, sta

Theory Action

- If t eachers provide additional 50 minutes of Physical Education outside PE prep time, then the students will receive the full amount of required physical education time at school.
- If we provide teachcers with professional development on developmentaly appropriate physical education activites, and if we strategize around building strong relationships with students, and find root causes of why they do or do not want to exercis

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gardening; reproductive health; healthy relationships; social emotional learning) through OUSD staff or community partners	CHKS survey	All Students	all year	teachers/principal and students	3/23/2012	108SQL2B1777	Continue Eco-Literacy class that promotes healthy eating habits	N/A			0	\$0.00
Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gardening; reproductive health; healthy relationships; social emotional learning) through OUSD staff or community partners	CHKS survey	All Students	all year	teachers/principal and students	3/23/2012	108SQL2B1778	Imbed discussion on healthy choices including but not limited to eating habits and socio-emotional behaviors	N/A			0	\$0.00
Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gardening; reproductive health; healthy relationships; social emotional learning) through OUSD staff or community partners	CHKS survey	All Students	all year	teachers/principal and students	3/23/2012	108SQL2B1781		N/A			0	\$0.00
? Provide high-quality health & mental health services through District staff (e.g. school nurse, social worker) or community partners (e.g., behavioral health provider, school-based health center, Big Smiles program)	CHKS survey/office referrals	All Students	all year	all staff	3/23/2012	108SQL2B1779	Ensure that appropriate site staff receive centrally provided PD around student health/behavioral health topics (e.g. mandated reporting, effective crisis response)	N/A			0	\$0.00
? Provide high-quality health & mental health services through District staff (e.g. school nurse, social worker) or community partners (e.g., behavioral health provider, school-based health center, Big Smiles program)	CHKS survey/office referrals	All Students	all year	all staff	3/23/2012	108SQL2B1780	Solicit partnership with ACHMS to serve identified students	N/A			0	\$0.00
? Provide high-quality health & mental health services through District staff (e.g. school nurse, social worker) or community partners (e.g., behavioral health	CHKS survey/office referrals	All Students	all year	all staff	3/23/2012	108SQL2B1782	Provide required PE minutes by a credentialed teacher (200 minutes every 10 school days not including recess and after	N/A			0	\$0.00

provider, school-based health center, Big Smiles program)							school)					
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Cleveland Elementary

Principal: ANGELA AQUINO

School Quality Standards relevant to this Strategic Priority

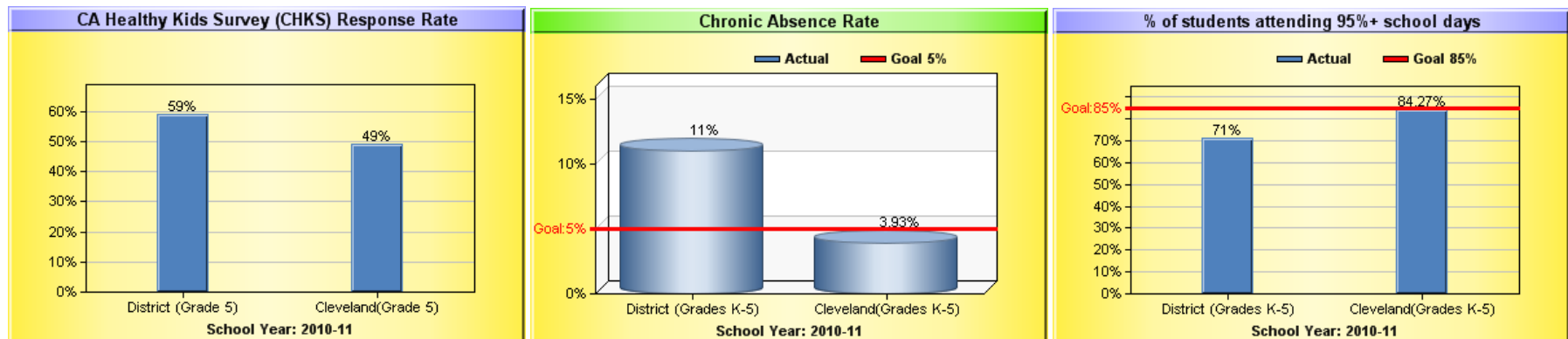
A quality school...

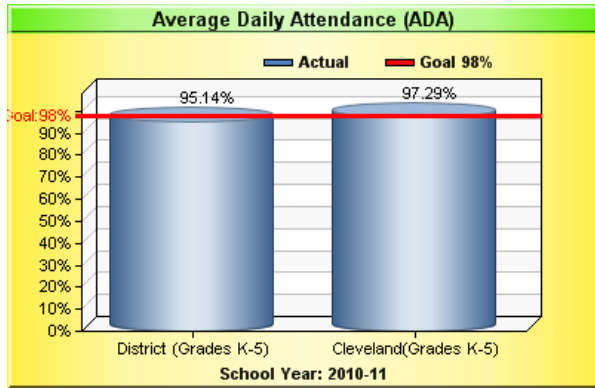
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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)





School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Cleveland Elementary

Principal: ANGELA AQUINO

School Quality Standards relevant to this Strategic Priority

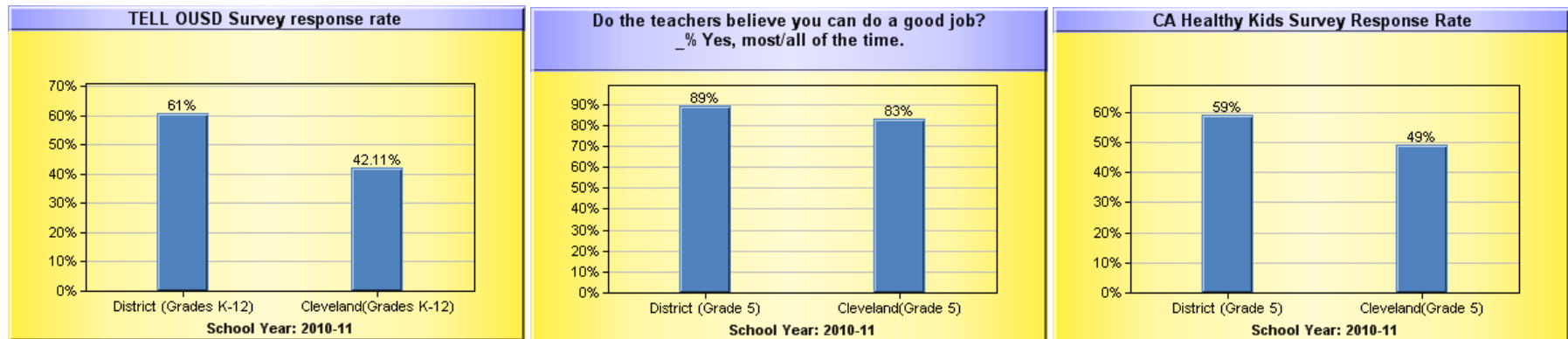
A quality school...

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

From OUSD Strategic Plan:

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

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



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

Strategic Priority A. Family & Community Engagement

School: Cleveland Elementary

Principal: ANGELA AQUINO

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

- A PTA group is active and ongoing on campus
- Partnership with Kaiser Permanent IT team, Wa Sung (non-profit) and BIG SMILES has been established

Data Analysis

- Continue partnerships with existing organization and solicit more partnerships

Theory Action

- We already have a very tight-knit community here at Cleveland. If we continue to communicate with families various events that bring our community together. If we consistently utilize our Yahoo news group and translate materials for our dominant Chi
- If we consistently report to families all benchmark scores and engage identified students and their families with current academic and socio-emotional progress , then will be able to keep the families engaged in being part of the solution to support
- If we continue to work with ELAC/PTA/SSC/ other community partners along with our after-school program in communicating our school goals, progress, in solicitng ideas to ensure all students continue to have access to the programs that we ahve identif

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Build partnerships with commnity organizations	CHKS survey/parent/teacher feedback	All Students	all year	all staff	3/23/2012	108SQI4A1783	Work with partners to identify school needs	N/A			0	\$0.00
Build partnerships with commnity organizations	CHKS survey/parent/teacher feedback	All Students	all year	all staff	3/23/2012	108SQI4A1784	Maintain communication between partners and staff/students	N/A			0	\$0.00

Plan for and implement increased school and teacher engagement with families (e.g. via newsletters, phone calls)	CHKS survey/parent/teacher feedback		all year	teacher/principal	3/23/2012	108SQI4A1785	Teachers send home monthly newsletters informing parents of classroom foci/activities	N/A			0	\$0.00
Plan for and implement increased school and teacher engagement with families (e.g. via newsletters, phone calls)	CHKS survey/parent/teacher feedback		all year	teacher/principal	3/23/2012	108SQI4A1786	Continued monthly Cleveland Connection newsletters	N/A			0	\$0.00
Plan for and implement increased school and teacher engagement with families (e.g. via newsletters, phone calls)	CHKS survey/parent/teacher feedback		all year	teacher/principal	3/23/2012	108SQI4A1787	translation of communication being sent home	N/A			0	\$0.00
Plan for and implement increased school and teacher engagement with families (e.g. via newsletters, phone calls)	CHKS survey/parent/teacher feedback		all year	teacher/principal	3/23/2012	108SQI4A1788	Promote use of PTA yahoo group newsletters	N/A			0	\$0.00
Plan for and implement increased school and teacher engagement with families (e.g. via newsletters, phone calls)	CHKS survey/parent/teacher feedback		all year	teacher/principal	3/23/2012	108SQI4A1790	Establish class parent for each class to support parent and teacher communication	N/A			0	\$0.00
Plan for and implement increased school and teacher engagement with families (e.g. via newsletters, phone calls)	CHKS survey/parent/teacher feedback		all year	teacher/principal	3/23/2012	108SQI4A1792	Create a school calendar	N/A			0	\$0.00
Expand academic involvement thru SSC/ELAC	parent and teacher feedback	All Students	all year	principal/teacher/parents	3/23/2012	108SQI4A1789	Provide families with student academic progress report (benchmarks/CST, etc...)	N/A			0	\$0.00
Expand academic involvement thru SSC/ELAC	parent and teacher feedback	All Students	all year	principal/teacher/parents	3/23/2012	108SQI4A1791		N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Cleveland Elementary

Principal: ANGELA AQUINO

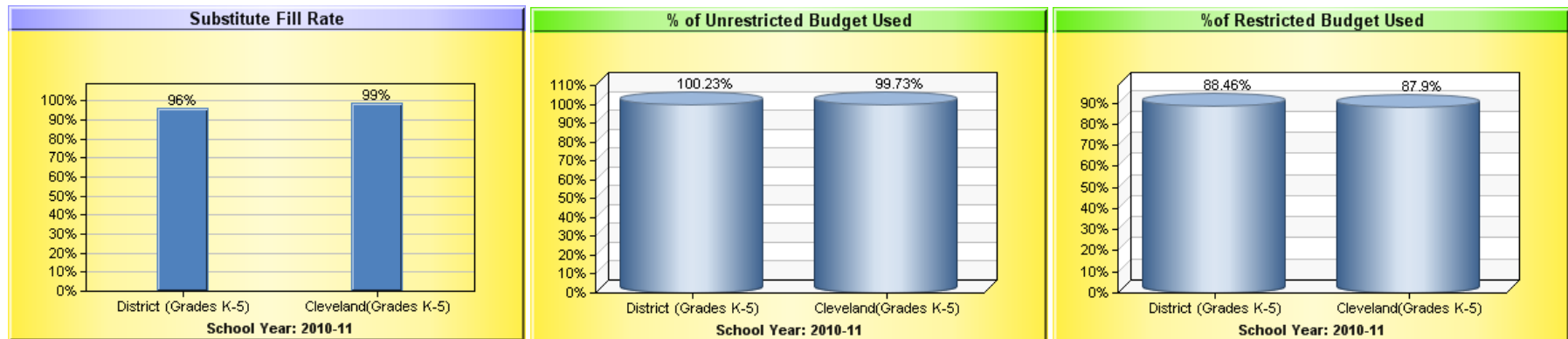
School Quality Standards relevant to this Strategic Priority

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.



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

School Site: *Cleveland*
Site Number: *108*

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 *10/19*.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on *5/01/12*.
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:

JAW

SSC Chairperson's Signature

Jora Atienza Washington

SSC Chairperson's Name (printed)

5/1/12

Date

[Signature]

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

5/1/12

Date

[Signature]

Principal's Signature

Principal's Name (printed)

05/01/12

Date

[Signature]

Executive Officer's Signature

Mia Settles-Tidwell

Executive Officer's Name (printed)

5/15/12

Date

[Signature]

Director, State & Federal Compliance Signature

Suzanne Ramirez

Director, State & Federal's Name (printed)

6/7/12

Date

School Site Council Membership Roster – Elementary School

School Name: Cleveland School

School Year 2011-2012

Chairperson: <u>Jora Atienda Washington</u>	Vice Chairperson:
Secretary: <u>Dave Gochin</u>	DAC Representative: <u>TBA</u>

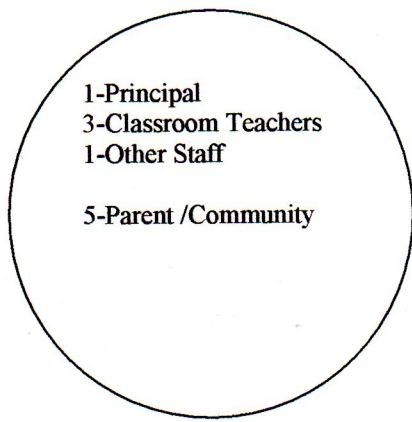
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm.
<u>Jora Atienda-Washington</u>	<u>373 Staten Ave #103, Oakland</u>				X
<u>Dave Gochin</u>	<u>486 Cheney Ave., Oakland, CA 94612</u>				X
<u>Angela Aquino</u>	<u>745 Cleveland St. Oakland, CA</u>	X			
<u>Nore Ito</u>	<u>350 Hanover Ave., Oakland, CA 94608</u>				X
<u>Mike Vista</u>	<u>745 Cleveland St.</u>				X
<u>Mhatet Turzohan</u>	<u>P.O. Box 16113, Oakland, CA 94612</u>				X
<u>Mi Seuk Sim</u>	<u>3031 Georgia St., Oakland, CA 94602</u>				X ^{*alternate}
<u>Ted Sugarman</u>	<u>745 Cleveland St. 94606</u>		X		
<u>Jill Schalet</u>	<u>745 Cleveland St. 94606</u>		X		
<u>Dana Smith</u>	<u>745 Cleveland St. 94606</u>		X		
<u>Helen Chong</u>	<u>745 Cleveland St., Oakland, CA</u>			X	
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.



This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2010. Fax # 879-8098

School Parental Involvement Policy

Part 1. General Expectations

CLEVELAND ELEMENTARY agrees to implement the following statutory requirements:

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

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

- 1) **CLEVELAND ELEMENTARY** 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:

CLEVELAND ELEMENARY will gather and disseminate to parents for review the following materials:

- ◇ *School's current Parent Involvement Policy*
- ◇ *School-parent compact*
- ◇ *Parents' right to know: student achievement (state assessment results)*
- ◇ *non-highly qualified teacher, and*
- ◇ *Annual Title 1 meeting.*

Through the use of various surveys distributed two times a year, parents will give their input about school operations, student achievement, and accountability and improvement efforts the school should engage in to create open-ended communication about school improvement.

Classroom parents will be assigned to communicate between parents and classroom teachers.

PTA, SSC and ELAC meetings will be held to ensure effective use of categorical funding and to align spending with school vision and Single Plan for Student Achievement.

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

- ◇ *School Parental Involvement Policy will be distributed to all parents and at the beginning of the school year. A parent information assembly will be held for questions about the policy.*
- ◇ *Available in the office, the community can access the School Parental Involvement Policy*

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

Once a year we will review and update the School Parental Involvement Policy.

- 4) **CLEVELAND ELEMENARY** will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1

- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan

The Single Plan for student achievement will be made available to all parents and the School Parental Involvement Policy will be discussed and distributed.)

- About their school's participation in Title 1

Three days prior to meetings, SSC posting, School Newsletter and Calendar will be available to all parents.

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

Through school survey and a needs assessment the following will be available upon request

1. **Childcare**
2. **Transportation**
3. **Planning of special events that parents find particularly useful and or of interest to them, etc.**

These meetings will explain strategies authorized under Title 1, e.g. schools in improvement, parent options, school-parent compact, parental involvement school and district-wide policies, expenditures for the reservation of funds for parental involvement, etc.)

- 6) **CLEVELAND ELEMENTARY** will provide information about Title 1 programs to parents of participation children in a timely manner:

- ◇ Title 1 meetings
- ◇ Parent Assembly
- ◇ Parent Workshops

- 7) **CLEVELAND ELEMENTARY** 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:

- ◇ **Academic Conferences**
- ◇ **Back to School Night**

- ◇ **Open House**
- ◇ **Parent Workshops on Academic Achievement**

8) **CLEVELAND ELEMENTARY** 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:

- ◇ *Parent teacher conference*
- ◇ *Principal—Open door policy*

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

Part 3. Shared Responsibilities for High Student Academic Achievement

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

- ◇ *With the partnership of our PTA, we will build the capacity of parent involvement by creating a lists of ways parents can participate.*
- ◇ *Parent Workshops*
- ◇ *Parent-Teacher Conferences*

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

- Assemblies
- Workshops
- Conferences

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

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments

- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

1. workshops, conferences, classes will be held to review content standard, achievement standard, assessments, Title 1 requirements, student progress, and working with school staff. Power point presentations, overhead projectors, and other presentation tools will be used.

- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:
- ◇ Extended contracts will be offered to teachers to train parents in technology, literacy, academic achievement and other relevant topics with regards to student achievement.
- 5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
- ◇ Use of district-wide resources and supports from outside agencies will be obtained.
- 6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- ◇ Family Reading Nights
 - ◇ Family Math Nights
 - ◇ Mentorship between parents
- 7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- *Bilingual Translations*

- *Monthly Newsletters*
- *Translated Information as needed/ Flyers/ Announcements*

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by: SSC meetings, presentations, workshops, and minutes from meetings.

This policy was adopted by the (**CLEVELAND ELEMENTARY**) School Site Council on (**05/01/12**) and will be in effect for the period of 2012-2013. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before September 1, 2012. It will be made available to the local community on or before September 1, 2012. The (**CLEVELAND ELEMENTARY**) 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

date

(Principal's signature)

School – Parent Compact

CLEVELAND ELEMENTARY 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 2011-2012 school year.

School Responsibilities - CLEVELAND ELEMENTARY 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:

- Through academic conferences held two times a year
- Parent Workshops
- Teaching and effectively implementing the State prescribed Content Standards
- Teaching and effectively implementing District Mandated Textbooks
- Infusion Research Proven activities and teaching methods to ensure student academic achievement and success

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.

- Twice a year parents will engage in academic conferences with teachers about student progress

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

- School will provide three written progress reports per semester totaling six written progress reports per year. These reports will be aligned with the District Report Card calendar.

4) Provide parents reasonable access to staff.

- Teaching staff will be available to consult with parents during their contracted preparation time and on selected scheduled minimum days.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- Parent volunteer opportunities will be listed in our Cleveland School folder. Parent volunteer opportunities will include, but will not be limited to fieldtrips, assembly activities, classroom *Read Alouds*, and Career day.

Parent Responsibilities –

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

- **Monitoring attendance: avoid habitual tardiness and absences**
- **Make sure homework is completed**
- **Monitoring amount of television viewing time**
- **Promoting positive use of child’s out of school time**
- **Seek to work with the school during SST, IEP and other academic meetings**
- **Create structured time to review work and partner with teacher to ensure student success**
- **Respond positively to school when approached about student conduct that may impair learning**

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**
- **Pay attention in class daily**
- **Complete all of my assigned work**
- **Inform teachers/ staff of information or help I might need**
- **Ask questions**
- **Not disrupt other students learning**
- **Read for at least 30 minutes every day outside of school**
- **Follow directions of the adults who work with and care for me**

Principal Signature: _____

SSC Chairperson Initials: _____