

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Piedmont Avenue Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Piedmont Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Piedmont Avenue Elementary

6002117

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

Piedmont Avenue Elementary School is located on Piedmont Avenue in the north part of Oakland. The school has had a rich history in the community since its opening in 1891. Students who attend our school come from surrounding neighborhoods within walking distance as well as from other parts of the city. Several of our students have parents that work at the Kaiser Foundation Hospital which is just a few blocks away from the school. Approximately 66.58% of our students are considered low socio-economic due to their eligibility for the free and reduced lunch program. Of our 379 students, 67% are identified as African American, 6% Asian, 1% Filipino, 15% hispanic, 12% white and 11% other. We have a high number of students migrating from African countries such as Ethiopia, Eritrea, Nigeria, Algeria, Ivory Coast and Liberia. Many of these students are identified as English Learners. Currently, 17.5% of our students qualify as English Learners. We have 14 different languages spoken by our students and their families. Diversity is highly valued at our school. Much time and attention is placed on recognizing each person's strengths and cultural gifts. Our core curriculum programs are Si Swun Math, the Read, THINK, Apply Reading Comprehension program and FOSS Science. We offer an after school program to extend learning for our students that need additional academic support. All students in Kindergarten through fifth grade are taught computer skills in our IMAC computer lab. We have been awarded licenses to pilot the IReady Intervention program for the next two years. We offer music for Kindergarten through second grade students with the Education Through Music program which teaches traditional music reading skills, patterns and rhythm. This program is sponsored by our PTA. Our students in third and fourth grade learn to play the song flute from our OUSD music teacher. Students in fourth and fifth grade are also offered the opportunity to play additional wind instruments in our school band. Our other programs include science journalism and art prep, gardening, library, Second Step, music, African Dance and Sports. We have partnerships with the YMCA-East Bay, Aspiranet Experience Corps and Reading Buddies, the Faith Network, Peacemakers who provide individual tutoring, mentoring and extra classroom support. We have counseling services on site from the Ann Martin Wellness Center. The Piedmont Avenue Branch of the Oakland

Public Library is located on our campus, providing additional resources to our students, teachers, families and the community.

VISION

The Piedmont Avenue Elementary School Community, believes every child can develop a love of learning. We believe every teacher can stimulate our students minds in ways that will promote learning and successful achievement. We believe that every student can achieve beyond average academic skills. Instead our students will develop high level critical thinking, problem solving and social skills to achieve personal excellence while preparing for higher education and to participate in a global society with respect for diversity. We will provide high quality education to every child, recognizing that each student has different learning styles and processes information in different ways. We identify students' strengths and build on them to overcome challenges. Each and every adult is responsible for supporting the learning outcome of every student. Parents and guardians are responsible for bringing their children to school prepared to learn and on time daily. Students are responsible for doing their best on all activities provided and utilize conflict resolution skills taught to maintain focus on academic learning. Piedmont Avenue Elementary students love learning and are taught in ways that prepare them to make unlimited academic and personal success. To accomplish our vision, we will work to build a community and culture of high expectations for students, staff, families and extended community partners. We seek to accomplish our goals through the use of a standards-based, data driven approach to planning and differentiation of instruction. All faculty and support staff members commit to cohesive and aligned instructional practice, to the principles of collaboration, professional learning and equity. Our family partnership plan involves families in high levels of data inquiry, and supports their development as partners in academic achievement. Our after school program provides targeted academic support and enrichment that includes technology, performing and visual arts, recreation and leadership opportunities.

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

At Piedmont Avenue Elementary School we have several systems to monitor the implementation of our Strategic Site Plan. Overall, the principal and the TSA for Math and ELA/ELD will oversee that the plan is actualized by completing daily classroom observations with feedback to teachers. In addition to the monitoring that is required according to the SSC/ELAC calendar the following systems are in place: 1. Each grade level will meet weekly in Professional Learning Communities to share best practices, review data, review student work and plan instruction for the power standards. The plans will be submitted to the principal for review and monitoring. 2. The Instructional Leadership team, which consists of a lead teacher from each grade level, the computer/math intervention teacher, the ELA/ELD teacher and the Science/Art Prep teacher will meet twice a month with the principal to review and monitor the progress of our teaching strategies and student learning based on our data. 3. Our professional development sessions will focus on our strategic focus. The principal, the TSA, and classroom teachers will be the main presenters. Once each trimester, teachers will have peer observations, called the "Best Practices Rodeo" followed by debriefing sessions to learn from each other. 4. The principal and the academic advisor from the after school program will meet weekly with the after school director to ensure that the curriculum is aligned to the daily classroom instruction. 5. Classroom teachers will hold regular meetings with our Experience Corps and other classroom volunteers to ensure that we are providing targeted support for all students and to make sure that our students are challenged at their learning level. In addition, Family Reading Nights, Monthly Multicultural Events, Student Success Team meetings with follow up, parent conferences, parent/community monthly meetings with the principal will bring families and the community together to support the progression of our plan.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

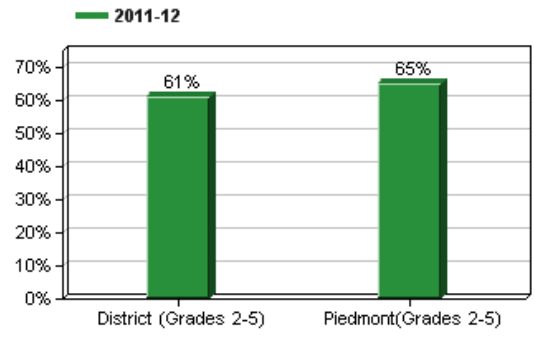
School Quality Standards relevant to this Strategic Priority

A quality school...

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

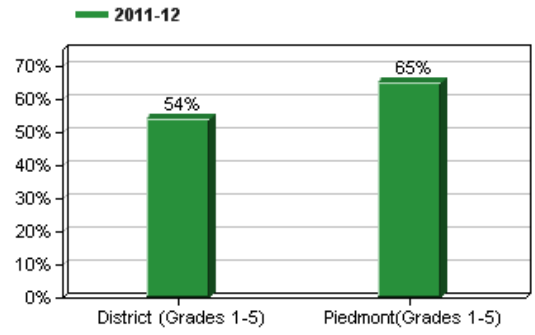
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



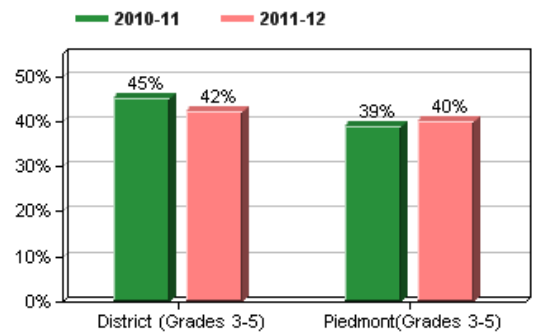
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

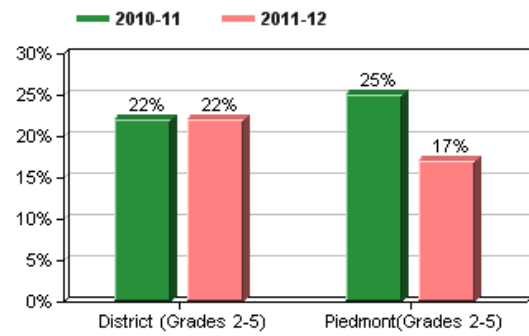


CST

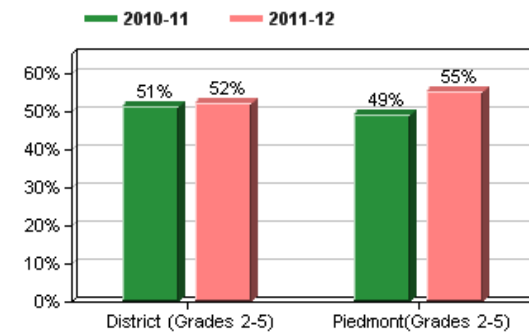
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

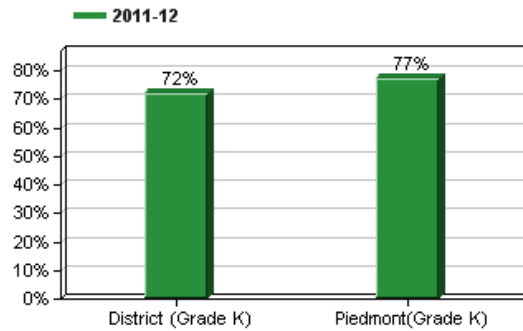


CST/CMA ELA % Prof/Adv

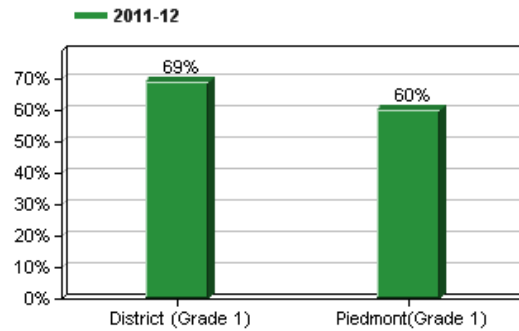


DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

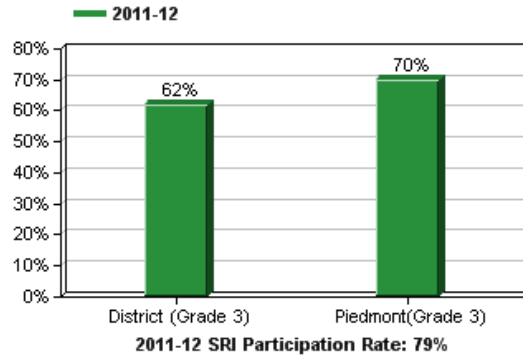


DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI

SRI % At/Above grade level reading



School Data

- 55% of students in 2nd-5th Grade scored proficient/advanced in ELA on the District ELA Mid Year . The Fall Benchmark results were 48%.
- Each grade level increased the ELA District Mid Year assessment scores by 7% except for 5th grade. 5th grade showed the least amount of growth from the Fall Benchmark.
-

Data Analysis

- The classes that fully implement the Read, Think, Apply Reading Comprehension program are the classes with the most ELA growth.
- The 5th grade class with lack of classroom and behavior management showed the least amount of achievement.
- The African American females are the highest performing group at 68% proficient/advanced; African American males scored 47%; most are English speaking however several are English Learning African immigrants.
- The Asian males scored 36% and Latino boys 39%. These groups are mostly English Language learners.
- Reading Comprehension and writing are the lowest ELA areas.

Theory of Action

SSC when they reconvene in September 2012.					5/1/2012	146SQ1A4035	Surplus	N/A			0	\$0.00
Provide supplemental instructional supplies to be used to support instructional program and improve academic achievement of students.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/19/2013	146SQ1A4030	Provide supplemental instructional supplies that enhance the instructional program.	3010-Title I	4310-SUPPLIES		0	\$4,082.00
Provide supplemental instructional supplies to be used to support instructional program and improve academic achievement of students.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/19/2013	146SQ1A5891	Provide supplemental instructional supplies that enhance the instructional program.	7090-EIA-SCE	4310-SUPPLIES		0	\$2,066.00
Provide supplemental instructional supplies to be used to support instructional program and improve academic achievement of students.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1A5892	Provide supplemental instructional supplies that enhance the instructional program.	7091-EIA-LEP	4310-SUPPLIES		0	\$183.00
Providing ELA and ELD intervention services to identified students and professional development in effective ELD instructional practices to the staff will support the improved academic achievement of EL students	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1A878	TSA will provide intervention services to identified students and professional development in effective ELD instructional practices to the staff .	7091-EIA-LEP		C10TSA0043	0.19	\$16,571.05
Providing ELA and ELD intervention services to identified students and professional development in effective ELD instructional practices to the staff will support the improved academic achievement of EL students	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1A879	TSA will provide intervention services to identified students and professional development in effective ELD instructional practices to the staff .	7090-EIA-SCE		C10TSA0043	0.5	\$43,608.02
The Bilingual Instructional Assistant will provide ELD to newcomers and English Learners. This supplemental academic intervention supports improved student academic achievement.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1A883	Bilingual IA provides direct academic intervention support to identified students.	3010-Title I		IABIL0059	0.35	\$14,387.57
The Bilingual Instructional Assistant will provide ELD to newcomers and English Learners. This supplemental academic	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1A884	Bilingual IA provides direct academic intervention support to identified students.	7091-EIA-LEP		IABIL0059	0.05	\$2,055.37

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

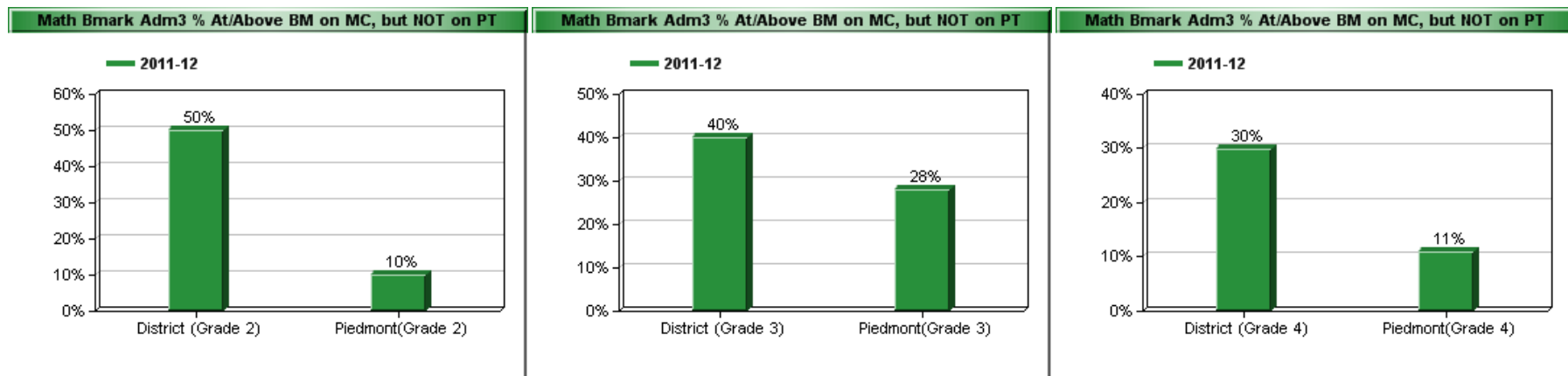
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

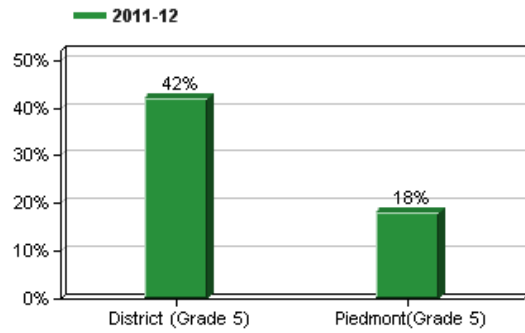
A quality school...

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

Benchmark

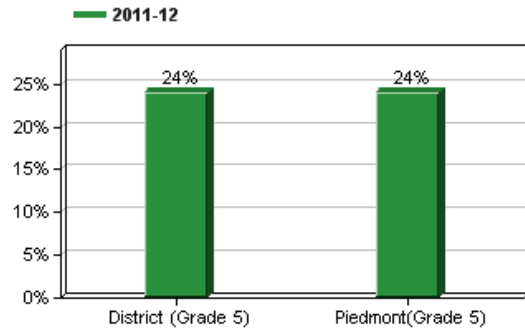


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

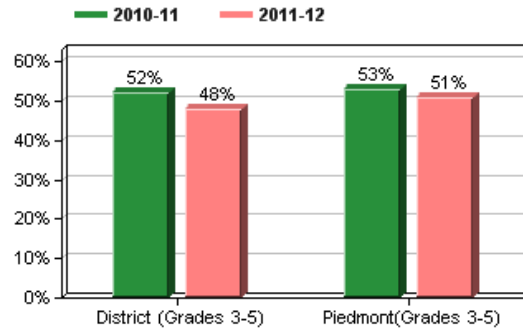


CST

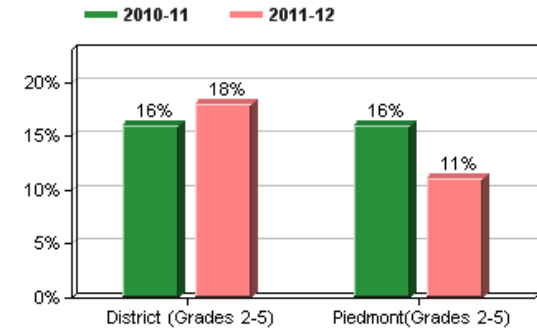
CST/CMA Gr5/Gr8 Science % BB/FBB



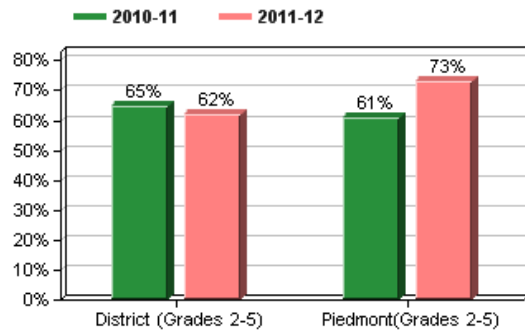
% Growth in CST/CMA Math 2 Year Cohort Growth Report



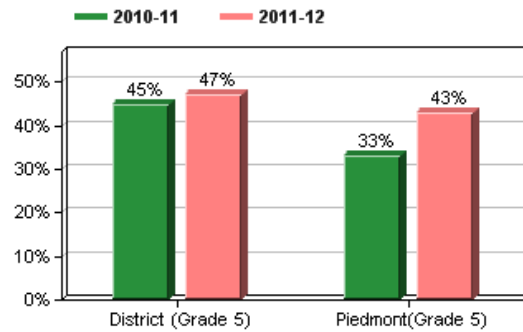
CST/CMA Math % BB/FBB



CST/CMA Math % Prof/Adv



CST/CMA Gr5/Gr8 Science % Prof/Adv



School Data

- The Midyear Benchmark data resulted in 70% at prof/adv. 71% of students were proficient or advanced on the Spring Benchmark. 67% of 2nd grade; 83% of 3rd grade; 82% of 4th grade; 51% of 5th grade students scored proficient or advanced on the Spring Bench.
- 43% of the 5th grade students were proficient/advanced on the Science Section of the CST. The prep classes focus on science and art. All 3rd, 4th and 5th grade students are required to participate in the science fair.

Data Analysis

- 91% of second grade students scored proficient or advanced on the Math Spring District Benchmark. One of three second grade classes had 100% of students score proficient or advanced.
- PLC focused planning and full implementation of Si Swun helped the second grade students learn the math content.
- In 2010 the English Learners made the most growth in the district on the CST in math with 53% growth.
- African American males scored 72% while African American girls scored 69%. White girls scored 86%, boys 67%; Latino girls scored 75%, boys 50% which is the lowest performing group in math..
- Teacher created science assessments are needed to ensure mastery of science standards.

Theory of Action

- If we continue to implement the Si Swun math program and provide individual staff development to teachers in order to build their skills in teaching the program then our students will show improvement in math content knowledge.
- If Swun math intervention is supported by the TSA through the use of IReady technology in the IMAC then our lower performing students will show growth.
- If the concepts of Swun math will be reviewed during PD led by the Math TSA then all grade levels will teach 30 minutes of math facts using the commutative property daily and increase student knowledge of basic math facts.
- If Math resources, academic vocabulary and student math presentations are utilized in all classroom daily then students will learn math vocabulary and be able to recall math knowledge content.
- If FOSS Science is taught in all classrooms in addition to the science lessons taught by the prep teacher then all grades levels will increase knowledge of FOSS science.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide supplemental instructional supplies to be used to support instructional program and improve academic achievement of students.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/19/2013	146SQI1B4030	Provide supplemental instructional supplies that enhance the instructional program.	3010-Title I	4310-SUPPLIES		0	\$4,082.00
Provide supplemental instructional supplies to be used to support instructional program	Local assessments	All	Every Marking	Leadership	4/19/2013	146SQI1B5891	Provide supplemental instructional supplies	7090-EIA-	4310-		0	\$2,066.00

and improve academic achievement of students.	(benchmarks, PWA)	Students	Period	Team			that enhance the instructional program.	SCE	SUPPLIES			
Provide supplemental instructional supplies to be used to support instructional program and improve academic achievement of students.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1B5892	Provide supplemental instructional supplies that enhance the instructional program.	7091-EIA-LEP	4310-SUPPLIES		0	\$183.00
Prep teacher will provide additional science and art instruction with supplemental prep periods. Additional release time for teachers supports implementation of Professional Learning Community program. Both actions support improved student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/19/2013	146SQ1B886	Prep teacher provides supplemental science and art prep periods for students that support professional development.	7090-EIA-SCE		TCEEIP0031	0.2	\$14,509.64
TSA will provide mathematic intervention services to identified students integrating technology into instructional practices to staff.					5/1/2012	146SQ1B2993	Hire Math/Computer TSA	N/A			0	\$0.00
Provide computers that will be integrated into the instructional program and support the improved academic achievement of the students.					5/1/2012	146SQ1B4037	Purchase computers	N/A			0	\$0.00
Teachers will emphasize critical thinking skills in science and other academic areas.					5/1/2012	146SQ1B4038	Study Tours and Assemblies to provide hands on learning opportunities.	N/A			0	\$0.00
Teachers will emphasize critical thinking skills as through lessons on the scientific process with science projects as related to STEM.					5/1/2012	146SQ1B4039	Hands on science experiments and projects	N/A			0	\$0.00
Students will learn computer and technology skills with IMAC computers in the computer lab.					5/1/2012	146SQ1B4040	Students will learn to operate IMAC computers and learn to access the internet for research and information.	N/A			0	\$0.00

Students will learn to operate PC computers in their classrooms and be able to access the internet for academic learning.					5/1/2012	146SQ11B4041	Students will learn to operate PC computers in their classroom and access academic learning sites.	N/A			0	\$0.00
Students will learn the importance of recycling, reduces waste and reusing containers.					5/1/2012	146SQ11B4042	Study tours of waste management, assemblies and classroom instruction will provide learning experiences.	N/A			0	\$0.00
Providing mathematic intervention services to identified students and professional development addressing effective Math program instructional strategies and techniques will result in improved instructional practices and an increase in student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/19/2013	146SQ11B881	TSA provides supplemental academic intervention services for students and professional development support, with a Mathematics focus, for school staff.	3010-Title I		C10TSA0044	0.45	\$41,606.87

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Theory of Action

- If we provide a welcoming and warm environment then our Kindegarten families will feel supported as they become apart of the Piedmont Avenue School family community.
- If we work with our CDC and neighboring preschools through collaboration meetings, we will learn more about our incoming Kindergarten students and be prepared for their transition to our school.
- If we provide Kindergarten transition activites such as open houses, tours, play dates and our annual Kindergarten Round Up, then families will feel welcomed and informed.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide open houses, school tours and welcoming activities.					5/1/2012	146SQ11C4045	Provide activities such as school tours, Kindergarten orientation and summer play dates to welcome incoming Kindergarten students and families as they transition to Kindergarten.	N/A			0	\$0.00
Provide a welcoming and warm school climate.					5/1/2012	146SQ11C4046	Promote a friendly and welcoming enviroment by setting up the Buddy Family System to pair new families with current family for support.	N/A			0	\$0.00

Send welcome letters to incoming K families and other new families in addition to making phone calls to welcome families and answer all questions.				5/1/2012	146SQ11C4047	Send welcome letters and make welcome phone calls to all incoming families	N/A			0	\$0.00
Set up meetings with pre K teachers at our CDC and neighboring preschools to reach out to preschool families and inform them about our school.				5/1/2012	146SQ11C4048	Set regular meetings with the Piedmont Avenue CDC and neighboring preschools.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

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

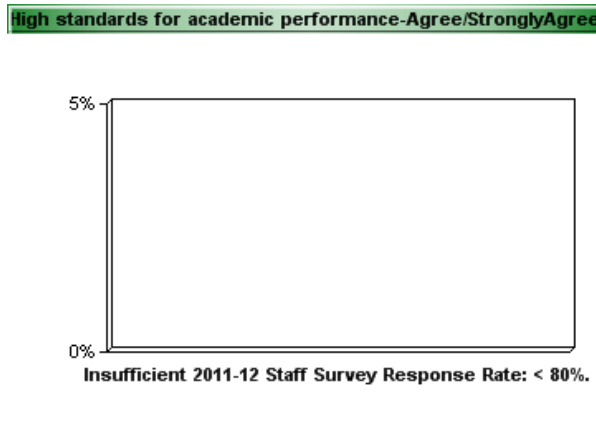
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

School Quality Standards relevant to this Strategic Priority

A quality school...

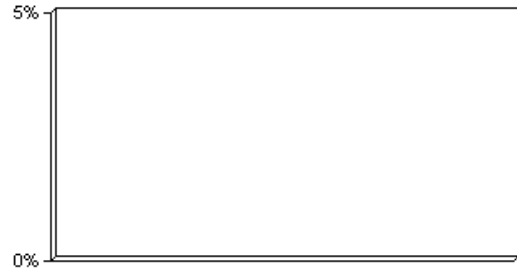
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

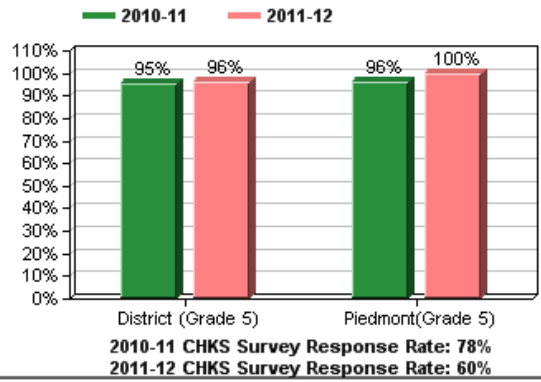


Survey - Success

School promotes academic success. __% Agree/Strongly Agree



Do you plan to go to college after high school? __% Yes



Theory of Action

- If we inform students about the importance of graduating from college at an early age, then they will be more prepared to enter college after high school.
- If we offer high quality instruction with the goal of being prepared for college, then student learning will be relevant and purposeful.
- If every classroom is named after a college or university and other college vocabulary is used at our school, then students will internalize college attendance as a norm.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All classrooms will be named after a college or university.					5/1/2012	146SQ1D4049	All classrooms will carry the name, colors and mascot of a college or university.	N/A			0	\$0.00
High quality instruction with critical thinking skills will be utilized to ensure students are prepared for higher education.					5/1/2012	146SQ1D4050	Teachers will provide high quality instruction to prepare students for higher learning.	N/A			0	\$0.00
Parents will be educated about the importance of preparing students for college.					5/1/2012	146SQ1D4051	Parent education sessions will be offered to ensure parents know the college requirements for early preparation.	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: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- 57% of African American Males scored proficient or advanced in ELA on the mid year benchmark which is 10% higher than the previous year. 71% of African American males scored proficient or advanced on the Math mid year benchmark.
- The African American Males scored 1% lower in ELA than the African American females.

Data Analysis

- Although the majority of the African american males are proficient or advanced in math, they are not performing at grade level in English Language Arts.
- Effective, specific and observable instructional strategies such as implementing the reading of leveled non fiction informational text in small reading groups must be used in each classroom for these students.

Theory of Action

- If effective, specific and observational reading strategies are used such as the implementation of small leveled reading groups with a focus on non fiction informational text, then African American males will increase their ELA performance.
- If reading mentors and intervention groups are set up and utilized for these students then, they will increase the amount of time spent focused on reading and thus learn more reading comprehension strategies.
- If GATE students are taught open ended lessons, with challenge questions for higher level thinking, then they will continue to excel at their own pace.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide supplemental instructional supplies to be used to support	Local		Every				Provide supplemental					

instructional program and improve academic achievement of students.	assessments (benchmarks, PWA)	All Students	Marking Period	Leadership Team	4/19/2013	146SQ1E4030	instructional supplies that enhance the instructional program.	3010-Title I	4310-SUPPLIES		0	\$4,082.00
Provide supplemental instructional supplies to be used to support instructional program and improve academic achievement of students.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/19/2013	146SQ1E5891	Provide supplemental instructional supplies that enhance the instructional program.	7090-EIA - SCE	4310-SUPPLIES		0	\$2,066.00
Provide supplemental instructional supplies to be used to support instructional program and improve academic achievement of students.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1E5892	Provide supplemental instructional supplies that enhance the instructional program.	7091-EIA - LEP	4310-SUPPLIES		0	\$183.00
Providing ELA and ELD intervention services to identified students and professional development in effective ELD instructional practices to the staff will support the improved academic achievement of EL students	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1E878	TSA will provide intervention services to identified students and professional development in effective ELD instructional practices to the staff .	7091-EIA - LEP		C10TSA0043	0.19	\$16,571.05
Providing ELA and ELD intervention services to identified students and professional development in effective ELD instructional practices to the staff will support the improved academic achievement of EL students	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1E879	TSA will provide intervention services to identified students and professional development in effective ELD instructional practices to the staff .	7090-EIA - SCE		C10TSA0043	0.5	\$43,608.02
The Bilingual Instructional Assistant will provide ELD to newcomers and English Learners. This supplemental academic intervention supports improved student academic achievement.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1E883	Bilingual IA provides direct academic intervention support to identified students.	3010-Title I		IABIL0059	0.35	\$14,387.57
The Bilingual Instructional Assistant will provide ELD to newcomers and English Learners. This supplemental academic intervention	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Leadership Team	4/19/2013	146SQ1E884	Bilingual IA provides direct academic intervention support to identified students.	7091-EIA - LEP		IABIL0059	0.05	\$2,055.37

supports improved student academic achievement.												
Providing mathematic intervention services to identified students and professional development addressing effective Math program instructional strategies and techniques will result in improved instructional practices and an increase in student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/19/2013	146SQ1E881	TSA provides supplemental academic intervention services for students and professional development support, with a Mathematics focus, for school staff.	3010-Title I		C10TSA0044	0.45	\$41,606.87
African American males will be given intervention in reading to increase ELA achievement.					5/1/2012	146SQ1E4053	Provide reading intervention for African American males to increase ELA achievement.	N/A			0	\$0.00
Recruit mentors to read with African American males.					5/1/2012	146SQ1E4054	Recruit mentors to read with African American males.	N/A			0	\$0.00
GATE students will be given open ended assignments, challenging projects that meet their individual needs.					5/1/2012	146SQ1E4055	Supplies, materials and additional resources will be used to create assignments for GATE students.	N/A			0	\$0.00
GATE identified students will form leveled reading groups in class with access to high level texts.					5/1/2012	146SQ1E4056	High level reading books will be provided to GATE students.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

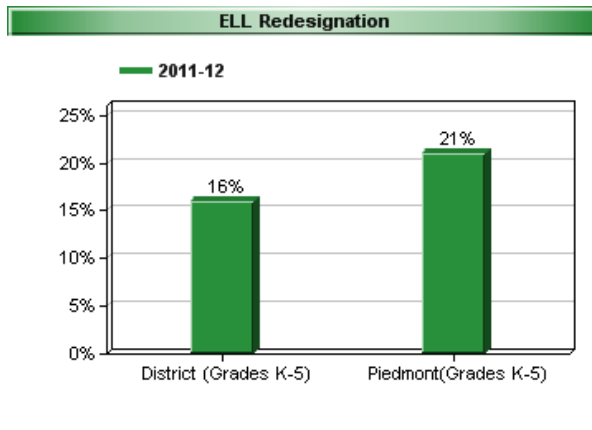
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

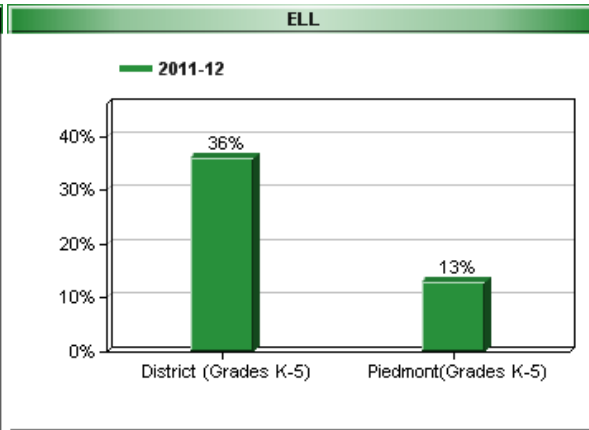
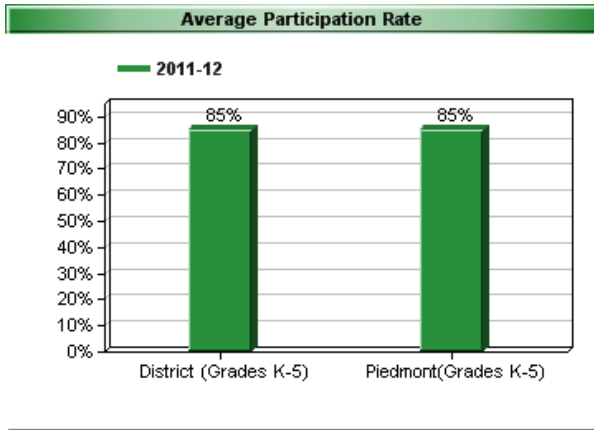
A quality school...

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

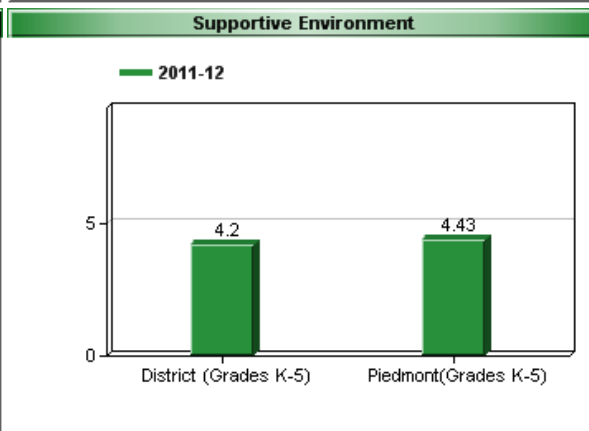
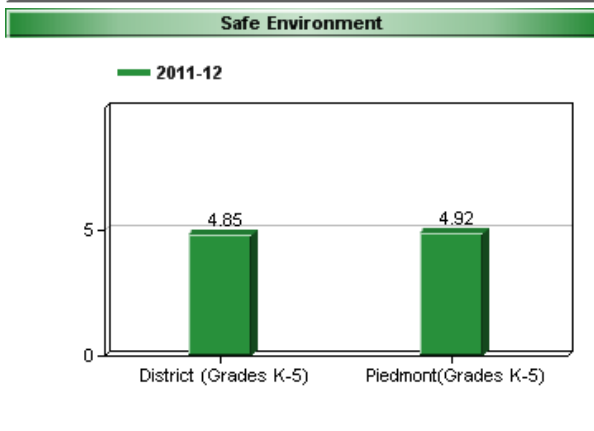
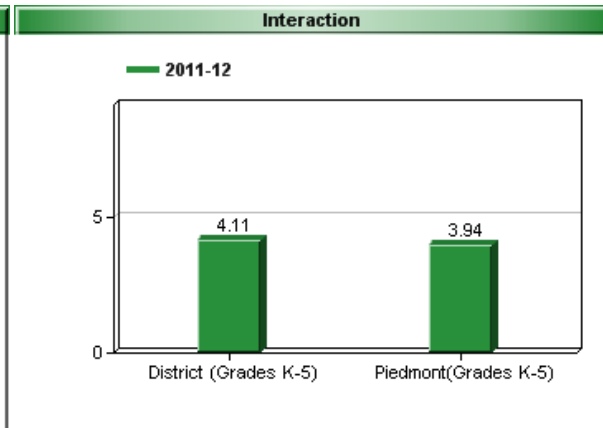
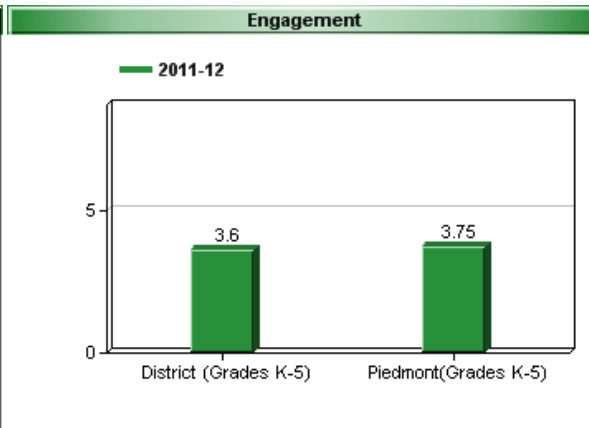
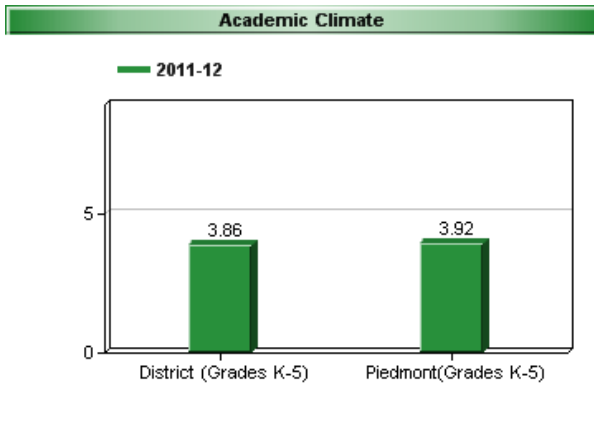
After School Program- Student Impact



After School Program- Participation



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



School Data

- The Piedmont Avenue After School Program, CLASS (Children Learning After School Successfully) serves 120 students free of cost to parents. The after

school teachers work closely with the academic liaison to plan lesson with the same pacing chart that the regular classroom teachers use. The student have the opportunity to extend mastering the regular classroom learning objectives in the CLASS program.

- Several teachers voluntarily tutor students before and after school. In addition tutors from Evergreen Church do one on one and small group tutoring with low performing students Monday -Thursday during the after school program hours. The tutors are fingerprinted and backgrounds checked through the Peacemakers, Inc. mentoring program.

Theory of Action

- If we can increase the number of students in the after school program, then we could extend the learning time for more students who need support.
- If we could budget extended contracts for teachers, then more would tutor students before and after school to extend the learning time.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
The Piedmont Avenue After School program provides extended learning for students in grades 1-5.					5/1/2012	146SQI1F4057	Provided extended learning in collaboration with the classroom teachers.	N/A			0	\$0.00
Classroom teachers are provided extended contracts if the budget allows to provide extended learning opportunities.					5/1/2012	146SQI1F4058	Classroom teachers provided before and after school tutoring.	N/A			0	\$0.00
The after school program will apply for additional funding to support additional students.					5/1/2012	146SQI1F4065	Apply for additional grants and funding to increase number of students served in the program.	N/A			0	\$0.00

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

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

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: To reduce physical altercation by 50%

- Strategy 1.1: All classroom teachers will teach Second Step lessons to all students once a week during morning meetings or more if needed. There will be morning meetings to set the tone for the day and review rules and morals. This will include discussions of monthly core character values.
- Strategy 1.2: Peacemakers will be present on our campus to assist students with social emotional development. All 4th grade students will have GREAT (Gang Resistance Education and Training) lessons taught by the Oakland Police Department.

Goal 2: We will reduce unexcused absences and tardies to show an attendance rate of 98%.

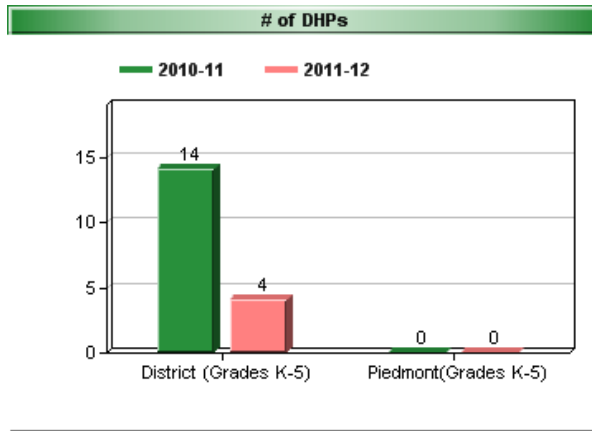
- Strategy 2.1: The attendance clerk and teachers will call students to excuse absences and stress the importance of attending school daily.
- Strategy 2.2: There will be a grade level competition for a trophy to be presented to the class per grade with the best attendance. Each making period, students with perfect attendance will be entered into a drawing for a bicycle.

School Quality Standards relevant to this Strategic Priority

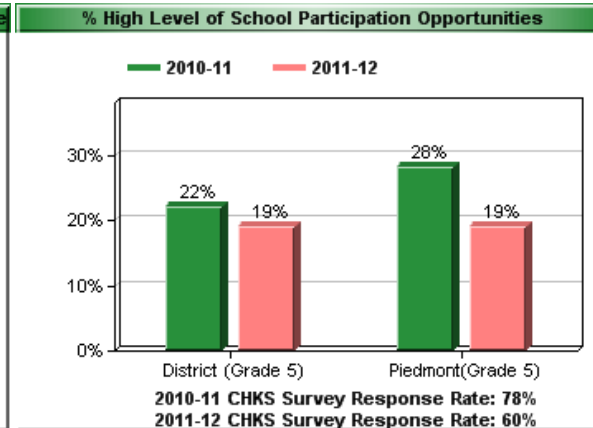
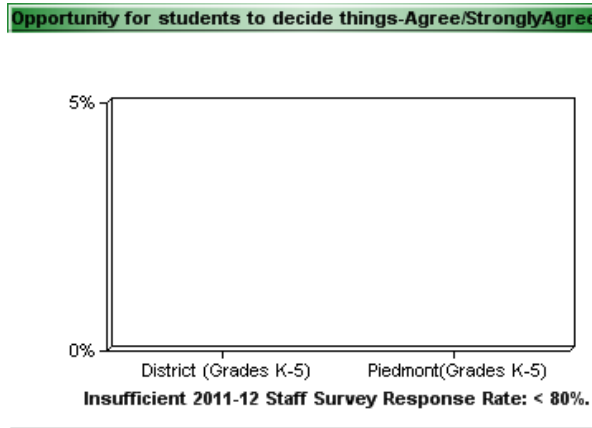
A quality school...

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

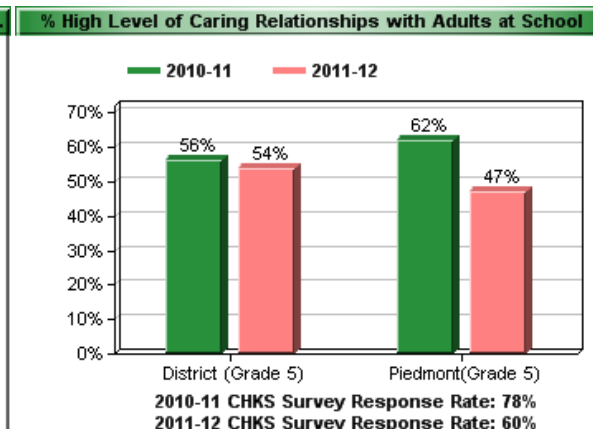
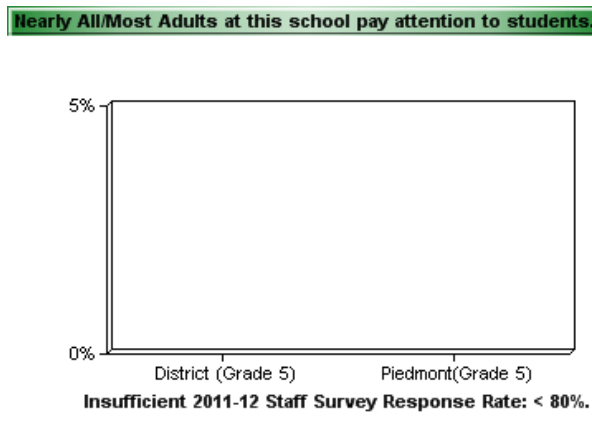
DHP



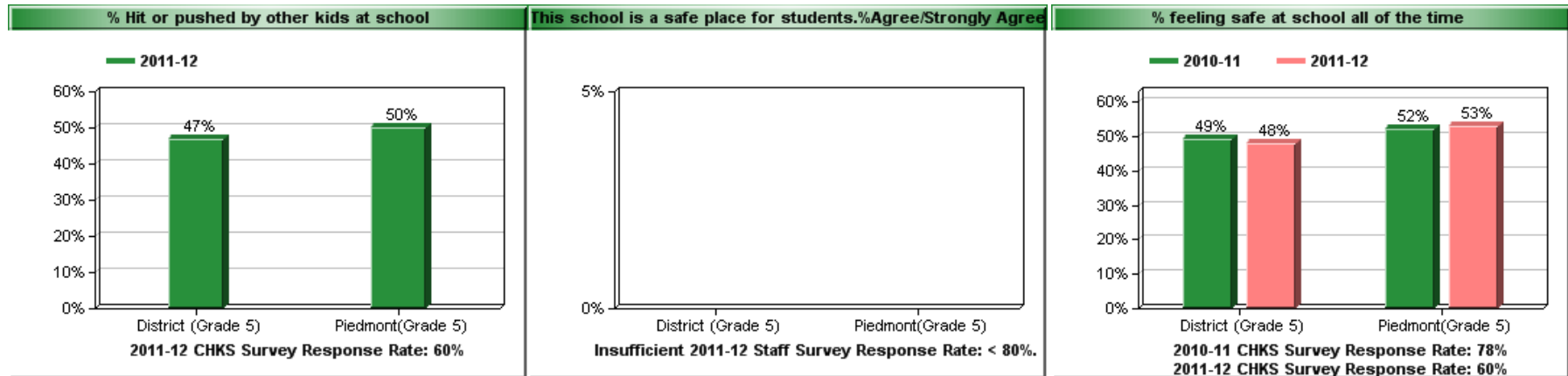
Survey - Engagement



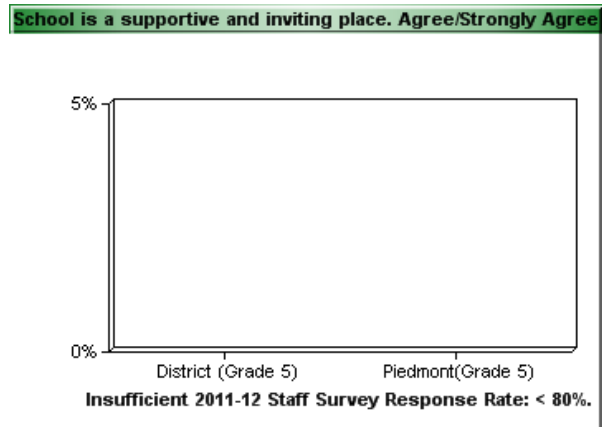
Survey - Relationships



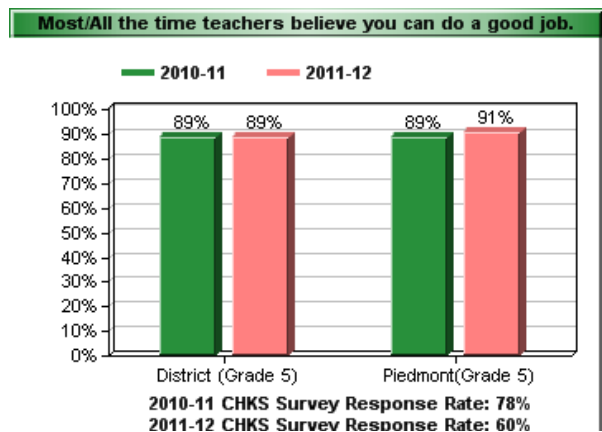
Survey - Safety



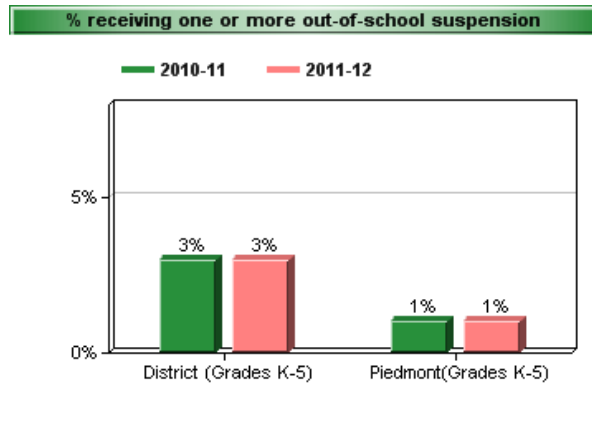
Survey - Welcoming



Survey- Beliefs



Suspensions



Theory of Action

- At Piedmont Avenue, if Second Step lessons of empathy, impulse control and anger management are taught regularly, then students will continue to support our caring school environment.
- If students continue to take the initiative to keep the campus clean by participating in recycling and reducing waste, then they will learn to be environmentally responsible.
- If we continue to have our weekly school culture assemblies, then we will continue to honor our Shining Star Students, academic achievement, social achievement, birthdays and promote the monthly core values.
- If we continue to provide supervised games and recess supervision, then we will have conflict free recesses.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hold weekly school culture assemblies to celebrate our core values and achievements.					5/7/2012	146SQI2A4059	Once a week students will be honored for their academic and social success.	N/A			0	\$0.00
Hold weekly school culture assemblies.					5/7/2012	146SQI2A4060	Certificates and charms will be given as rewards to students.	N/A			0	\$0.00
CARES cards will be given to students who are caught being safe, kind, respectful, responsible or following any of the school core values.					5/7/2012	146SQI2A4061	Give CARES cards to student and submit those cards for weekly prizes.	N/A			0	\$0.00
A staff person will be on the yard to supervise organized games at every recess.					5/7/2012	146SQI2A4062	Organized games will be directed at every recess.	N/A			0	\$0.00
Assemblies and presentations will be made to teach students the importance of recycling.					5/7/2012	146SQI2A4063	The Green Team will support the school with the school wide recycling, re-use and reduce program.	N/A			0	\$0.00
The Second Step and the Roots of Empathy programs will be used in classrooms to teach lesson of social growth.					5/7/2012	146SQI2A4064	Second Step and Roots of Empathy programs will be taught in classrooms.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

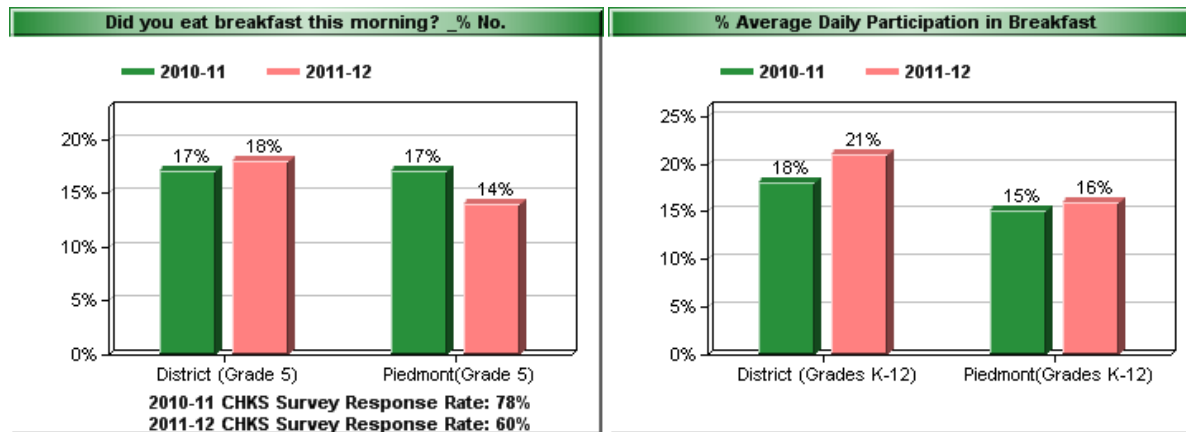
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

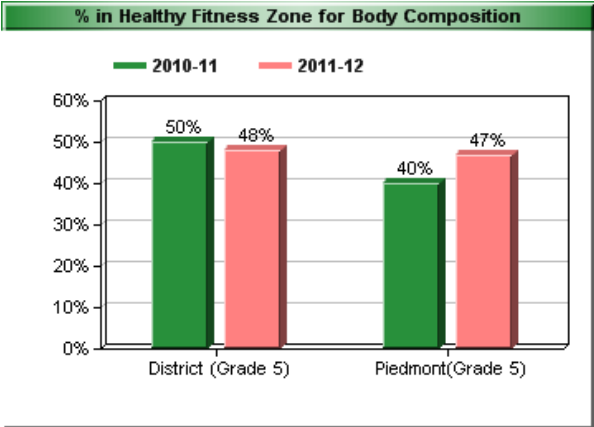
A quality school...

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

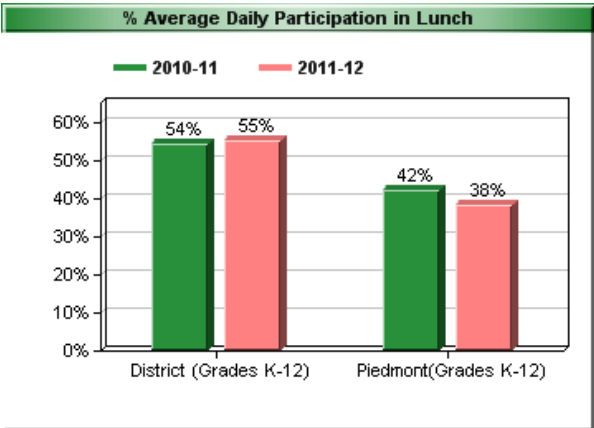
Breakfast



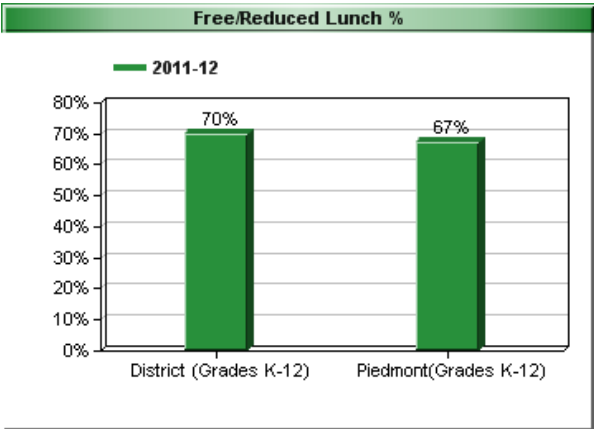
Fitness



Lunch

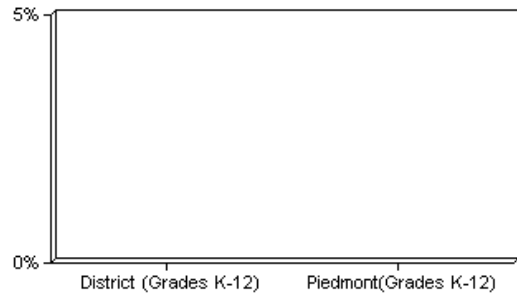


Socio Economics



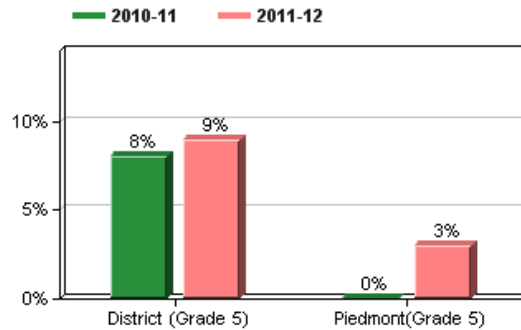
Survey - Drugs / Alcohol

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



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

% drinking alcohol in past month



2010-11 CHKS Survey Response Rate: 78%
2011-12 CHKS Survey Response Rate: 60%

School Data

- Healthy nutrition curriculum is integrated into several science lessons at all grade levels. Students will be monitored when they eat lunch to ensure they eat balanced meals. No soda, gum, candy, or hot cheetos or chips are allowed.
- All students participate in weekly organized sports activities led by the AmeriCorps sports coach. African Dance class is help twice a week in the mornings to give students the opportunity to workout, and learn about culture and rhythms.

Theory of Action

- If students learn about healthy foods they will make healthy meal and snack choices.
- If students participate in organized games led by the sports coach, then they will be activie participates in physical fitness action.
- Parents will be informed of the free breakfast program and encouraged to bring students early to eat breakfast before instruction.
- If families need mental health services, then they will be referred to the Ann Martin Wellness Center.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All classrooms will be participate in weekly organized sports activities.					5/1/2012	146SQI2B4066	Sports coach will provide organized game instruction to all classrooms.	N/A			0	\$0.00
Teachers will include healthy eating lessons integrated in science curriculum.					5/1/2012	146SQI2B4067	Science curriculum will include healthy eating lessons at all grade levels.	N/A			0	\$0.00
Families that need mental health support will be referred to the Ann Martin Wellness Center					5/1/2012	146SQI2B4068	Staff members will make student referrals to Ann Martin Center for students with social emotional needs.	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

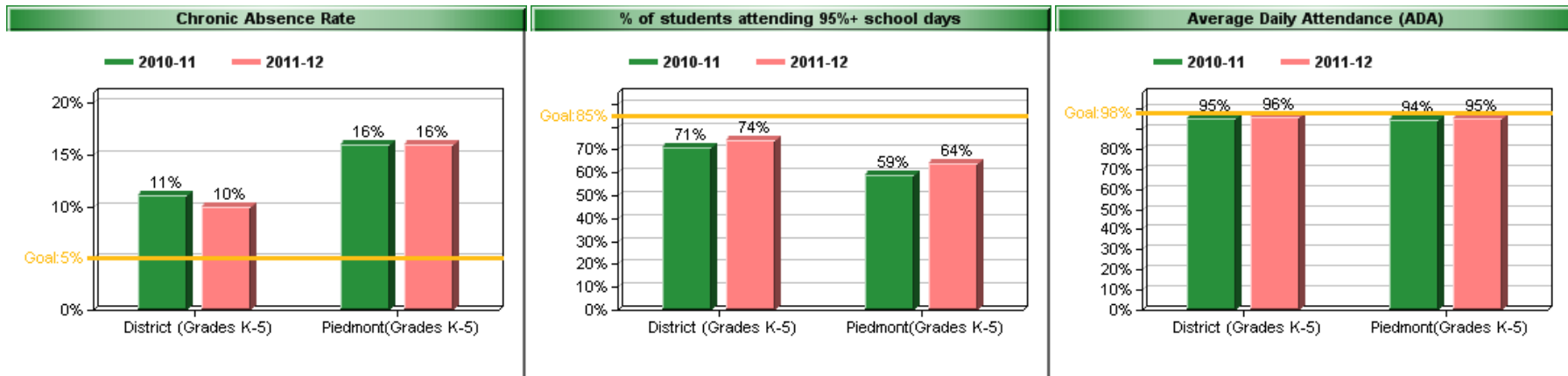
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



School Data

- For the 2012-13 school year our average daily attendance continues to be at 95.5%. Many of our absences are students who show a chronic pattern. Students who arrive late also show a chronic pattern.
- Specific classrooms have significantly higher attendance absences. The kindergarten classes, and the Special Day Class have the highest rate of absences. The flu affected the attendance during the months of January and February.

Data Analysis

- Kindergarten absences are the highest in the school. The Kindergarten families often keep students home because the students begin to show signs of illness.
- The stomach flu passed through the school and several students in all grades were sick. Some came to school and had to be sent home.
- Several students who were absent did not clear absences with notices or phone calls.
- Students who come in late are often marked absent. The students should report to the office when they are late to get a late slip so their absence can be changed to tardy but it does not happen.

Theory of Action

- If we hold parents accountable through mandatory monthly SART and SARB referrals then attendance and prompt arrival of students will occur.
- If administrator and teachers educate parents about the direct correlation between student attendance and student academic success then parents will be encouraged to reduce absences and tardies.
- If students and parents are offered incentives such as prizes for perfect attendance, improved attendance and prompt arrival then more students will improve attendance, this includes trophies for the classes with the best attendance.
- If an attendance clerk is hired to monitor the daily on line submission of attendance, call/contact families regarding absences, organize SART meetings; report monthly attendance totals to the principal, then attendance will improve.
- If teachers, principal as well as the attendance clerk do home visits to students with chronic absences, then students will feel motivated and inspired to come to a school that has reached out to them due to high expectations and caring.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Classroom teacher will take accurate and timely attendance daily.					5/1/2012	146SQI2C692	Teacher will use the ABI attendance reporting system daily by 9:00am	N/A			0	\$0.00
Hire an attendance clerk to monitor the on line implementation and support the staff and the community through establishing communication, goal setting and monitoring of attendance of chronic tardies and absences. The attendance clerk will hold monthly SART meetings to educate parents about					5/1/2012	146SQI2C331	Hire Attendance Clerk	N/A			0	\$0.00

attendance compliance and requirements for improvement												
Awards and incentives will be given to students and families for perfect and improved attendance. Trophies will be given to the class per grade level with the best attendance.					5/1/2012	146SQI2C4043		N/A			0	\$0.00
Students with perfect attendance for the marking period will have their names submitted to a raffle for a bike. This action will be support by the Oakland Worship Center.					5/1/2012	146SQI2C4044	Incentives for best and improved attendance	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: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

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

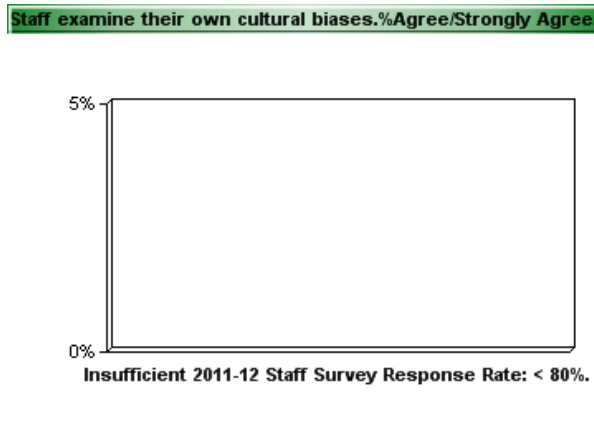
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



Theory of Action

- If teachers meet regularly as the Instructional Leadership Team, then they will assume leadership responsibility for the direction of the school.
- If given the opportunity during professional learning communities, teachers will share best practices with each other, then learn and appreciate each other as leaders..
- If teachers present professional development lessons based on evidence of their best practices, then all teachers will experience leadership opportunities.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Providing mathematic intervention services to identified students and professional development addressing effective Math program instructional strategies and techniques will result in improved instructional practices and an increase in student academic achievement.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/19/2013	146SQI3A881	TSA provides supplemental academic intervention services for students and professional development support, with a Mathematics focus, for school staff.	3010-Title I		C10TSA0044	0.45	\$41,606.87
Teachers will meet weekly in professional learning communities.					5/1/2012	146SQI3A4069	Schedules and enrichment classes will be created so teachers will have PLC meetings weekly.	N/A			0	\$0.00
The teacher leadership team will meet twice a month to make decisions for school wide improvements.					5/1/2012	146SQI3A4070	Teachers will form the leadership team to make schoolwide decisions for student improvement.	N/A			0	\$0.00
Teachers will present best practices as professional development sessions to each other.					5/1/2012	146SQI3A4071	Teachers will present PD for optimal learning of best practices.	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

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

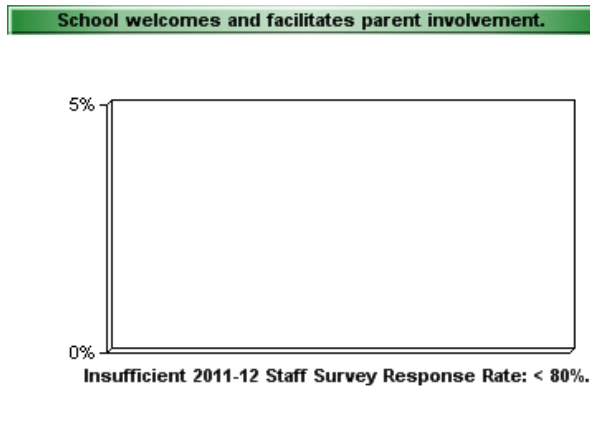
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- The majority of our students that begin in Kindergarten continue enrollment in our school until fifth grade.
- The families that participate in the PTA has increased over the past three years.

Data Analysis

- Neighborhood families that attend our school enjoy our school and would like for more neighborhood families to attend.
- Neighborhood families that chose not to attend our school will often go to other OUSD schools.
- Families in the PTA work closely together and newcomers need to made to feel more welcomed.

Theory of Action

- If the principal and current parents create a survey to neighborhood families, then we will to find out what detours them from attending our school.
- If more outreach including tours and mailings are given to neighborhood families, then more families come to visit. and attend our school.
- If Buddy Families are set up so that new families are mentored and assisted by veteran families, then new families will feel more welcomed and informed about school meetings, events, transportation, social events.
- If the principal will hold monthly meetings to keep parents informed and listen to any concerns, then parents will feel their needs are being addressed at the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide refreshments at parent meetings that focus on helping parents learn how to support the academic achievement of their children.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/19/2013	146SQI4A4031	Refreshments for parent meetings that focus on academic topics.	9901-Title I-Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,426.83
Incoming families will be paired with current families to create the Buddy Family system.					5/2/2012	146SQI4A4072	Buddy Families will be assigned in August to welcome new families to our school.	N/A			0	\$0.00
Monthly meetings will be held by the principal to keep parents informed and to listen to parent concerns.					5/2/2012	146SQI4A4073	Parents will be informed of monthly principal meetings open to all	N/A			0	\$0.00
Neighborhood families and community groups will be informed of school events.					5/2/2012	146SQI4A4074	Mailings, the School Messenger, Fliers will be used to inform the school community of all school events.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Piedmont Avenue Elementary

Principal: ZARINA AHMAD

From OUSD Strategic Plan:

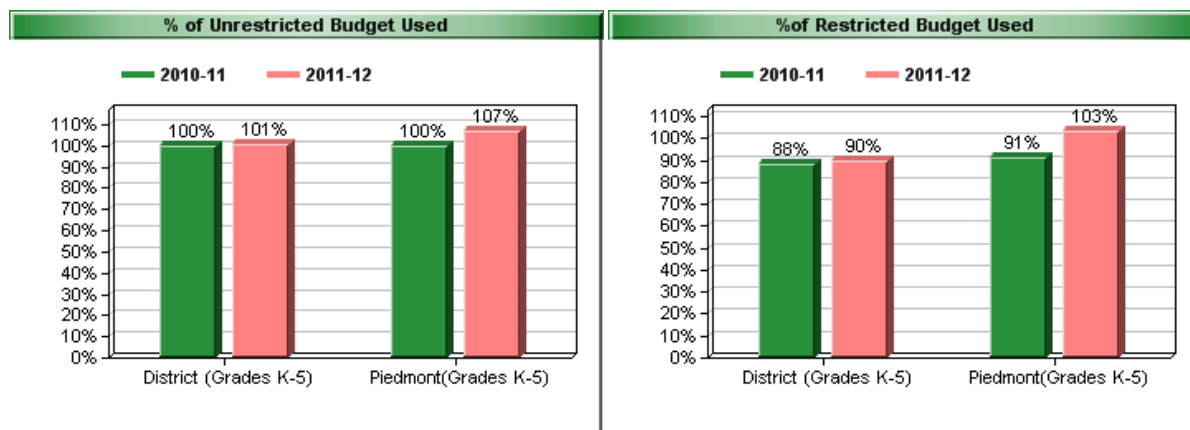
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

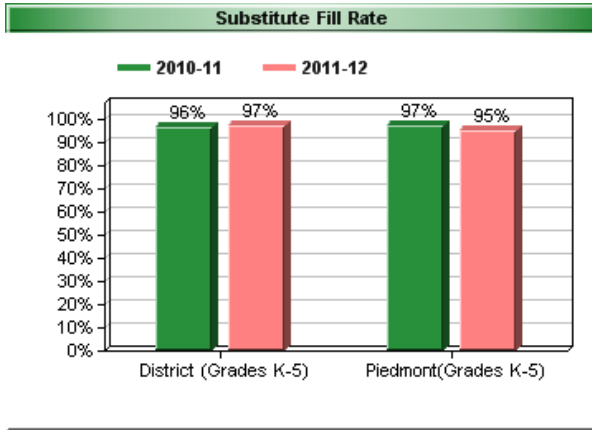
A quality school...

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

Budget



Sub Fill Rate



Theory of Action



- If the SSC meets regularly, then 100% of the categorical funds will be used to support student learning.
- If the principal meets with the administrative assistant on a regular basis, then the operational practices will be delegated for prompt completion.
- If all resources are spent on student , then students will have access to more tools for student achievement.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
The principal will hold weekly meetings with the administrative assistant to delegate office work.					5/2/2012	146SQI5A4075	The principal will meet weekly with the office staff to plan and implement school operations.	N/A			0	\$0.00
SSC meetings will be the second Monday of every month.					5/2/2012	146SQI5A4076	Monthly SSC meetings will occur	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$60,184.21	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$18,809.68	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$78,993.89	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$60,077.14	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,426.83	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$61,503.97	

Appendices

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

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Piedmont Avenue Elementary
Site Number: 146

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on April 8, 2013
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 8, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

 <hr/> SSC Chairperson's Signature	Lusa Lai SSC Chairperson's Name (printed)	<u>4/8/13</u> Date
 <hr/> ELAC Chairperson's Signature	Lusa Lai ELAC Chairperson's Name (printed)	<u>4/8/13</u> Date
 <hr/> Principal Signature	Zarina Ahmad Principal's Name (printed)	<u>4/8/13</u> Date
 <hr/> Executive Officer's Signature	Sondra Aguilera Executive Officer's Name (printed)	<u>5/16/13</u> Date
 <hr/> Director, State & Federal Compliance Signature	 Director, State & Federal's Name (printed)	<u>6/5/13</u> Date

School Site Council Membership Roster – Elementary School

School Name: Piedmont Avenue Elementary

School Year 2012-13

Chairperson: Lusa Lai	Vice Chairperson: Amy Ortega
Secretary: Zarina Ahmad	DAC Representative: Amy Ortega

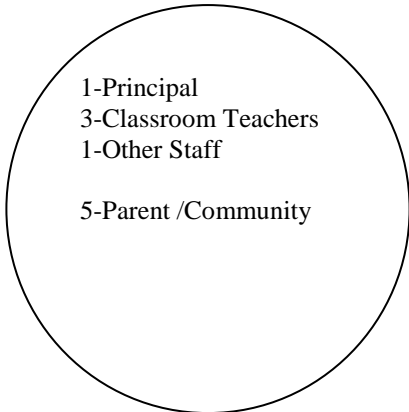
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Zarina Ahmad	4314 Piedmont Avenue , Oakland 94611	x			
Eleanor Lewis	4314 Piedmont Avenue , Oakland 94611		x		
Lusa Lai	4314 Piedmont Avenue , Oakland 94611		x		
Chansell Evans Green	4314 Piedmont Avenue , Oakland 94611		x		
Linda Stevenson	4314 Piedmont Avenue , Oakland 94611			x	
Amy Ortega	3055 Richmond Blvd, Oakland 94611				x
Denise Huajardo	344 Monte Vista Ave. #24, Oakland 94611				x
Jeff Pilisuk	101 Echo Ave Oakland 94611				x
Joan Smith	215 West MacArthur, Oakland, 94611				x
Pam Boskin	3845 Clarke St. Oakland, 94609				x
DAC Representative	Amy Ortega				
Home Ph. 658-4479	Email:				

Meeting Schedule	The second Monday of every month at 5:00pm.
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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 employees at the site.



Title I School Parental Involvement Policy 2013 - 2014

Involvement of Parents in the Title I Program

Piedmont Avenue Elementary School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

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

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy. At every school event we make a data presentation. We provide parent education workshops with the Parent Education Coordinator to give parents helpful resources to improve the quality of educational and social opportunities for their students.
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress
 - In addition before testing we have a meeting to discuss the best strategies for helping students succeed on district and state test.

- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Parents hold parent conferences to communicate with the parents regarding the individual needs of students.
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Parents are encouraged to join the PTA and participate in school activities such as Family Reading Night, Mad Science Night and other educational and social events at our school.
- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. In addition, phone calls are made and posters are displayed to communicate school events with our families.
- 7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents. We provide dinner and childcare for most activities.
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

- 1) Piedmont Avenue Elementary School will convene an annual Title I meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan

School – Parent Compact

Piedmont Avenue Elementary School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2013-14 school year.

School Responsibilities - Piedmont Avenue Elementary School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

- **ELA skills that focus on reading comprehension and fluency.**
- **Math skills including basic facts using commutative property and all content areas.**
- **Science curriculum at all grade levels.**
- **Social studies focusing on multicultural awareness.**

2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. The parent conferences will happen in December to give parents the opportunity to meet with each child's teacher privately to discuss student progress. We will have additional minimum days during this time.

3) Provide parents with frequent reports on their children's progress. All classrooms will have an open door policy and parents are invited to come in and see student work. District assessments will be administered throughout the year and the student data will be reflected in the report cards. Report cards will be provided three times a year.

4) Provide parents reasonable access to staff. Parents can request additional conferences with teachers. In addition, each teacher has a weekly conference/preparation period in which can be devoted to parent conferences.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. All parents are invited to volunteer and participate in class; as chaperones on field trips, at PTA sponsored and all other school wide events.

Parent Responsibilities –

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

- *Monitoring attendance*
- *Make sure homework is completed*
- *Monitoring amount of television viewing time*
- *Promoting positive use of child's out of school time*

Student Responsibilities –

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

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