

**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 – Kaiser Elementary School

**Action Requested:**

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



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Kaiser Elementary**

**6001895**

**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

Kaiser Elementary, established in 1962, is a model of perseverance. When the entire neighborhood (with the exception of the school and 2 homes) was burned to the ground in the Oakland Hills firestorm of 1991, families fought to keep Kaiser open. Later, when the public buses discontinued their route to the neighborhood, there was question as to whether the parents from East Oakland would be able to figure out a way to get their children across town, but they came. When the K-8 school was transformed into a K-5, the superintendent at the time warned us that families wouldn't continue to come if the school didn't extend to 8th grade, but the families kept coming. Why? Kaiser School provides a unique arts enriched academic program where all students feel respected, valued, safe and supported. Recognized by the Bay Area Parents' magazine as being 'a hidden gem' among public schools, we celebrate and nurture children from all of Oakland's neighborhoods, socio-economic levels, and cultural backgrounds. A true 'school of choice,' over 90% of our students commute to our school because we welcome children from diverse family structures?LGBT, single parent, and mixed-race. Our staff of life-long learners works closely with our families and students to create a welcoming, supportive learning environment where we all work to meet our goals: Providing a place where home cultures are honored, celebrated, and woven into the fabric of the school community. Fostering academic excellence and creativity through reflective and inspired teaching which engages students in actively acquiring new knowledge and skills. Imparting tools necessary for self-motivated and independent learners, and skills required of well-rounded, reflective, socially aware individuals. Providing and maintaining a safe and aesthetically stimulating environment which allows student interaction with a unique ecological community. The staff has an average of 13 years of teaching experience. Our professional learning community (PLC) of teachers meets weekly to plan standards-based lessons, collaborate about essential learning, and evaluate results of standards-based assessments and intervention. We use district-adopted texts, pacing charts and curricula and augment these to meet the needs of those above and below grade level by differentiating instruction. Children are exposed to enhanced learning through cross curricular thematic projects that are open-ended and provide opportunities for higher-level thinking and problem solving. We enrich the base

program through library, computer, PE, music and art classes. Every fourth and fifth grader has an opportunity to learn to play a musical instrument. Through Second Step training, our students learn empathy, anger management and impulse control. Over the years our Conflict Manager program has trained our student mediators to work with conflicts through stressing? I-messages?, no put-downs and active listening. The key dynamics in a Kaiser education include hands-on involvement in academic and social problem-solving, critical and creative thinking. Professional staff development is designed by the staff and principal to meet our needs for furthering skills, encouraging growth and keeping pace with current educational trends. Recent topics include: Non-violent Communication training, Visual Thinking Skills training, Teaching American History grant in collaboration with U.C. Berkeley and OUSD.

## **VISION**

At Kaiser, we believe that learning is developmental and children need a sustained support system of parents, teachers and administration at critical junctures in their emotional, intellectual and physical development. We pride ourselves in keeping open lines of communication among these partners. Our standards-based approach to the curriculum is enhanced by being culturally relevant and centered on the whole child. The diverse makeup of Kaiser promotes cross cultural familiarity and friendships, as well as positive social attitudes. In the end, the environment at Kaiser helps solidify these attitudes and contributes to a community of well-adjusted citizens who are able to interact positively and productively with people of all backgrounds. The responsibility for knowing and supporting our students is truly shared by all the faculty, staff and parent community through integration with after-school staff as intervention support personnel. Staff members share insights as buddy classes explore reading, art, writing and problem solving among children at different grade levels. We are committed to ensuring that there is no anonymity at our school. We believe that being a known member of a community of learners is vital for emotional security and academic success.

## **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**

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Kaiser Elementary

Principal: DARREN AVENT

#### 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.

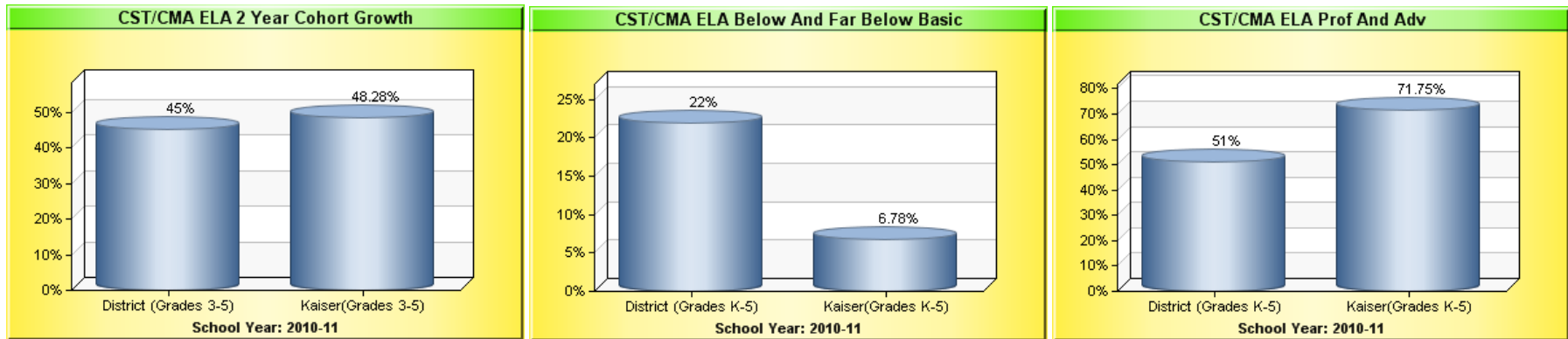
#### District-level Goals

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**

- According to the SRI screening 32% African-American in the 2,4 & 5 grades are reading above grade level, with 32% reading at grade level and 32% below.
- According to the SRI screening 53% of the students in the 2,4 & 5 grades are reading above grade level, with 26% reading at grade level.

**Data Analysis**

- Although the majority of the students are reading at or above grade levels as measured by the SRI, a more strategic use of professional development, a literature enhance plan and analysis to drive reading instruction at every grade level.

**Theory Action**

- If we use leveled text in small groups and if we use collaboration to plan and share best practices on an ongoing basis, then there we accelerate and motivation in struggling readers
- If we continue our professional development in project based learning and if we use student data in inquiry groups, and if we adjust teaching practice to meet student needs, then there we be an increase in student-centered inquiry and learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development that focus on data analysis and literacy instruction.	Benchmarks,	All Students	Year Long		5/1/2012	171SQ11A488	Literacy Professional development	Non-SSC approved			0	\$0.00
Use teacher collaboration time supports and identify literacy instruction.		All Students	Year Long		5/1/2012	171SQ11A490	professional Development	N/A			0	\$0.00
Consultants provide Library services and support literacy across the curriculum		All Students	Year Long		5/1/2012	171SQ11A665	Consulatants	Non-SSC approved			0	\$0.00
Professional development in PBL's and CCSS		All Students	Year Long		5/1/2012	171SQ11A664	professional Development	Non-SSC approved			0	\$0.00
Each teacher will complete one PBL the first year and continue		All Students	Year Long	Staff	5/1/2012	171SQ11A685	PBL	N/A			0	\$0.00

to add each year after.												
Sub release for teacher professional development with ELD students		English Learners	Year Long		5/1/2012	171SQ11A1347	Sub release for teacher professional development	7091-EIA - LEP	1154-TEACHERS SUBS FOR RELEASETIME		0	\$1,000.00
Provide supplemental instructional supplies that support the improved academic achievement of EL students		English Learners	Year long		5/1/2012	171SQ11A1348	Supplies	7091-EIA - LEP	4310-SUPPLIES		0	\$2,116.00
Professional development that focus on Problem and Project Based learning.		All Students	Year Long	Principal	5/1/2012	171SQ11A2164		N/A			0	\$0.00
Intervention (by academic mentors and parent volunteers) to help support and strengthen literacy skills		All Students	Year Long	Staff	5/1/2012	171SQ11A2308	Academic mentors and community and parent volunteers	N/A			0	\$0.00
Use Literature Enhancement Plan developed by staff to enrich OCR language arts curriculum		All Students	Year Long	Staff	5/1/2012	171SQ11A2307	Selected literature for whole class and small groups	Non-SSC approved			0	\$0.00
Incorporate differentiated instruction to meet the varying needs of students for language arts		All Students	Year Long	Staff	5/1/2012	171SQ11A2309	Collaboration time for planning differentiated instruction	Non-SSC approved			0	\$0.00
Implement process writing assessments collaboratively scored by the staff using standard rubrics.		All Students	Year Long	Staff	5/1/2012	171SQ11A2310	Professional Development time to score collaboratively	Non-SSC approved			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Kaiser Elementary

Principal: DARREN AVENT

#### 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:

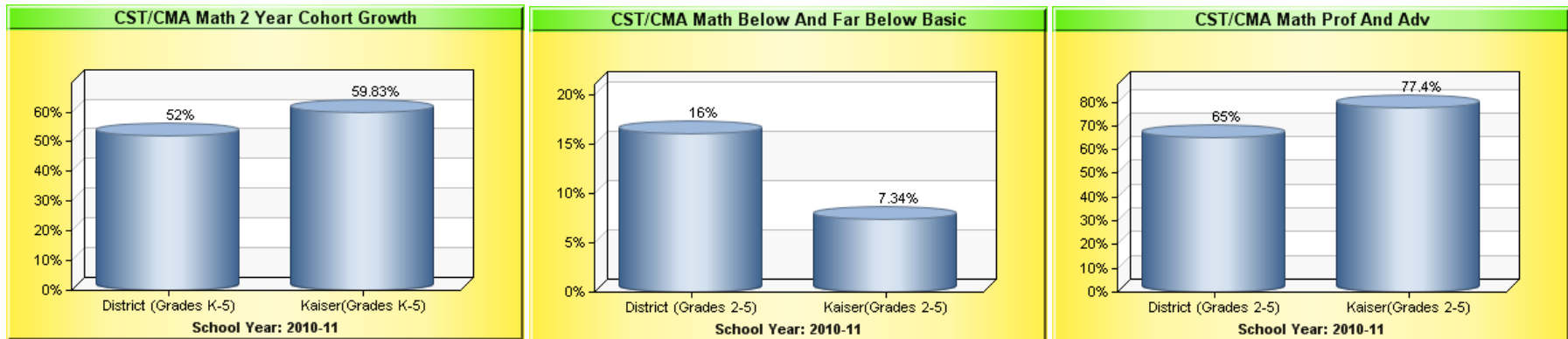
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

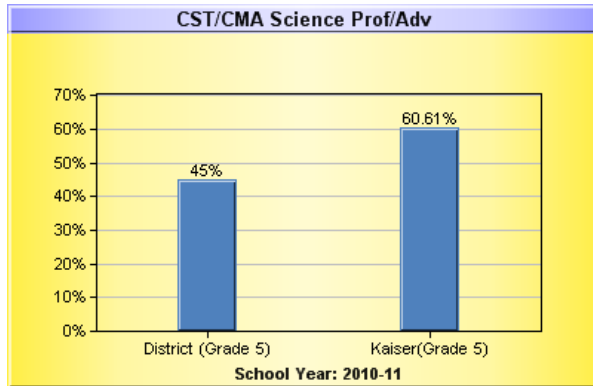
#### District-level Goals

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.





**School Data**

- 100% of students use computer lab a minimum of one day a week.
- Ipads use in the 4th and 5th grade classes

**Data Analysis**

- Although Kaiser is not a STEM school, we are addressing STEM by ensuring all students have computer lab a minimum of once a week.
- We are also using innovative approaches to integrate digital art (Photoshop and moviemaking) into the science curriculum.
- We will continue to use our 30 IPADS to support science and the FOSS curriculum.

**Theory Action**

- If we continue our professional development of the common core standards and we use innovative approaches to integrate digital art (Photoshop and moviemaking) into the science curriculum, and if we use computers to help FOSS, then we should see an i

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Digital Arts Technology (Final Cut, Photoshop) for 4 & 5 Graders in the computer Lab		All Students	Year long		5/1/2012	171SQI1B666	Digital Arts Technology	Non-SSC approved			0	\$0.00
Use our 30 IPADS to support science and the FOSS curriculum.		All Students	Year Long	Staff	5/1/2012	171SQI1B4036		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

**School:** Kaiser Elementary

**Principal:** DARREN AVENT

**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**

- All K-5 students receive a free Boomerang folder and all 4th and 5th grades receive a free planner and 4" binder to prepare them for organization and planning
- All incoming K families invited to an Ice Cream Social. Summer play dates are arranged for new students and a BBQ at Roberts Park.

**Data Analysis**

- To allow new families to learn about the school and get to know each other, the PTA has arranged play dates and outings for new students.
- Due to the increase of pre-school children in the Kaiser Attendance area, the school is exploring adding a Transitional Kindergarten class to address this need.

**Theory Action**

- If we arrange Pre K families to meet at BBQ's and if that have play-dates before the start of the school year, and if they meet their teacher, tour the school, and then they will be better prepared to enter school and succeed.
- If our students participate in peer mediation and if that are expose to leadership opportunities and if they experience a high quality instruction aligned to the Common Core Standards, then they will be prepared for the middle school program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
New Families Ice Cream Social		Pre-Kindergarten	June	PTA	5/3/2012	171SQ11C4113		N/A			0	\$0.00
Montclair Park Play Date		Pre-Kindergarten	July	PTA	5/3/2012	171SQ11C4114		N/A			0	\$0.00
BBQ on Roberts Park		Pre-	August	PTA	5/3/2012	171SQ11C4115		N/A			0	\$0.00

Lawn		Kindergarten										
Kindergarten Meet and Greet		Pre-Kindergarten	August	PTA	5/3/2012	171SQ11C4116		N/A			0	\$0.00
Conduct survey's and meetings with OUSD to explore a TK			year long		5/3/2012	171SQ11C4152		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Kaiser Elementary

Principal: DARREN AVENT

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

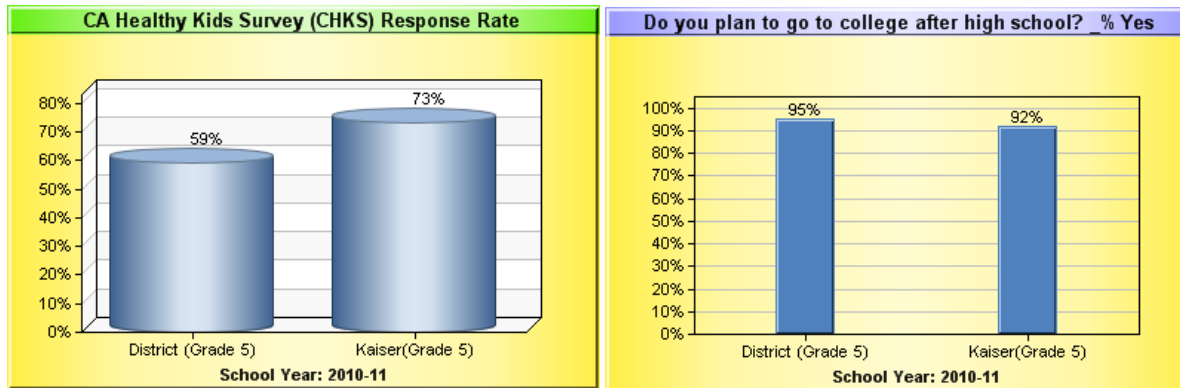
A quality school...

- 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 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: Kaiser Elementary

Principal: DARREN AVENT

**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**

- According to DIBELS data K and 1st grade African-American male students are scoring higher than the district average, including 100% K for letter naming.

**Data Analysis**

- At Kaiser, African American students have always been and still are the largest statistically significant subgroup. This subgroup has historically been considered to be underserved.
- The Arts focus at Kaiser School over the past 20 years has continually helped us to address this need. By offering music, movement, visual and performing arts, we create opportunities for all students to succeed in some area.
- From this strength they develop confidence and are able to expand success to academic areas
- As some of our other ethnic populations and family groups such as our large LGBT family population have come to Kaiser, the Arts have helped us to serve their needs in this respect as well by creating community

**Theory Action**

- If we use Arts education to support and improve performance in the core curriculum, then art will be an avenue of access to math, science, reading, writing, general language development, history and social studies
- If use Arts education to addresses a wide variety of educational and emotional intervention, then we will strengthen interpersonal skills: the ability to work in groups, tolerance and appreciation for diversity
- If we use of African American images in the visual arts, African American literature in the classroom, and the availability of Hip-Hop and African Dance, then we give our African American students a voice and an opportunity to celebrate themselves

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development that focus on Problem and		GATE	Year Long	Staff	5/3/2012	171SQI1E4118		N/A			0	\$0.00



Project Based learning.												
After school and evening PTA sponsored activities and events to foster a thriving and welcoming community.		Ethnicity	year long	PTA	5/3/2012	171SQ11E4117		N/A			0	\$0.00
Articulating and implementing curriculum that teaches about and celebrates African American culture provides connection and engagement.		Ethnicity	year long	Staff	5/3/2012	171SQ11E4119		N/A			0	\$0.00
Providing opportunities to synthesize and apply skills learned in the core curriculum in arts based projects, musical performances, dance and theatrical events.		GATE	Year Long	Staff	5/3/2012	171SQ11E4120		N/A			0	\$0.00
Use African American images in the visual arts, African American literature in the classroom and library, and the availability of Hip-Hop and African Dance as an after-school activity		Ethnicity	Year Long	Staff	5/3/2012	171SQ11E4121		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Kaiser Elementary

Principal: DARREN AVENT

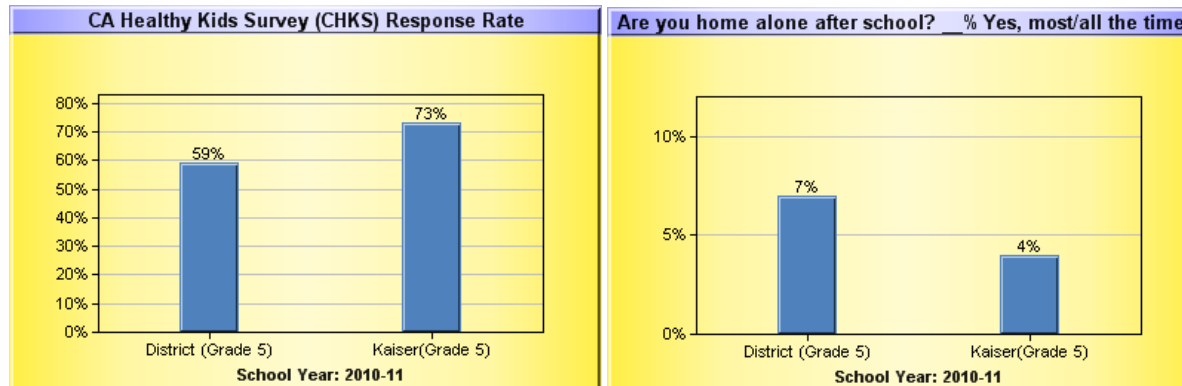
#### School Quality Standards relevant to this Strategic Priority

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

- Kaiser has two sessions, winter and spring, of after-school enrichment programs.

#### Data Analysis

- Kaiser has two sessions after-school enrichment programs provide class such as computers, chess, music and dance.
- Sylvan learning center also provides after-school tutoring for students FB and BB on the CST. In the future the PTA plans to provide after-school foreign language for students.

#### Theory Action

- If we continue to provide after-school enrichment programs, and continue to have Sylvan learning center also provides after-school tutoring for students FB and BB on the CST,
- and provide PTA funded after-school foreign language programs, then students will continue to have access to after-school programs extending the

learning time.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Consultants provide extended day tutoring for identified students.	Benchmarks, CST and SRI	FBB, BB	Year Long		5/1/2012	171SQ11F494	Extended day tutoring for identified students.	7090-EIA - SCE	5825-CONSULTANTS		0	\$38,000.00
Provide supplemental instructional supplies that support the improved academic achievement of identified students					5/1/2012	171SQ11F4022	Extended day tutoring for identified students.	7090-EIA - SCE	4310-SUPPLIES		0	\$676.87

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

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

School: Kaiser Elementary

Principal: DARREN AVENT

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

A quality school...

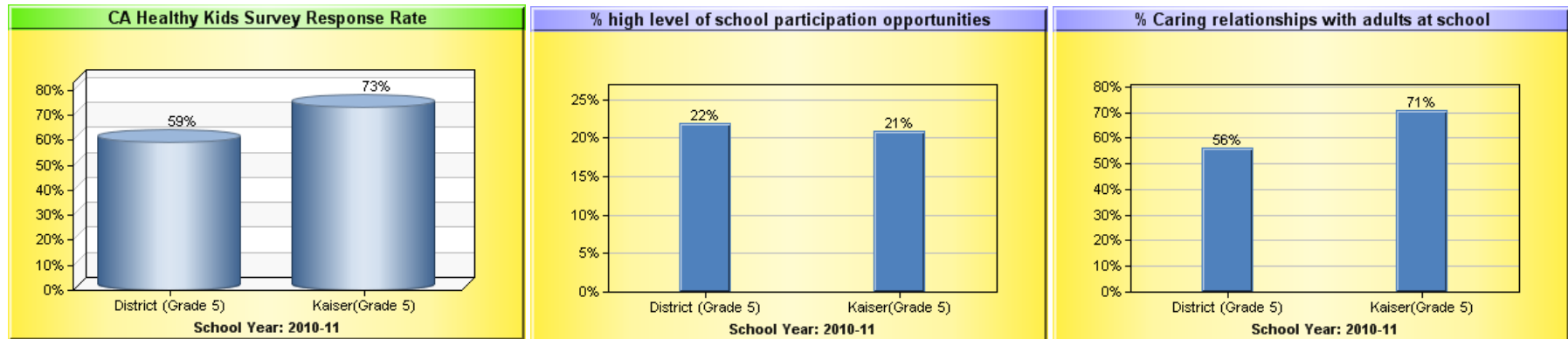
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

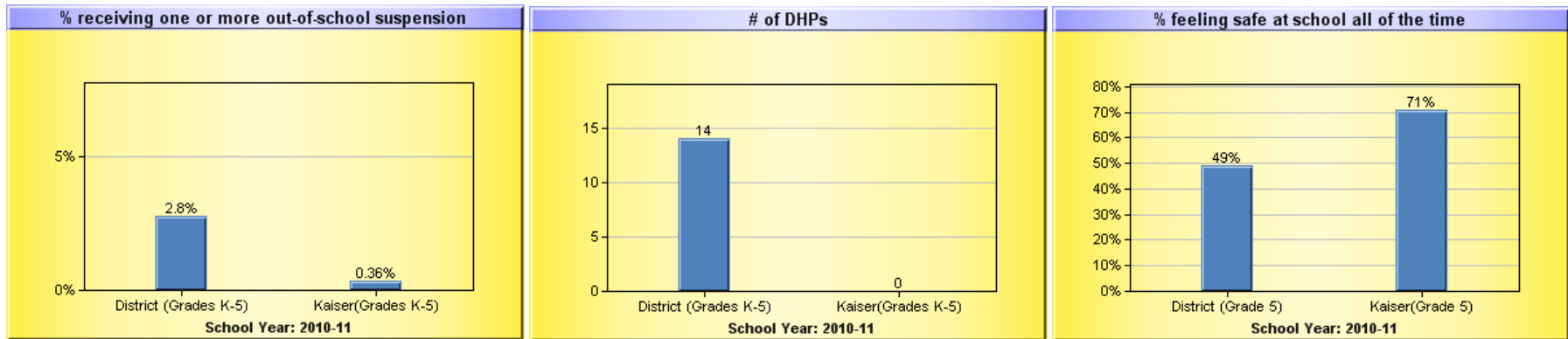
#### From OUSD Strategic Plan:

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%





**School Data**

- 100% of students have Second Step classes. Conflict mediation is used to empower students and give them the tools need to resolve their own conflicts 100% of 3rd grades have Roots of Empathy classes.
- Pyramid of Intervention which begins with early identification of academic and social-emotional needs, then parent-teacher conferences, Student Success Team Meetings, and finally, further support from Resource Team and Intervention when necessary.

**Data Analysis**

- The goal of Kaiser is to educate the whole child. To reach this goal we use many strategies to address the social-emotional needs of individual students. It starts with our Pyramid of Intervention.
- This begins with early identification of academic and social-emotional needs, then parent-teacher conferences, Student Success Team Meetings, and finally, further support from Resource Team and Intervention when necessary.
- Once a month a trained Roots of Empathy Instructor guides 3rd grade students as they observe the relationship between baby and parent, helping children identify and reflect on their own feelings and the feelings of others.
- Through the second step program students learn to strengthen their empathy, emotion-management, and problem-solving skills while learning to use them in social and academic settings.
- Through the conflict mediation program students understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and school climate for learning.

**Theory Action**

- If we consistently utilize programs such Roots of Empathy,
- And if continue to have all students attend Second Step classes,
- And if train students to be peer mediators, and we continue our conflict mediation program,
- And if we become a ?Welcoming School? embracing all families
- Then students will feel inspired and accepted as members of the Kaiser community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Consultants provide conflict mediation and training to students.		All Students	Year Long		3/29/2012	171SQI2A492	Consultants	Non-SSC approved			0	\$0.00
Consultants provide		All										

Roots of Empathy class.		Students			3/29/2012	171SQI2A497	ROE	N/A			0	\$0.00
Centralized Second Step program for all students provided by consultant.		All Students	Year Long	Student Support Coordinator	3/29/2012	171SQI2A2165		Non-SSC approved			0	\$0.00
Implementing Welcoming Schools curriculum to embrace family diversity, avoid gender stereotyping and bullying.		All Students	Year Long	Staff	3/29/2012	171SQI2A2177		N/A			0	\$0.00
School-wide, cross-age buddies at weekly universal times to nurture social-emotional and academic development.		All Students	Year Long	Staff	3/29/2012	171SQI2A2312	Collaboration time to pair students and plan appropriate activities for optimal success	Non-SSC approved			0	\$0.00
Pyramid of Intervention which begins with early identification of academic and social-emotional needs, then parent-teacher conferences, Student Success Team Meetings, and finally, further support from Resource Team and Intervention when necessary.		All Students	Year Long	Staff	3/29/2012	171SQI2A2313	Time to assess and identify student needs and weekly SST meetings	Non-SSC approved			0	\$0.00
Parent-Teacher Conferences held in October to communicate with families of all students regarding school progress in academic and social-emotional areas.		All Students	Year Long	Staff	3/29/2012	171SQI2A2314	Time to plan, schedule, and meet with all families.	Non-SSC approved			0	\$0.00
School-wide programs to foster healthy activities and to build community during the school day.		All Students	Year Long	Staff	3/29/2012	171SQI2A2315	All school Field Day, Kaiser Alive activities, school-wide assemblies, Kaiser Basketball and Football Teams, Poetry Month, Kaiser Science Fair.	Non-SSC approved			0	\$0.00
After school and evening PTA sponsored activities and events to foster a thriving and welcoming community.		All Students	Year Long	Staff and Families	3/29/2012	171SQI2A2316	Potlucks (to celebrate African American, Latino, Asian cultures), Walkathon, Math and Science Night, Movie Night, Reading Night, Musical Performance Showcase Nights.	Non-SSC approved			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Kaiser Elementary

Principal: DARREN AVENT

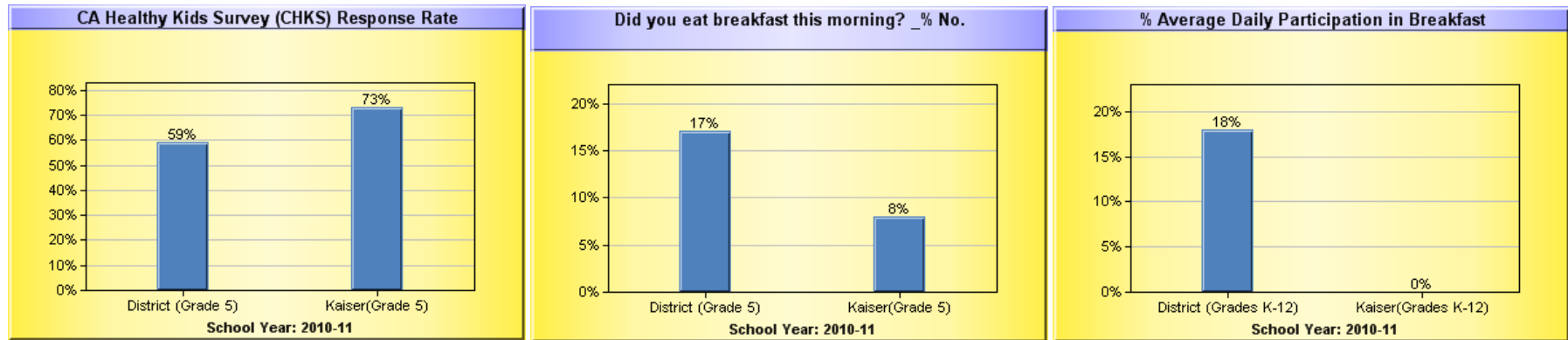
#### School Quality Standards relevant to this Strategic Priority

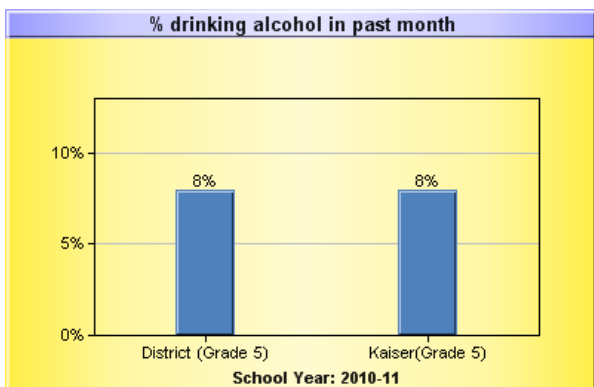
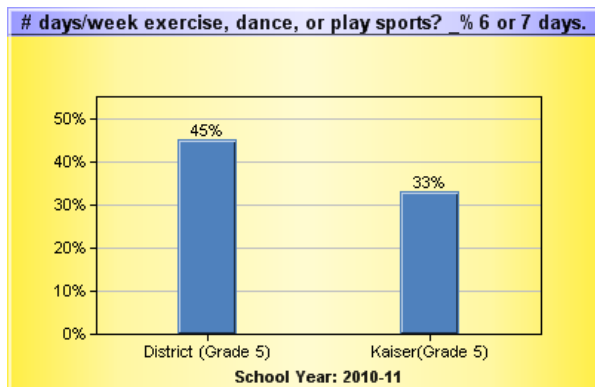
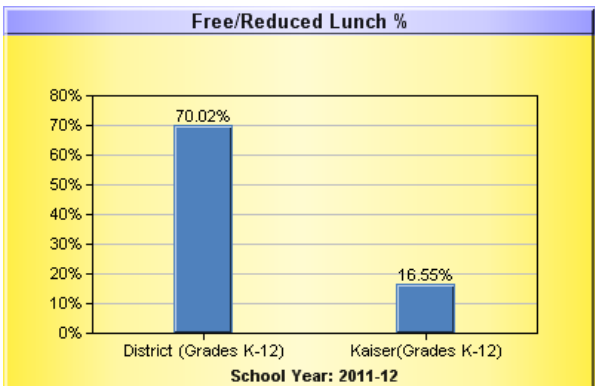
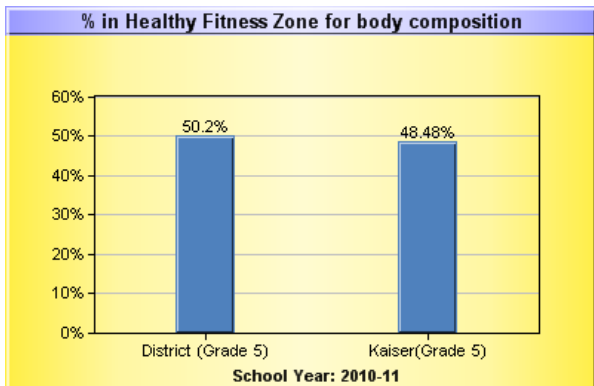
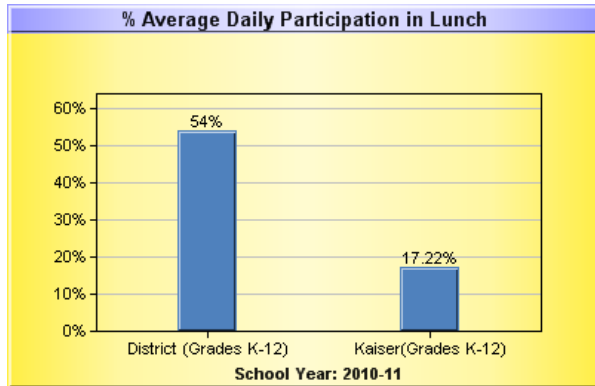
A quality school...

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 Kaiser Students have physical education instruction once a week.
- 90% of Kaiser Students bring a home made lunch and snack.

**Data Analysis**

- All students need to develop their minds, body and skills to the highest extent possible in school. This is a basic need; it is one of the main educational goals of Kaiser.
- The Arts focus at Kaiser School over the past 20 years has continually helped us to address this need.
- By offering music, movement, visual and performing arts, we create opportunities for all students to succeed in some area. From this strength they develop confidence and are able to expand success to academic areas

**Theory Action**

- If we strengthen interpersonal skills: the ability to work in groups, tolerance and appreciation for diversity, our students will have ability to lead and communicate effectively with others.
- If we provide social and emotional support to our students who are struggling in this area our students will feel cared for and be successful in school.



- If we provide a safe and welcoming environment, which moves beyond the concept of "tolerance", then all families we feel welcomed, connected, respected, and validated members of our community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student Safety patrol for morning drop-offs		All Students			2/14/2012	171SQI2B501	Circle Safety	Non-SSC approved			0	\$0.00

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

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Kaiser Elementary

Principal: DARREN AVENT

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

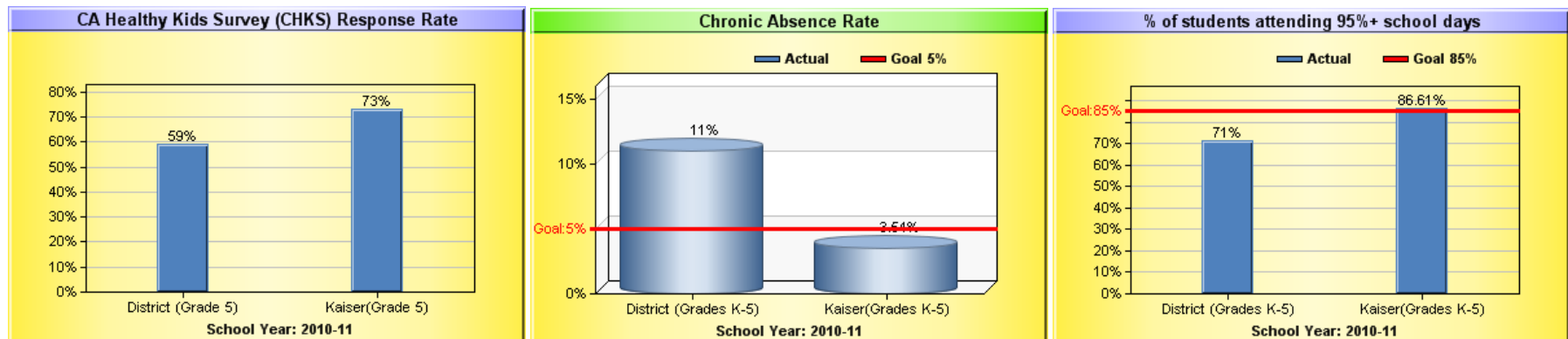
A quality school...

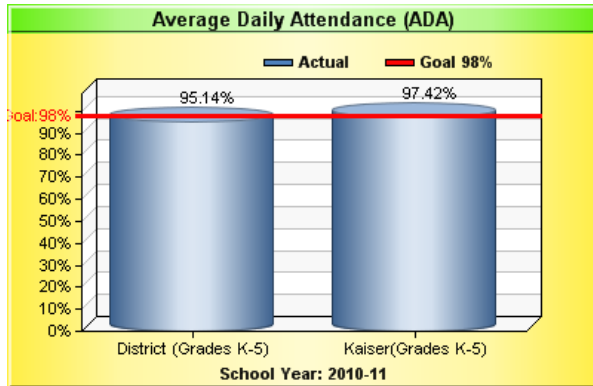
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### 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 Data**

- Attendance is impacted by long term illnesses like asthma, and viruses.
- Attendance at Kaiser is 97.4%. Our students take extended vacations during the school year.

**Data Analysis**

- Parents plan extended vacations or learning trips during school days.
- The location of the school in a wooded area with a lot of pollen which increases students' asthmatic conditions, and as a result these students miss school days.

**Theory Action**

- If families and students are made aware of the importance of daily school attendance, the proper attendance protocols, and financial and educational impact on student achievement, then our attendance rate will improve to meet the District's Goal.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Phone calls home by the school's Attendance Clerk regarding student absences and tardies.	Logs	All Students	Year Long	Attendance clerk	5/3/2012	171SQI2C4138		N/A			0	\$0.00
SART and SARB Meetings between parents and administrator to set attendance goals and form a contract to improve attendance for our most chronically absent students.	SART and SARB Meetings	All Students	Year long	Attendance clerk	5/3/2012	171SQI2C4139		N/A			0	\$0.00

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Kaiser Elementary

Principal: DARREN AVENT

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

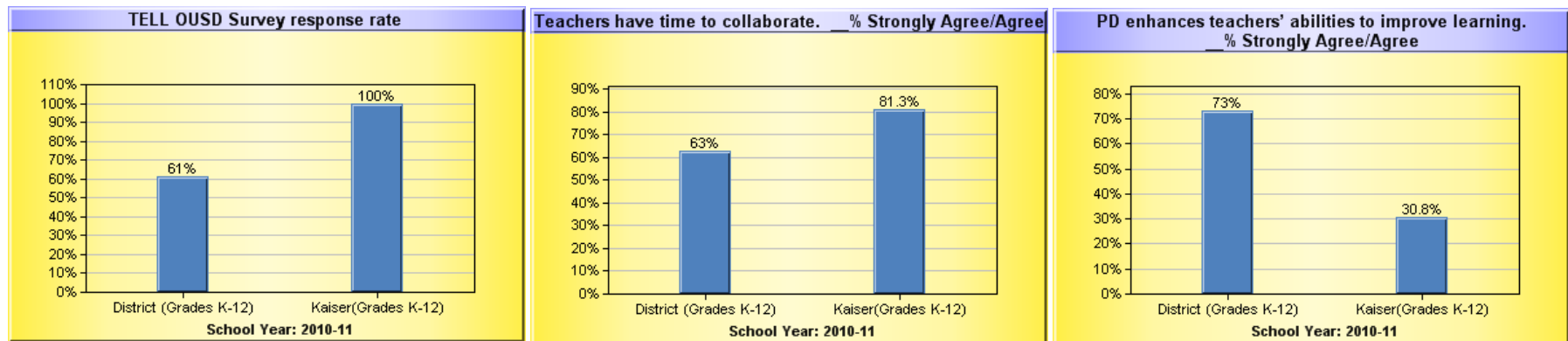
A quality school...

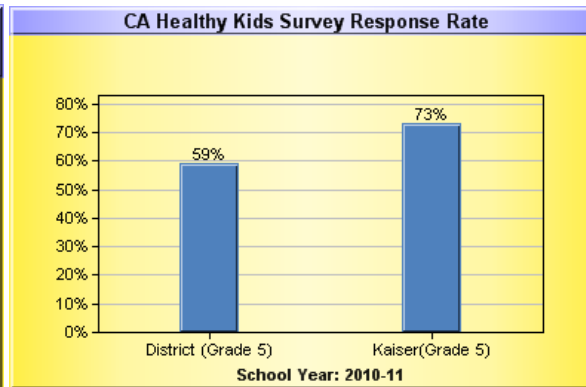
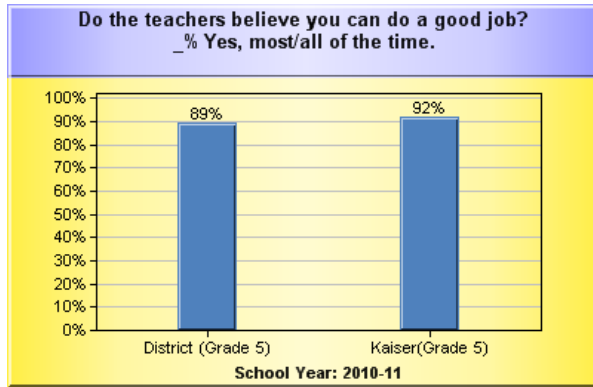
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes 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 Data**

- We established structures for collaboration and intervention as part of our inquiry cycle.
- Careful scheduling of enrichment classes (Physical Education, Computer, Art, Second Step, Orff music) allows for common prep time for grade-level partner teachers to collaborate.

**Data Analysis**

- A collaborative spirit is the core of our practice at Kaiser.
- We have a common lunch period, monthly staff meetings, weekly professional development, weekly SST meetings), and monthly School Site Council meetings (which give us the opportunity to collaborate with parents).
- Our team approach to teaching and our community spirit can be seen in the many things we do together outside of the regular school day.
- Teachers help plan, support, and participate in PTA events like Math & Science Night, Harvest Fair, Auction, Walk-a-Thon, Family Reading Night, multi-cultural potlucks, and many other events inclusive of the entire community.
- Apply a team approach to working with the district to expand Kaiser

**Theory Action**

- If we use every opportunity to talk together, strategize and plan for student success.
- If we have meetings revolve around data analysis, discussion and sharing of best practices,
- If we collaborate across grade levels (particularly with regards to how we teach and assess the writing process and the progression of the math curriculum from grade to grade).
- Then we will have academic and socio-emotional growth for every student, and continued school-wide success in our API growth with specific attention to our commitment to closing the achievement gap.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher led professional development	Professional Development				5/3/2012	171SQI3A507	Professional Development	N/A			0	\$0.00
Curriculum Conferences		All Students			5/3/2012	171SQI3A508	Curriculum Conferences	Non-SSC approved			0	\$0.00
Art integration Professional development includes teachers sharing multiple					5/3/2012	171SQI3A510	Art integration Professional	N/A			0	\$0.00

aspects of assessment and integration with all areas of the curriculum.							development					
Consultants provide art integrated professional development	Arts Anchor				5/3/2012	171SQI3A511	Arts Anchor	N/A			0	\$0.00
Apply a team approach to working with the district to expand Kaiser					5/3/2012	171SQI3A4153		N/A			0	\$0.00
Apply a team approach to working with the district to expand Kaiser					5/3/2012	171SQI3A4154		N/A			0	\$0.00

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

### Strategic Priority A. Family & Community Engagement

**School:** Kaiser Elementary

**Principal:** DARREN AVENT

**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**

- Welcoming Schools curriculum to embrace family diversity, avoid gender stereotyping and bullying.
- After school and evening PTA sponsored activities and events to foster a thriving and welcoming community.

**Data Analysis**

- The School Site Council meets monthly to analyze program needs and implement the vision of the school as it aligns the curriculum, budget, support programs and special services.
- In response to parent-identified needs, the School Site Council in coordination with the staff and PTA has developed programs to support children's literacy and math acquisition, ways to make homework less stressful
- And provide support for non-traditional families (adoptive, single-parent, foster, multi-ethnic and gay and lesbian) through exploration of additional curriculum including: Caring Schools, Welcoming Schools and Restorative Justice.

**Theory Action**

- If we work collaboratively to ensure that there is deep community input to address real issues and opportunities to support student learning
- Then families and students from all backgrounds will feel welcomed leading to our high diversity.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
"What we forgot workshop" to help parents with student homework	Parents	All Students	Beginning of school year		1/13/2012	171SQI4A503	Parent HW Workshop	N/A			0	\$0.00
Transition to Middle	5th Grade	All			1/13/2012	171SQI4A505	Middle School Worksop	N/A			0	\$0.00

School workshop	students	Students											
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## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Kaiser Elementary

Principal: DARREN AVENT

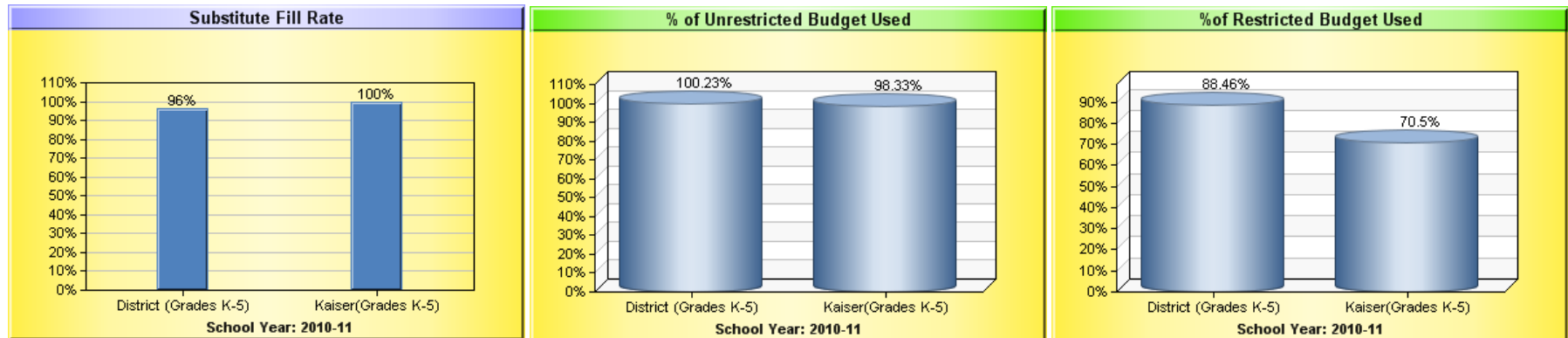
#### School Quality Standards relevant to this Strategic Priority

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

- At Kaiser we challenge our own and each other's beliefs about educational practice and force us to question each other's rationale and thinking behind our practices and to back our practices with evidence.

#### Data Analysis

- Professional staff development is designed by the staff and principal to meet our needs for furthering skills, encouraging growth and keeping pace with current educational trends.

#### Theory Action

- If Teacher leaders attend centralized professional development, and are committed to leading professional development for staff.
- If Professional staff development is designed by the staff and principal to meet our needs for furthering skills, encouraging growth and keeping pace with current educational trends.
- Then we will foster academic excellence and creativity through reflective and inspired teaching which engages students in actively acquiring new knowledge and skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Strategically working with PTA to continue to bring in additional funding that help to support the overall vision and mission of the school.		All Students	year long	Principal & PTA	5/3/2012	171SQI5A4147		N/A			0	\$0.00
Staff, SSC, and PTA, discuss all aspects of the site budget allocations and determine priorities.		All Students	year long	All Parties	5/3/2012	171SQI5A4148		N/A			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**

**School Site: Kaiser  
Site Number: 171**

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on *N/A*.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on *5/5/2012*.
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:



SSC Chairperson's Signature

Susy Hovland

SSC Chairperson's Name (printed)

Date  
*5/7/2012*

Date

ELAC Chairperson's Signature



Principal Signature

Darren L. Avent

Principal's Name (printed)

*5/7/2012*

Date

Executive Officer's Signature



Executive Officer's Name (printed)

*5/17/12*

Date

Director, State & Federal Compliance Signature



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

*6/7/12*

Date

# School Site Council Membership Roster – Elementary School

**School Name:**     Kaiser Elementary    

**School Year**     2011-2012    

<b>Chairperson:</b> Susy Hovland	<b>Vice Chairperson:</b>
<b>Secretary:</b> Katy Hunter	<b><u>DAC Representative:</u></b>

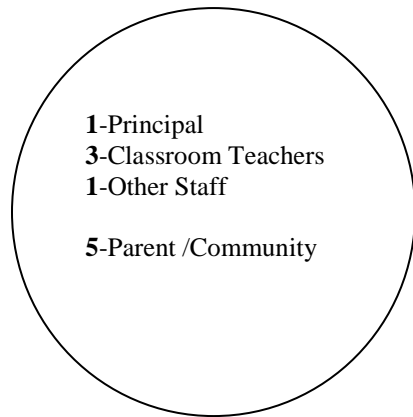
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Amy Haruyama	1471 Allman St, Oakland 94602		X		
Mary Grace McGhee	3933 Maple Ave, Oakland 94602		X		
Susy Hovland	7074 Marlborough Terr, Berkeley 94705				X
Darren Avent	1942 Rosecrest Dr, Oakland 94602	X			
Katy Hunter	3991 Forest Hill Ave, Oakland 94602		X		
Kelly Paschal	740 Rolling Hills Circle, Dublin 94568				X
Moya Henderson	865 22nd St, Oakland 94607				X
Monica Yu	3724 Wisconsin St, Oakland 94619				X
Charsina Imara	3645 Loma Vista Ave, Oakland 94619				X
Francene Thornton	137 Cima Dr, Vallejo, CA 94589			X	
<b>DAC Representative</b>					
Home Ph.	Email:				

<b>Meeting Schedule</b>	
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**SSC Legal Requirements:**

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be OUSD employees at the site.



# **Henry J. Kaiser Elementary School** **Parental Involvement Policy 2012-2013**

## **Involvement of Parents School Program**

Henry J. Kaiser agrees to implement the following statutory requirements:

Offer a flexible number of meetings for parents. Parents are invited to participate in our Kaiser Parent-Teacher Association, and School Site Council monthly meetings. Parent voice and input plays a critical role in their child's education. These referenced committees provide parents with decision-making opportunities in the School's programs.

## **School-Parent Compact**

Kaiser Elementary has jointly developed with and distributed to parents a School-Parent Compact that outlines how parents, the School staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California Content Standards.

## **Building Parent Capacity for Involvement**

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

- Assist all parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic common core content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress
    - a. Formal Parent Conferences occur twice a year: December and March
    - b. Triennial student report cards and comments are sent home for progress monitoring
    - c. Teacher informal conference times by appointment are available year round
- Distributes to all parents, in a timely way, program information related to School and parent programs, meetings, and other activities in a form and language that the parents understand.
  1. Several communication systems are in place to ensure proper notification of all School related events.
    - a. [www.kaiserelementary.org](http://www.kaiserelementary.org)
    - b. Pink Panther Newsletter
    - c. Classroom Yahoo Groups

## **Accessibility**

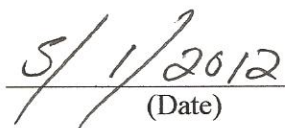
Provide opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

## **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in our School, as evidenced by our PTA/SSC meetings held in April, 2012.

This policy was adopted by the Kaiser School Site Council on February 2012, and will be in effect for the 2012-13 School Year. It will be made available to the local community. The Kaiser notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(Principal's Signature)

  
\_\_\_\_\_  
(Date)

## Kaiser Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

### Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Student

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Teacher

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Parent/Guardian



# COMMUNITY SCHOOLS STRATEGIC SITE PLAN ENGAGEMENT TIMELINE (INCLUDING ELAC, SSC)

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the Community School Strategic Site Plan. Include CS Site Leadership Team, SSC, ELAC, Staff, faculty, and students.

**EXAMPLES:**

<b>Date</b>	<b>Stakeholder Group</b>	<b>Engagement Description</b>
<i>Ex: 10/20/11</i>	<i>SSC</i>	<i>Shared rationale and overview of CS Strategic Plan. Recruited participants for CS Leadership Team.</i>
<i>Ex: 11/1/11</i>	<i>Students grades 6-7-8</i>	<i>Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.</i>
<i>Ex:12/1/11</i>	<i>CS Site Leadership Team</i>	<i>Regional CS Leadership Teams Retreat Day 1: CS Vision, What is a Community School? CS Asset Reflection</i>
<i>Ex: 12/5/11</i>	<i>Faculty &amp; SSC combined</i>	<i>Budget training and review budget summary including major strategies 2010-2011. Discussed outcomes/results from strategies.</i>

**TO BE COMPLETED:**

<b>Date</b>	<b>Stakeholder Group</b>	<b>Engagement Description</b>
<i>November</i>	<i>SSC</i>	<i>Shared rationale and overview of CS Strategic Plan. Recruited participants for CS Leadership Team.</i>
<i>January</i>	<i>PTA</i>	<i>Shared rationale and overview of CS Strategic Plan. Recruited participants for CS Leadership Team.</i>
<i>March-April</i>	<i>Faculty and/or SSC</i>	<i>Budget training and review budget summary including major strategies 2010-2011. Discussed outcomes/results from strategies.</i>