

**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 Peralta 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 Peralta Elementary School.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Peralta Elementary**

**6002109**

**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

Peralta Elementary is a small North Oakland school located on the Oakland-Berkeley border. The campus is rich with student art work and beautiful gardens, both being a testimony to the commitment of staff and families to create and maintain a welcoming, beautiful school for all students. Student art work is also displayed beyond the campus, one example being the vinyl murals on the Telegraph Avenue transit boxes. The projected enrollment for the 12-13 school year slightly exceeds 330 students and we anticipate twelve teaching stations. Peralta has been a recent recipient of both the California Distinguished School Award and the National Blue Ribbon Award.

#### VISION

The Peralta Elementary School Community works collaboratively to maintain the highest standards for ourselves while we support our individual and collective growth. We consider ourselves a seamless community of learners and communicate that to our students in many ways. Peralta provides this learning leadership culture for all members of this community and our student progress is one major indicator of that accomplishment. We believe that academic achievement on tests and success at closing the achievement gap are only one measure of success. We are a successful school because we have developed a learning culture that is collaborative, relentless, and uncompromisingly committed to joyful, passionate and challenging learning. A recent visiting artist reported that after working in schools throughout the Bay Area, "the vibrancy of Peralta is incomparable!" The impetus to provide our community an integrated art learning focus was derived from a passionate belief in the need for all children to learn in an environment that is celebratory of their differences, rigorous in complexity and challenge, and joyful. Our goal is to create curriculum and learning experiences that meet the range of all students' needs and skills and builds on their voices. We had little doubt that a uniquely balanced art learning context would provide all students access to an educational experience that builds self esteem, confidence and problem solving can-do learners. We use art integration to develop students' intellectual

character and deepen their subject matter understanding and help them to invest in their world. Research tells us art enhances all aspects of cognitive and affective development. Increasing self-esteem and respect for individual differences are reflexively tied to guiding students to appreciate and create art. Our experience has shown art provides all students a positive association with learning and they are better able to meet both educational and personal needs with creativity, flexibility, confidence and hope. Art learning supports academic, emotional, cultural as well as aesthetic literacies that impact the entire community. We see art as a way to both celebrate diversity and bring the community together. We consider art learning as essential to providing all children access to the highest quality education and the options that lead to contributing meaningfully to society. One parent said "art learning is needed to develop culture," another commented "so many schools have lost the joy of learning, but we use art to capture it," and another, "art brings the adults together, too."

## 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

We have many built-in checks to monitor our design and implementation of curriculum and improve practice, including rubrics, peer observation, artist feedback, student work and an overall strong learning culture. For example, the Harvard Project Zero Thinking Framework helps us assess student art learning in categories of developing craft, engaging and persisting, envisioning, expressing, observing, reflecting, stretching, exploring and understanding the art world. Student participation and work is evaluated in areas that apply to that inquiry. For instance, in the sensory writing component of the Changing Land inquiry, students were evaluated on Develop Craft, Observe, Stretch and Explore and Express. Student performance provides evidence that these thinking strategies are internalized and our students do apply them to all areas of the curriculum. All classes take the children through prior knowledge activities such as written responses, pictures, questionnaires, classroom discussions and video interviews to establish a baseline of student knowledge. Post-assessments follow the same protocols and emphasize student reflection. In addition to using pre-post assessments in a variety of formats we do interim assessments and use making learning visible strategies to derive evidence of student learning such as brainstorm sheets, interactive writing, diagrams, journals, sketches, outlines, worksheets, prompts and projects. Although empowering our students with a supportive and challenging academic environment is essential, it is not enough and we added multiple strategies to create our Community of Caring. One strategy was to bring a mental health program to the site. Another was to have the students develop a Peralta Pledge that celebrates our unique ability to help each other and make every interaction a learning interaction. We established connections with community agencies such as senior adult centers for senior with dementia. Our students regularly visit the center and make art with the residents. Environmental stewardship is another major commitment and threads through our curriculum. In many ways we are preparing our students to be compassionate, informed and engaged citizens. We are all the Who's at Peralta.

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

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

**School:** Peralta Elementary

**Principal:** ROSETTE COSTELLO

#### 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

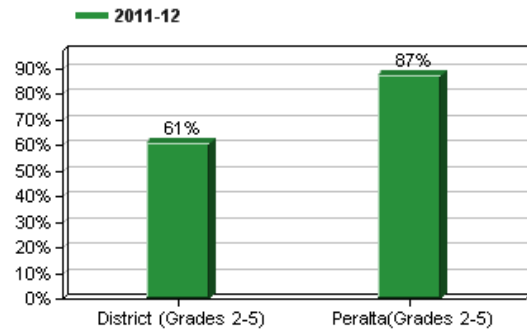
A quality school...

- 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

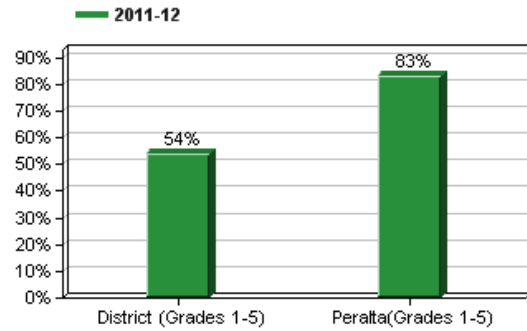


**ELA MidYear % At/Above BMark in Reading Comprehension**



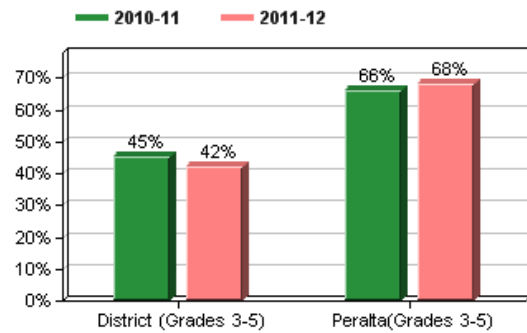
**CELDT**

**% Growth in CELDT 2 Year Cohort Growth Report**

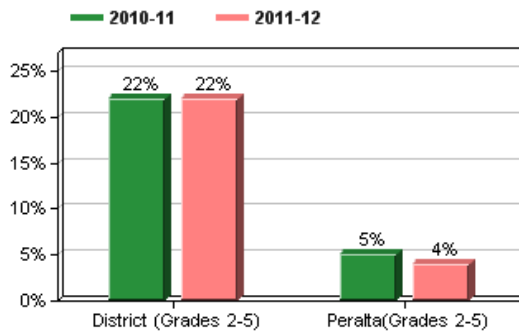


**CST**

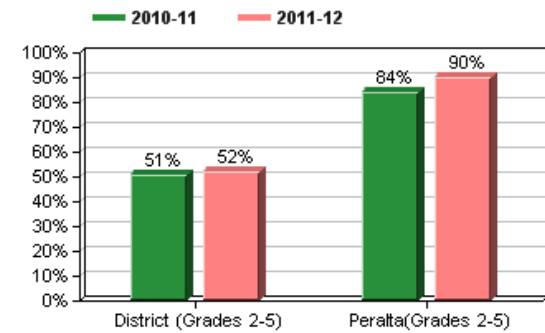
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**



**CST/CMA ELA % BB/FBB**

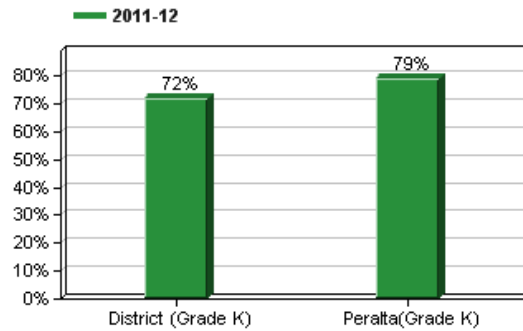


**CST/CMA ELA % Prof/Adv**

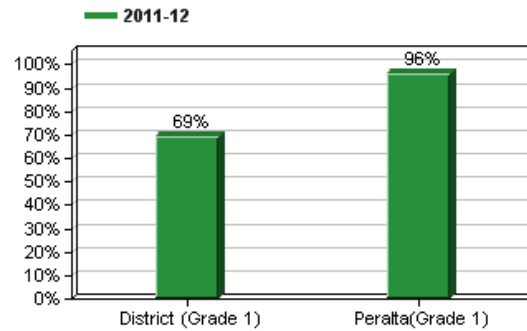


**DIBELS**

### DIBELS EOY GrK % Low Risk in Letter Naming

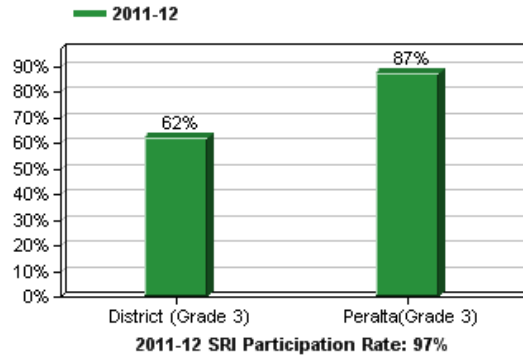


### DIBELS EOY Gr1 % Low Risk in Oral Reading



### SRI

#### SRI % At/Above grade level reading



### School Data

- Overall, students scoring Proficient and Advanced increased nearly 7 percentage points. In Grade 5, there was a significant, 7 percentage point decrease in the numbers scoring Far Below Basic and Basic. The other grades did not show significant change. Overall African American students showed solid improvement in both categories while Asian, Latino and White subgroups had an increase in Proficient and Advanced. White students did have an increase in Far Below Basic and Basic.

### Data Analysis

- Both cohort growth and the percentage of students scoring proficient and advanced exceed the district numbers.

### Theory of Action

- If we look at student data in inquiry groups and adjust teaching practice to meet student needs,
- if we use regular assessments and teacher/administrator reflections to evaluate the quality of instruction
- if we engage families in regular conferences to ensure home support of school day practices,
- if we collaboratively plan and share best practices on an ongoing basis and analyze student data and adjust teaching practice to meet a wide range of learning styles.





technology and computers will be used for enhanced projects that span all art forms and all curriculum areas.					1/3/2013	145SQI1A10	Materials and Supplies will be used for curriculum extensions.	N/A			0	\$0.00
Instructional and art supplies, materials, assemblies, technology and computers will be used for enhanced projects that span all art forms and all curriculum areas.					1/3/2013	145SQI1A104	Media technology will support instruction.	N/A			0	\$0.00
Instructional and art supplies, materials, assemblies, technology and computers will be used for enhanced projects that span all art forms and all curriculum areas.					1/3/2013	145SQI1A106	Computers will support all aspects of instruction.	N/A			0	\$0.00
Instructional and art supplies, materials, assemblies, technology and computers will be used for enhanced projects that span all art forms and all curriculum areas.					1/3/2013	145SQI1A107	Copy machines will support all aspects of instruction.	N/A			0	\$0.00
Instructional and art supplies, materials, assemblies, technology and computers will be used for enhanced projects that span all art forms and all curriculum areas.					1/3/2013	145SQI1A113	Assemblies extend classroom learning opportunities.	N/A			0	\$0.00
Literacy instruction is supported with a wide range of reading genre					1/3/2013	145SQI1A11	Books reflecting a wide range of reading genre will be used for small group projects.	N/A			0	\$0.00
Literacy instruction is supported with a wide range of reading genre					1/3/2013	145SQI1A114	Books reflecting a wide range of genre	N/A			0	\$0.00
Ongoing parent communication about all aspects of school services					1/3/2013	145SQI1A15	Copy machine services will support all aspects of parent communication.	N/A			0	\$0.00
Ongoing parent communication about all aspects of school services	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	1/3/2013	145SQI1A102	Mailing services and stamps will support all aspects of communication with the community.	7090-EIA-SCE	5910-POSTAGE		0	\$450.00
Library resources linked with classroom inquiries; enhanced research opportunities; model library usage for families and increase equitable access opportunities.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	1/3/2013	145SQI1A17	Consultant will support teachers to more effectively link classroom instruction and library resource usage.	Non-SSC approved			0	\$0.00
Library resources linked with classroom inquiries; enhanced research opportunities; model library					1/3/2013	145SQI1A98	Consultant support will encourage equitable access to library and	N/A			0	\$0.00

usage for families and increase equitable access opportunities.						library resources through modeling and meetings with families.						
Library resources linked with classroom inquiries; enhanced research opportunities; model library usage for families and increase equitable access opportunities.					1/3/2013	145SQ1A100	Consultant will work with teachers to identify and implement strategies to extend classroom instruction for students.	N/A			0	\$0.00
Library resources linked with classroom inquiries; enhanced research opportunities; model library usage for families and increase equitable access opportunities.					1/3/2013	145SQ1A103	Books will be purchased to align with classroom inquiries and research projects.	N/A			0	\$0.00
Library resources linked with classroom inquiries; enhanced research opportunities; model library usage for families and increase equitable access opportunities.					1/3/2013	145SQ1A108	Technology enhancements will support library usage and application to studies.	N/A			0	\$0.00
Teacher professional development includes data analysis, design, implementation and assessment of intervention program.					1/3/2013	145SQ1A18	Consultants will support all aspects of data analysis, instructional design, implementation and revision for target students.	N/A			0	\$0.00
Teacher professional development includes data analysis, design, implementation and assessment of intervention program.					1/3/2013	145SQ1A96	Substitute support provides time for inquiry.	N/A			0	\$0.00
Art integration Professional development includes multiple aspects of assessment and intergration with all areas of the curriculum and address strategies that augment powerful communications.					1/3/2013	145SQ1A19	Consultants provide expertise and guidance for professional development and modeling.	N/A			0	\$0.00
Art integration Professional development includes multiple aspects of assessment and intergration with all areas of the curriculum and address strategies that augment powerful communications.					1/3/2013	145SQ1A89	Consultants provide support for curriculum enhancements and modeling strategies for target students to increase confidence and participation	N/A			0	\$0.00
Art integration Professional development includes multiple aspects of							Consultants will network with community resource					

assessment and intergration with all areas of the curriculum and address strategies that augment powerful communications.					1/3/2013	145SQI1A91	providers to extend professional development opportunities and opportunities for learning.	N/A			0	\$0.00
Art integration Professional development includes multiple aspects of assessment and intergration with all areas of the curriculum and address strategies that augment powerful communications.					1/3/2013	145SQI1A93	Consultants will provide support for student work publications.	N/A			0	\$0.00
Enhanced Academic and social language supports with small group language based interventions.					1/3/2013	145SQI1A20	Consultants will convene intervention groups for target students weekly.	N/A			0	\$0.00
Application to studies and confidence will be increased with language enchacements, affective and culturally relevant supports, art based integration strategies and a range of thinking map protocols.					1/3/2013	145SQI1A94	Consultants will provide a range of weekly small group and individual interventions for target students that include weekly affective and socially-culturally relevant supports.	N/A			0	\$0.00
Application to studies and confidence will be increased with language enchacements, affective and culturally relevant supports, art based integration strategies and a range of thinking map protocols.					1/3/2013	145SQI1A99	Consultant support will encourage equitable access to library and library resouces through modeling and meetings with families.	N/A			0	\$0.00
Book Study is used to enhance leadership, teaching and learning	State tests (CST/STAR, PFT)		Monthly	Leadership Team	4/29/2013	145SQI1A5990	Book Study	N/A			0	\$0.00
Gender Spectrum training assists in maintaining a safe and respectful learning environmnet for all students.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	4/29/2013	145SQI1A5988	Gender Spectrum training for all staff.	N/A			0	\$0.00
Classroom intervention strategies target studeents with academic need	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Grade level team	5/1/2013	145SQI1A5994	Interventions and scaffolds include a range of actions such as 1:1, small group and peer support, making personal connections with students and parents, utilizing a range of materials and technology for equitable access and high interest lesson design.	N/A			0	\$0.00

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

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

School: Peralta Elementary

Principal: ROSETTE COSTELLO

### 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:

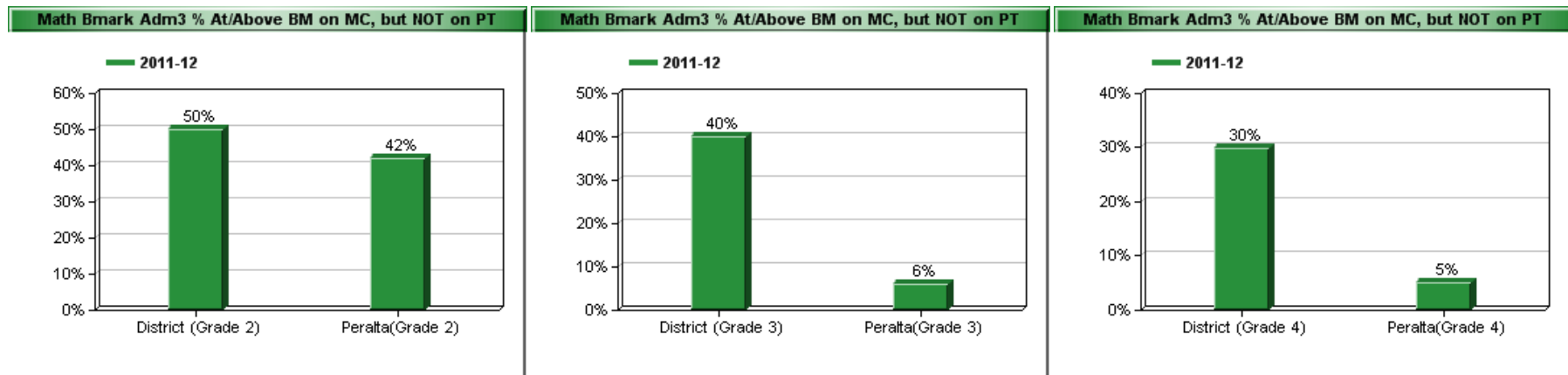
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

### School Quality Standards relevant to this Strategic Priority

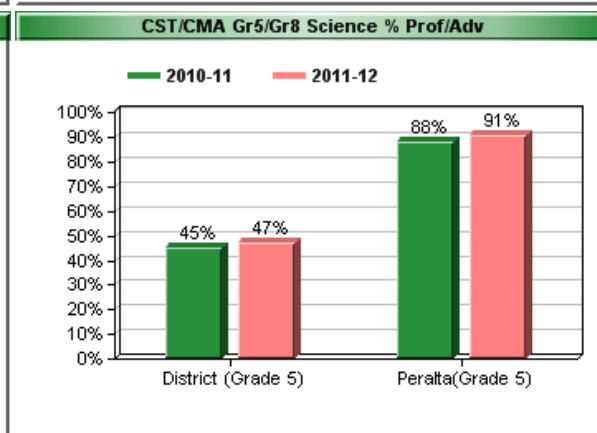
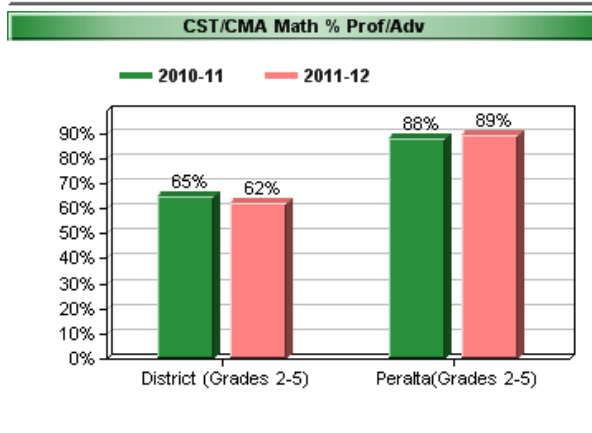
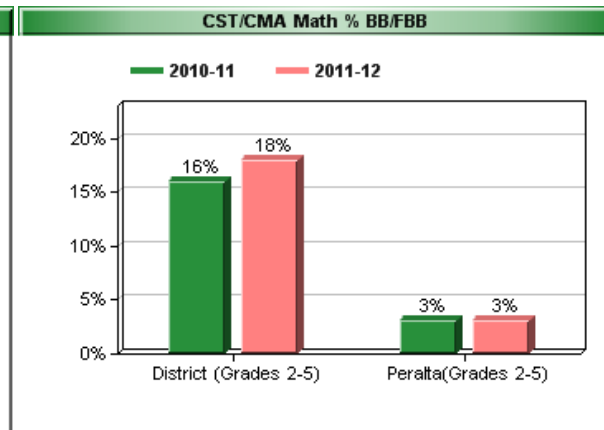
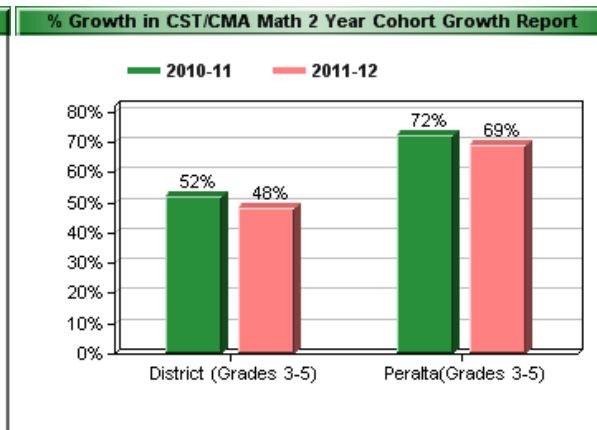
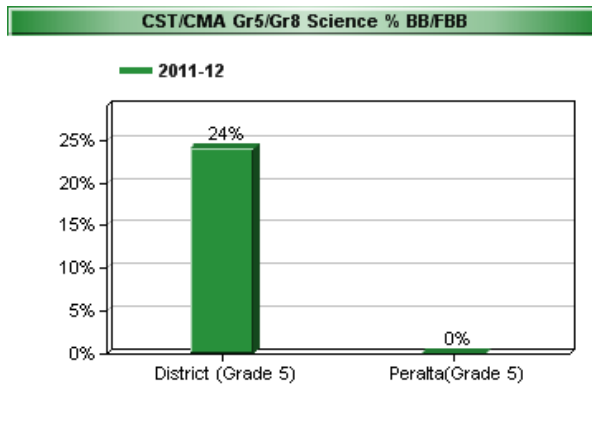
A quality school...

- 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







**School Data**

- Science performance showed 91% scoring Proficient and Advanced, a slight improvement from last year. African American students had 88% scoring in that category. Other than 3rd Grade, with a 14 percentage point increase in Proficient and Advanced, math scores did not show improvement. Second grade increased by only 1.9 percentage points in this category while both 4th and 5th grades dropped. Only white students showed an increase in this category, with white males outscoring females.

## Data Analysis

- Cohort Growth exceeds the district and Science and Math Proficiency is strong, a pproaching 90%.

## Theory of Action

- If high student achievement is linked to developing thinking skills that are transferrable to all area of instruction.
- if the integration of art with all areas of instruction enhances motivation, critical thinking, confidence and making meaningful connections with our environment and our world.
- then student engagement with STEM learning is ongoing and is aligned with other areas of the curriculum.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Book Study is used to enhance leadership, teaching and learning	State tests (CST/STAR, PFT)		Monthly	Leadership Team	4/29/2013	145SQI1B5990	Book Study	N/A			0	\$0.00
Gender Spectrum training assists in maintaining a safe and respectful learning environmnet for all students.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	4/29/2013	145SQI1B5988	Gender Spectrum training for all staff.	N/A			0	\$0.00
Classroom intervention strategies target students with academic need	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Grade level team	5/1/2013	145SQI1B5994	Interventions and scaffolds include a range of actions such as 1:1, small group and peer support, making personal connections with students and parents, utilizing a range of materials and technology for equitable access and high interest lesson design.	N/A			0	\$0.00
Teachers will emphasize critical thinking across these disciplines.					1/3/2013	145SQI1B21	Consultant support for professional development to support critical thinking empahsis.	N/A			0	\$0.00
Teachers will emphasize critical thinking across these disciplines.					1/3/2013	145SQI1B31	Materials, books and supplies enhance instructional practice.	N/A			0	\$0.00
Teachers will emphasize critical thinking across these disciplines.					1/3/2013	145SQI1B32	Assemblies and Study tours provide hands on learning opportunities.	N/A			0	\$0.00
Teachers collaboratively identify grade level art enhanced projects that integrate with STEM.					1/3/2013	145SQI1B22	Professional development provided by consultants incorporates all aspect of STEM curriculum iintegration with arts.	N/A			0	\$0.00
Teachers collaboratively identify grade level art enhanced projects that integrate with STEM.					1/3/2013	145SQI1B23	Substitutes for release time to enahnce collaboration.	N/A			0	\$0.00

Teachers collaboratively identify grade level art enhanced projects that integrate with STEM.					1/3/2013	145SQI1B24	Use of Parent experts and local resources to make connections and extend classroom instruction.	N/A			0	\$0.00
The commitment to understanding our world guides inquiries and projects - may of which are displayed on-line.					1/3/2013	145SQI1B25	Consultants support all aspects of project identification, completion and publishing.	N/A			0	\$0.00
The commitment to understanding our world guides inquiries and projects - may of which are displayed on-line.					1/3/2013	145SQI1B30	Materials, supplies, computer and media technology, assemblies are used to to extend learning.	N/A			0	\$0.00
The commitment to understanding our world guides inquiries and projects - may of which are displayed on-line.					1/3/2013	145SQI1B115	Community resources and guests provide curriculum extensions.	N/A			0	\$0.00
The commitment to understanding our world guides inquiries and projects - may of which are displayed on-line.					1/3/2013	145SQI1B116	Consultants assist with networking to pull in community agencies as partners.	N/A			0	\$0.00
Staff participates in activities to learn about the new CORE standards.					1/3/2013	145SQI1B26	Consultants are used to extend understanding of the Core Standards.	N/A			0	\$0.00
Staff participates in activities to learn about the new CORE standards.					1/3/2013	145SQI1B27	Substitute Support is used to provide teacher collaboration time.	N/A			0	\$0.00
Staff participates in activities to learn about the new CORE standards.					1/3/2013	145SQI1B28	Materials, books and supplies are purchased to ungrade understanding about the CORE Standards.	N/A			0	\$0.00
Student's connect with their power to become environmental stewards as an important aspect of STEM learning.					1/3/2013	145SQI1B33	Computer and media technology support all aspects of STEM learning.	N/A			0	\$0.00
Student's connect with their power to become environmental stewards as an important aspect of STEM learning.					1/3/2013	145SQI1B34	Teacher extended time is used for project design and publishing.	N/A			0	\$0.00
Student's connect with their power to become							Consultant support is used to develop curriculum, work with					

environmental stewards as an important aspect of STEM learning.					1/3/2013	145SQ1B35	students on projects and connect with community resources.	N/A			0	\$0.00
Student's connect with their power to become environmental stewards as an important aspect of STEM learning.					1/3/2013	145SQ1B117	Study tours provide hands on learning experiences.	N/A			0	\$0.00

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

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

School: Peralta Elementary

Principal: ROSETTE COSTELLO

**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 our commitment is to empower our students as learners in all contexts with full appreciation for their ability to succeed,
- if we establish networks with PreK families and middle/high school communities,
- if we keep our doors open and provide support for students and families who have moved beyond our elementary grades,
- then, our school can be characterized as a thread of support for all students PreK -12 and families.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a welcoming school.					1/3/2013	145SQ11C158	Review all aspects of the school environment, physical, social and cultural for additional site enhancements.	N/A			0	\$0.00
Provide Pre-K transition activities that include networking with pre-schools, open houses, tours, picnics and social events.					1/3/2013	145SQ11C157	Networking with the community is an ongoing component of Pre- K.	N/A			0	\$0.00
Provide K readiness materials and pre-enrollee assessments.					1/3/2013	145SQ11C118	Teacher extended time provides assessment services.	N/A			0	\$0.00
Provide K readiness materials and pre-enrollee assessments.					1/3/2013	145SQ11C121	Consultant support provides assessment services.	N/A			0	\$0.00

Bridge the afterschool program with the calssrooms and align academic and behavior expectations and supports.					1/3/2013	145SQ11C36	Academic Liasion connects school day goals with afterschool goals.	N/A			0	\$0.00
Bridge the afterschool program with the calssrooms and align academic and behavior expectations and supports.					1/3/2013	145SQ11C37	Materials, books and supplies are used to support all aspects of the program including parent outreach.	N/A			0	\$0.00
Prioritize critical thinking skills, emotional intelligence, self esteem ehancement and diversity as an effort to provide foundational skills for students throughout the their school experience.					1/3/2013	145SQ11C156	The school wide focus on develpoing lifelong learners is embraced by all.	N/A			0	\$0.00
Prioritize critical thinking skills, emotional intelligence, self esteem ehancement and diversity as an effort to provide foundational skills for students throughout the their school experience.					1/3/2013	145SQ11C4830	Recognizing and respecting all aspects of our ethnic,cultural,religous, family and gender diversities is one component of our lifelong learning priority. Working with Moasic and Gender Spectrum is one component of this work.	N/A			0	\$0.00
Information about middle school and transiton supports are provided.					1/3/2013	145SQ11C155	Events such as Middle School Information Night, school visits and visitors support all aspects of middle school transition.	N/A			0	\$0.00

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

## Strategic Priority D. College, Career & Workforce

School: Peralta Elementary

Principal: ROSETTE COSTELLO

### 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.

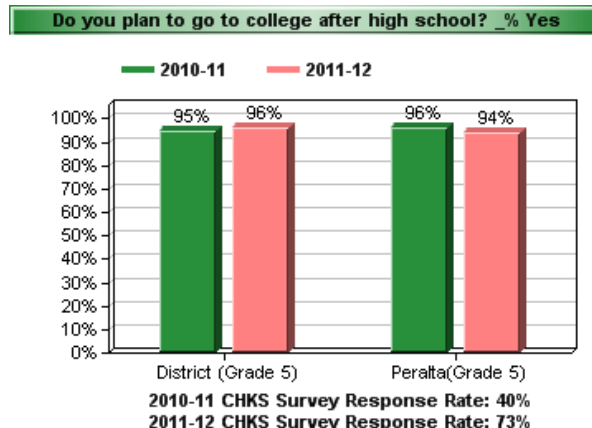
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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



**Theory of Action**

- If we provide students with a positive association with learning, they are better able to meet both educational and personal needs,
- if we want our children to create a better world, a world of compassion, civility and beauty, we have to model it for them,
- if we provide students opportunities to contribute to their communities, recognize threats to the environment and have an impact on their world, we have to provide them opportunities to be problem solvers,
- then, we are grooming the qualities needed for college, career and workforce success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Art learning supports academic, emotional, cultural as well as aesthetic literacies and is essential to providing all children access to the highest quality education and the options that lead to contributing meaningfully to society.					1/3/2013	145SQ1D160	Ongoing evaluation of all aspects of program effectiveness.	N/A			0	\$0.00
Provided high caliber instruction and supports for academic, affective and social and cultural competencies.					1/3/2013	145SQ1D159	Ongoing reflection and recalibration of all aspects of curriculum and organizational support for families.	N/A			0	\$0.00
Classroom presentations by parents and community members provide awareness of career choices and college or internship pre-requisites.					1/3/2013	145SQ1D333	Classroom presentations provide exposure to career and school options.	N/A			0	\$0.00
Study tours provide awareness of career choices.					1/3/2013	145SQ1D334	Study Tours provide exposure to career and education opportunities.	N/A			0	\$0.00
Former Peralta students discuss Middle, High School and College experiences and the importance of application to studies.					1/3/2013	145SQ1D332	Student Alumni provide support.	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:** Peralta Elementary

**Principal:** ROSETTE COSTELLO

**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

**Data Analysis**

- Peralta has been recognized on state and national levels for supporting all students.

**Theory of Action**

- If the only guide for determining, implementing and adjusting the school program is to successfully address the academic, cultural and affective needs of our students,
- if professional development supports all aspects of developing, implementing and revising instruction that accommodates a wide range of learning styles and cultural differences,
- if curriculum design itself builds on celebrating and extending what students bring to us and is based on meaningful interactions with learning and a foundation of critical thinking,
- then student engagement will be 100% for all targeted groups, the achievement gap, based on race and language and other variables will decrease and all target students, including students with disabilities and GATE students will excel.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Understand that assessment is ongoing and is an essential component of learning and instruction. Provide a range of formal and informal assessments, prior knowledge tasks and opportunities for					1/3/2013	145SQ1E38	Consultant Support to analyze data, modify instructional targets and re-calibrate instruction.	N/A			0	\$0.00

student reflection.												
Understand that assessment is ongoing and is an essential component of learning and instruction. Provide a range of formal and informal assessments, prior knowledge tasks and opportunities for student reflection.					1/3/2013	145SQ1E123	Substute support for teacher collaboration and data analysis.	N/A			0	\$0.00
Understand that assessment is ongoing and is an essential component of learning and instruction. Provide a range of formal and informal assessments, prior knowledge tasks and opportunities for student reflection.					1/3/2013	145SQ1E124	Teacher extended time for collaboration.	N/A			0	\$0.00
Provide targeted small group intervention in a range of formats and times, including before and after school.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	145SQ1E42	Academic Mentors provided targeted support for academic and affective needs.	7090-EIA - SCE	2928-OTHERCLASS SALARIES HOURLY		0	\$7,000.00
Provide targeted small group intervention in a range of formats and times, including before and after school.					4/29/2013	145SQ1E154	Duplication support for small group target interventions	N/A			0	\$0.00
Provide targeted small group intervention in a range of formats and times, including before and after school.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/29/2013	145SQ1E4826	Teachers will provide tutoring services for identified students before and/or after school that support improved student academic achievement.	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$2,000.00
Analyze performance data and use the information to colloborate and develop instructional strategies to support the diverse needs academic and affective needs of students and families and equitable access to the curriculum including before and after school supports.					1/3/2013	145SQ1E41	Consultants work with grade level teams to analyze individual, class and grade level data to guide instruction; professional development incorporates relevantly integrating the curriculum to enhance motivation and address various learning styles. Targeted intervention includes multiple formats individual, pull out and push in formats and includes before and after school sessions.	N/A			0	\$0.00
Provide small group academic and social							Consultant support for weekly literacy integrated					

language support for target students.					1/3/2013	145SQ1E45	interventions, data analysis and curriculum design.	N/A			0	\$0.00
Provide small group academic and social language support for target students.					1/3/2013	145SQ1E46	Teacher Extended Contract for extended data tutorial.	N/A			0	\$0.00
Provide small group academic and social language support for target students.					1/3/2013	145SQ1E47	Materials, Books and Supplies support all aspects of instruction.	N/A			0	\$0.00
Provide small group academic and social language support for target students.					1/3/2013	145SQ1E125	Academic mentor support enhanced language skills in all areas of instruction.	N/A			0	\$0.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.					1/3/2013	145SQ1E48	Consultant support is used for identifying and implementing challenging activities.	N/A			0	\$0.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.					1/3/2013	145SQ1E49	Materials and Supplies are used for projects.	N/A			0	\$0.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.					1/3/2013	145SQ1E126		N/A			0	\$0.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.					1/3/2013	145SQ1E197		N/A			0	\$0.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.					1/3/2013	145SQ1E3778		N/A			0	\$0.00
SST, SART and other meetings are ongoing to identify strategies that will support all aspects of student learning.					1/3/2013	145SQ1E163	Teachers communicate regularly with parents concerning student progress and formal meetings are scheduled as needed.	N/A			0	\$0.00

The identification process for students with disabilities is timely. IEP goals are understood by students' teachers and communication between the teaching staffs is ongoing.					1/3/2013	145SQ1E162	Student progress is discussed in ongoing formal and informal meetings.	N/A			0	\$0.00
Project based small group projects enhance instruction and engagement opportunities for target students.					1/3/2013	145SQ1E920	Project based enhancements	N/A			0	\$0.00
English Language Learners receive additional language support in a variety of formats.	CELDT	English Learners	Weekly	Principal	1/3/2013	145SQ1E4828	Mentor support for ELL student accelerated achievement.	7091-EIA-LEP	2928-OTHERCLASS SALARIES HOURLY		0	\$6,000.00
English Language Learners receive additional language support in a variety of formats.	CELDT	English Learners	Weekly	Principal	1/3/2013	145SQ1E4829	Materials and supplies for ELL student accelerated achievement.	7091-EIA-LEP	4310-SUPPLIES		0	\$811.66

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

### Strategic Priority F. Extending Learning Time

School: Peralta Elementary

Principal: ROSETTE COSTELLO

#### From OUSD Strategic Plan:

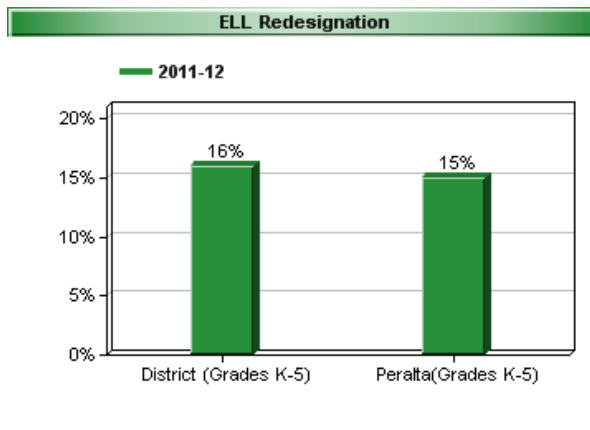
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

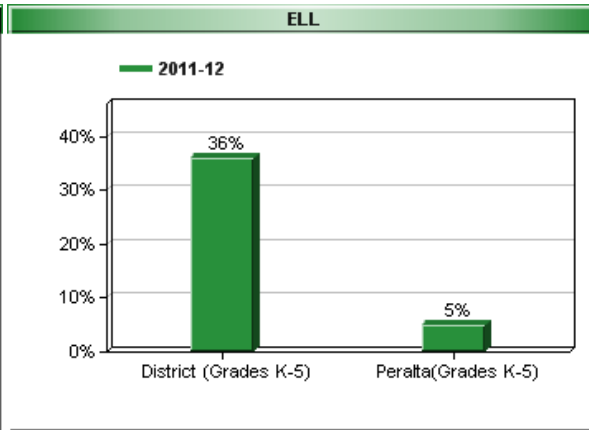
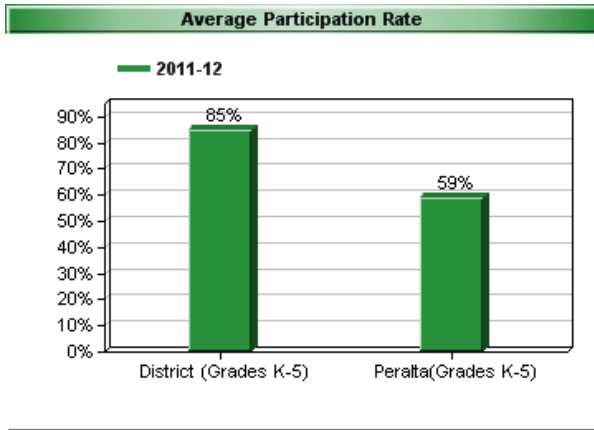
A quality school...

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

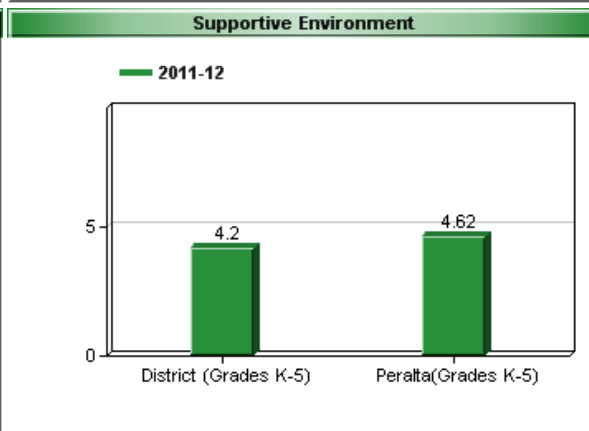
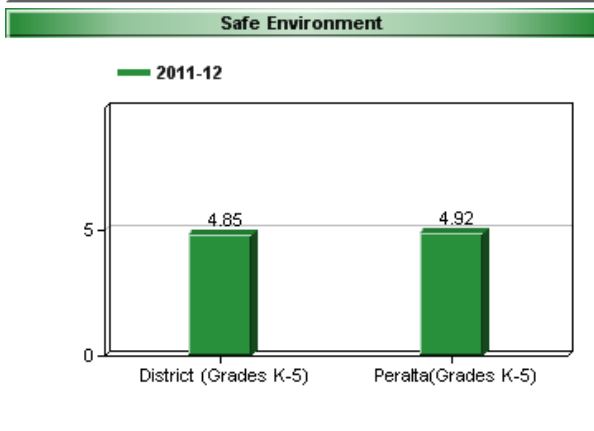
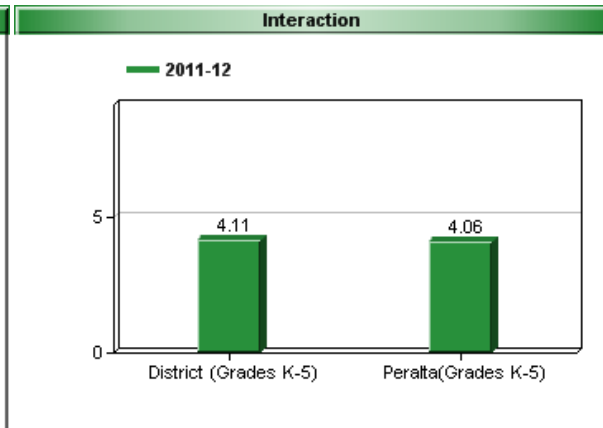
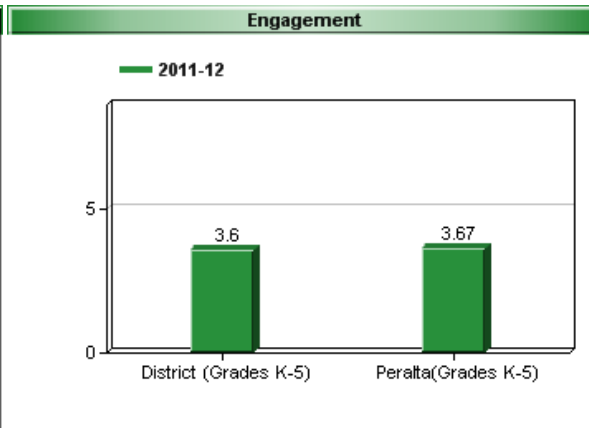
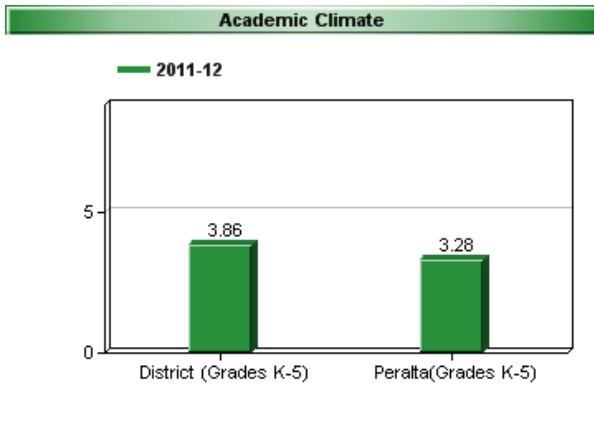
#### After School Program- Student Impact



#### After School Program- Participation



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



School Data

- After-school program serves approximately 200 students.

**Theory of Action**

- If all members of the school community are important contributors to student learning,
- if students are supported before and afterschool in activities that enhance social and academic success,
- if parent networks extend community building opportunities,
- then all students will benefit in ways that provide a foundation for academic, social and affective success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Before school tutorial is provided on a limited basis for target students.					1/3/2013	145SQ1F84	Consultant support	N/A			0	\$0.00
Before school tutorial is provided on a limited basis for target students.					1/3/2013	145SQ1F85	Teacher extended contract	N/A			0	\$0.00
Students are encouraged to participate in the after-school program that provides a range of activities and academic supports.					1/3/2013	145SQ1F86	After school program funds help maintain the program.	N/A			0	\$0.00
Students are encouraged to participate in the after-school program that provides a range of activities and academic supports.					1/3/2013	145SQ1F87	Custodial support maintains a clean environment.	N/A			0	\$0.00
Students are encouraged to participate in the after-school program that provides a range of activities and academic supports.					1/3/2013	145SQ1F127	Academic Mentor align classroom and afterschool programs to better address student needs.	N/A			0	\$0.00
The importance of regular attendance is discussed and supported with visual cues.					1/3/2013	145SQ1F335	Use multiple strategies to support attendance goals	N/A			0	\$0.00
After School Staff participates seamlessly with school staff to mirror the welcoming and inclusive learning community.					1/3/2013	145SQ1F336	Ongoing communication supports all aspects of afterschool program alignment.	N/A			0	\$0.00

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

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

School: Peralta Elementary

Principal: ROSETTE COSTELLO

#### 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: Goal 1: To reduce the amount of disruptions to classroom instruction by 50%

- Strategy 1.1: Implement classroom incentive systems
- Strategy 1.2: Consistent enforcement of school wide protocols

Goal 2: To increase positive self-esteem and appreciation for our differences

- Strategy 2.1: 1.1 Fully implement Second Step and Anti- Bullying curriculum.
- Strategy 2.2: 1.2 Provide parent training for Second Step and Anti-Bullying curriculum

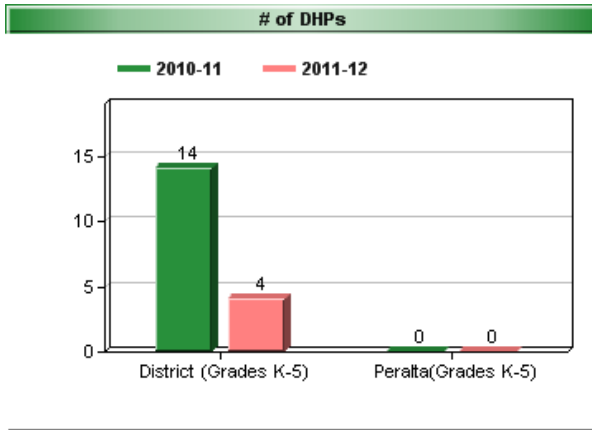
#### School Quality Standards relevant to this Strategic Priority

A quality school...

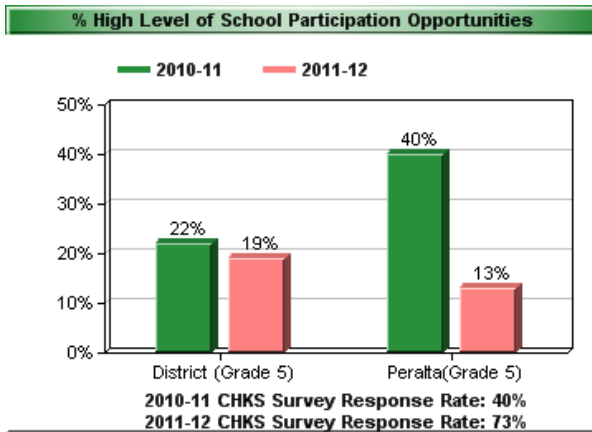
- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and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

DHP

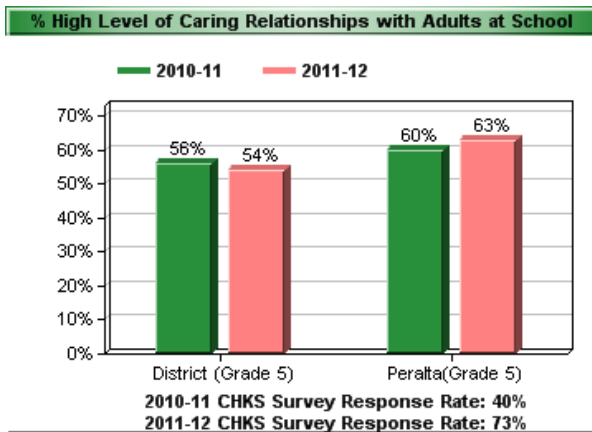




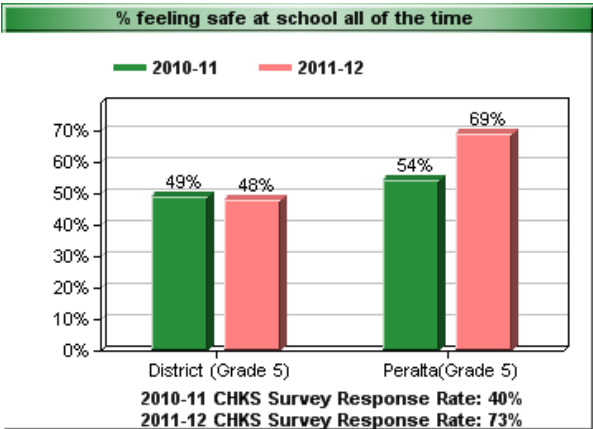
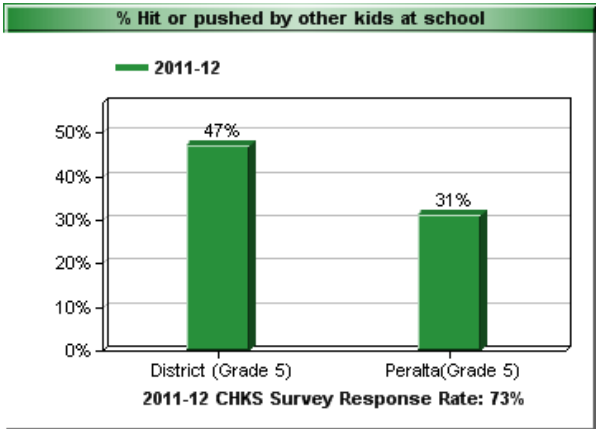
**Survey - Engagement**



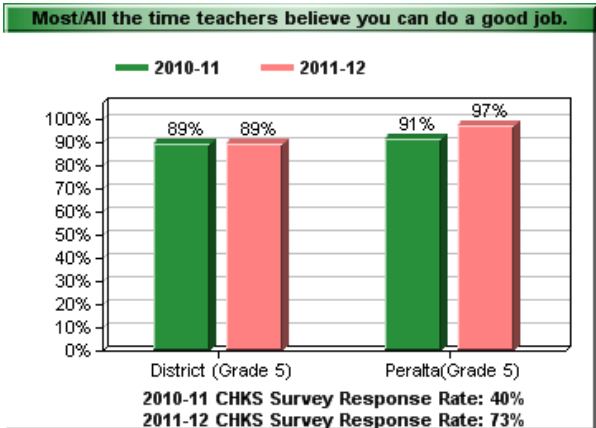
**Survey - Relationships**



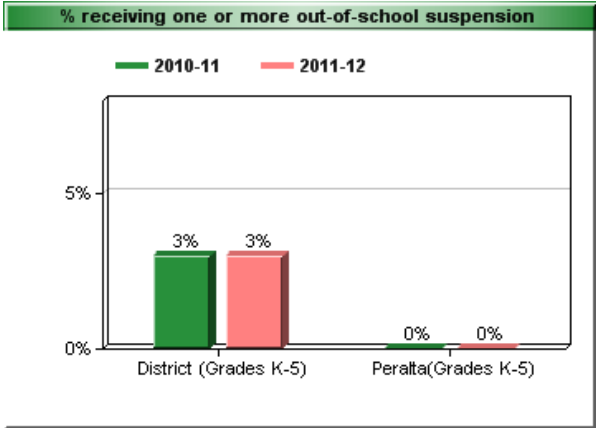
**Survey - Safety**



**Survey- Beliefs**



**Suspensions**



**Theory of Action**



communication membrane exists between all members of the Peralta Community allowing for ongoing access, reciprocity and trust that we are working for the common good.					1/3/2013	145SQI2A138	Materials and supplies support communication	N/A			0	\$0.00
Permeable communication membrane exists between all members of the Peralta Community allowing for ongoing access, reciprocity and trust that we are working for the common good.					1/3/2013	145SQI2A139	Substitute support for conferencing is essential.	N/A			0	\$0.00
Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and bring out experiences together to create peace, unity and equity.					1/3/2013	145SQI2A51	Materials and supplies are needed for displays	N/A			0	\$0.00
Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and bring out experiences together to create peace, unity and equity.					1/3/2013	145SQI2A52	Teacher extended time for after school planning and parent education events.	N/A			0	\$0.00
Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and bring out experiences together to create peace, unity and equity.					1/3/2013	145SQI2A132	Assemblies and classroom presentations support multiple aspects of appreciation for others.	N/A			0	\$0.00
Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and bring out experiences together to create peace, unity and equity.					1/3/2013	145SQI2A134	Consultant support for parent education events.	N/A			0	\$0.00
Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and					1/3/2013	145SQI2A137	Custodial support is needed for evening events.	N/A			0	\$0.00

bring out experiences together to create peace, unity and equity.												
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.				1/3/2013	145SQI2A53	Consultants support multiple aspects of art integration, instruction and professional development.	N/A			0	\$0.00	
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.				1/3/2013	145SQI2A54	Materials, books and supplies are essential for projects	N/A			0	\$0.00	
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.				1/3/2013	145SQI2A55	Study tour transportation and admission extend classroom learning.	N/A			0	\$0.00	
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.				1/3/2013	145SQI2A56	Computers and technology help shape many of the media projects.	N/A			0	\$0.00	
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.				1/3/2013	145SQI2A57	Assemblies and classroom presentations extend classroom learning.	N/A			0	\$0.00	
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.				1/3/2013	145SQI2A133		N/A			0	\$0.00	
Students and families contribute to the community beyond the campus - their art displayed in hospitals, local displays, transitional housing. Students visit local adult day care facilities.				1/3/2013	145SQI2A58	Consultants to support the development and implementation of community based projects	N/A			0	\$0.00	
Students and families contribute to the community beyond the campus - their art displayed in hospitals, local displays, transitional housing. Students visit local adult day care facilities.				1/3/2013	145SQI2A59	Materials and supplies are essential to project development.	N/A			0	\$0.00	

Students and families contribute to the community beyond the campus - their art displayed in hospitals, local displays, transitional housing. Students visit local adult day care facilities.				1/3/2013	145SQI2A131	Administration connects with community partners.	N/A			0	\$0.00
Students and families contribute to the community beyond the campus - their art displayed in hospitals, local displays, transitional housing. Students visit local adult day care facilities.				1/3/2013	145SQI2A135	Study tours extend classroom instruction.	N/A			0	\$0.00
Implement a range of programs from Second Step to Welcoming Families				1/3/2013	145SQI2A60	Books and supplies are needed to support diversit programs.	N/A			0	\$0.00
Implement a range of programs from Second Step to Welcoming Families				1/3/2013	145SQI2A129	Substitute support for teacher release time to collaborate and plan.	N/A			0	\$0.00
Implement a range of programs from Second Step to Welcoming Families				1/3/2013	145SQI2A130	Extended time for teachers to work with families and provide parent education opportunities.	N/A			0	\$0.00
Recess and yard staff enhance the social skills program and consistently extend implementation to the playgroud.				1/3/2013	145SQI2A73	Noon Supervisors provide supports that align with school protocols and enhance student collaboration and confidence.	N/A			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Peralta Elementary

Principal: ROSETTE COSTELLO

#### From OUSD Strategic Plan:

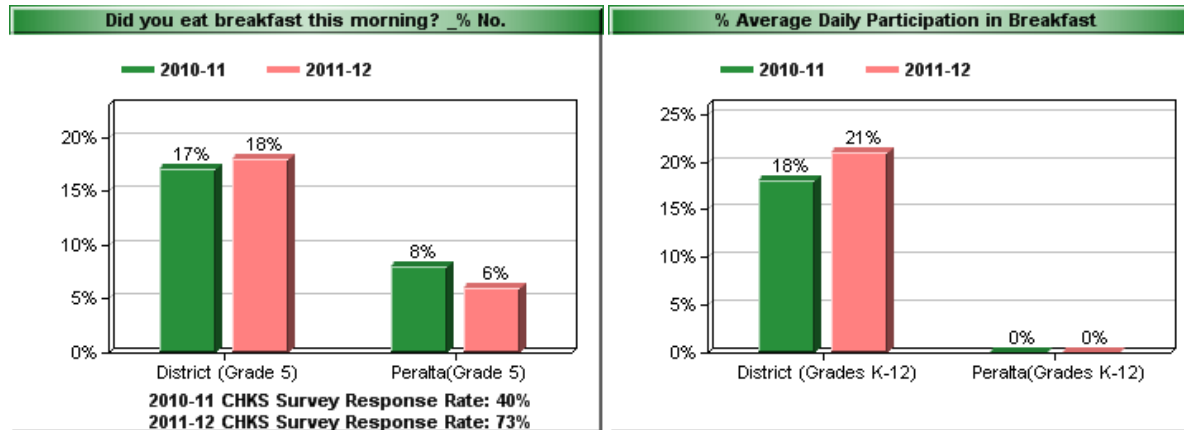
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

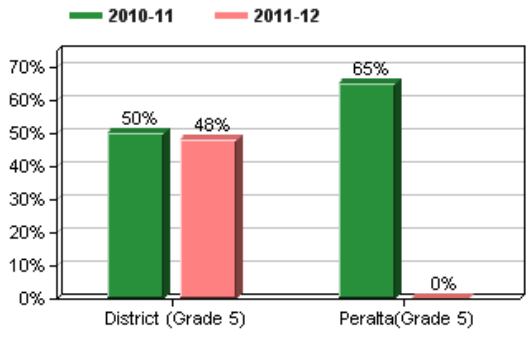
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

#### Breakfast



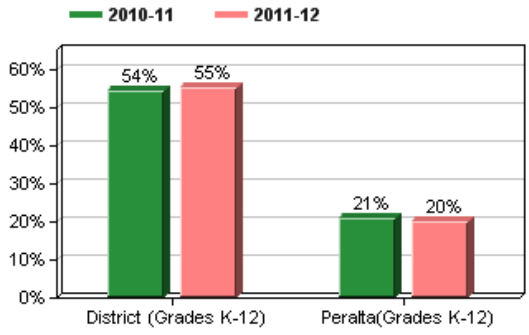
#### Fitness

**% in Healthy Fitness Zone for Body Composition**



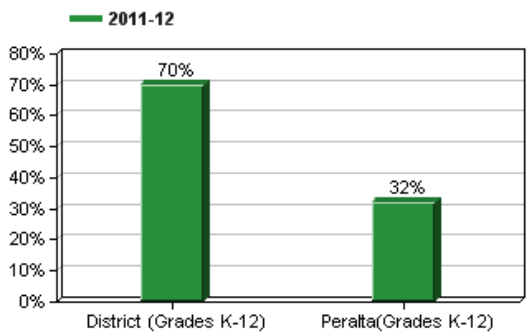
**Lunch**

**% Average Daily Participation in Lunch**



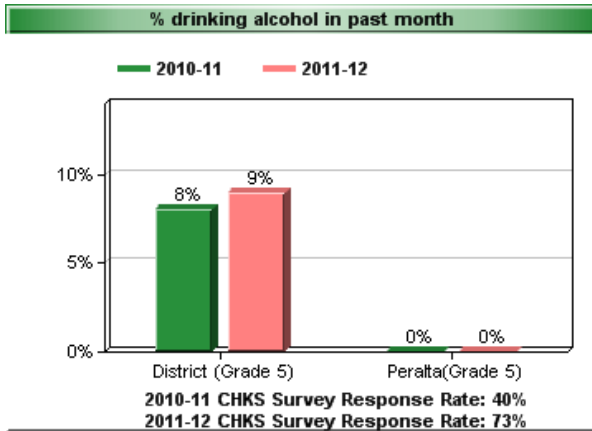
**Socio Economics**

**Free/Reduced Lunch %**



**Survey - Drugs / Alcohol**





**School Data**

- Nutrition arts are integrated with many aspects of the curriculum and fold into environmental sustainability.

**Data Analysis**

- Salad Bar contributes to healthy eating.
- Play before eating increases the consumption of healthy food at lunch.

**Theory of Action**

- If Health and Wellness are woven through our school program,
- if our commitment to environmental sustainability and nutrition are components of our health and wellness focus and are part of our curriculum,
- if students are provided opportunities to learn and participate in activities that emphasize the importance of diet, exercise, personal and environmental health,
- then we have increased their potential to participate with awareness about their bodies, well being and their world.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Social emotional learning is part of the weave of the school.					1/3/2013	145SQI2B61	Materials and supplies support this focus.	N/A			0	\$0.00
Social emotional learning is part of the weave of the school.					1/3/2013	145SQI2B62	Consultants provide intervention, professional development and parent outreach.	N/A			0	\$0.00
Social emotional learning is part of the weave of the school.					1/3/2013	145SQI2B63	Books support both staff and student knowledge enhancement.	N/A			0	\$0.00
Social emotional learning is part of the weave of the school.					1/3/2013	145SQI2B64	Assemblies and classroom presentations provide opportunities to extend classroom learning.	N/A			0	\$0.00
Community Mental							Consultants assist with					

Health partner-providers have time referrals and extend support to families.					1/3/2013	145SQI2B65	scheduling, parent outreach and faciitation of services.	N/A			0	\$0.00
Community Mental Health partner-providers have time referrals and extend support to families.					1/3/2013	145SQI2B67	Copiers address duplication needs.	N/A			0	\$0.00
Nutrition and Healthy Foods are part of the curriculum.					1/3/2013	145SQI2B68	Consultant support to enhance the integration of hands on nutrition studies with the curriculum.	N/A			0	\$0.00
Nutrition and Healthy Foods are part of the curriculum.					1/3/2013	145SQI2B69	Study tours to local farmers' markets support instruction.	N/A			0	\$0.00
Nutrition and Healthy Foods are part of the curriculum.					1/3/2013	145SQI2B141	Supplies support classroom cooking presentations	N/A			0	\$0.00
Puberty Education is part of the 5th grade program.					1/3/2013	145SQI2B70	Materials and supplies are needed for the presentation.	N/A			0	\$0.00
Puberty Education is part of the 5th grade program.					1/3/2013	145SQI2B140	Consultant support for puberty education	N/A			0	\$0.00

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

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

School: Peralta Elementary

Principal: ROSETTE COSTELLO

#### From OUSD Strategic Plan:

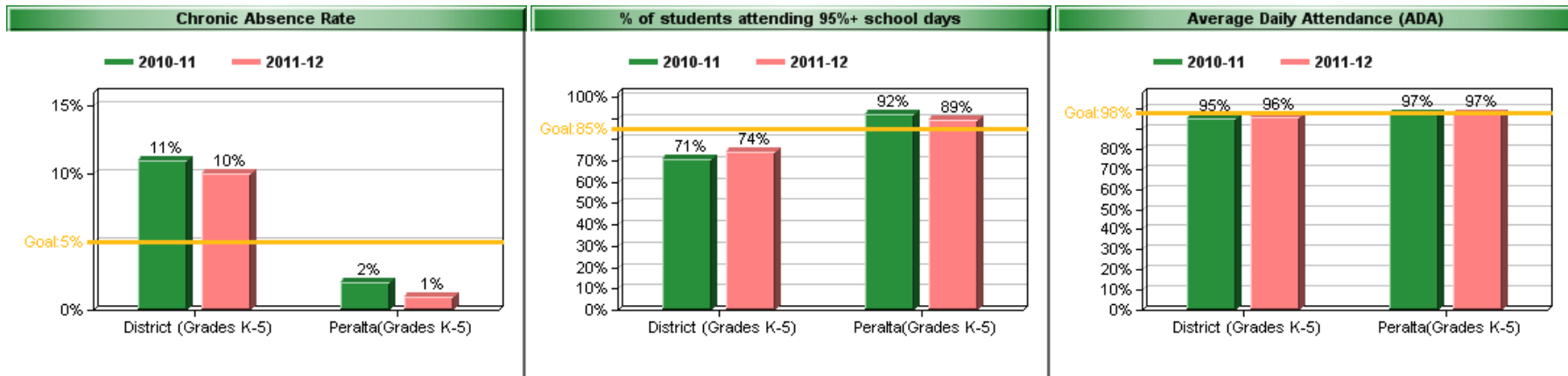
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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



**Data Analysis**

- Peralta's chronic absence rate is already lower than the district's goal.

**Theory of Action**

- If we maintain a joyful school where everyone wants to come to learn and work,
- if we follow up biweekly with attendance reviews and conduct home visits and SART meetings as needed,
- then student and families will realize the importance of being at school and students will want to attend school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a welcoming school with meaningful instruction and attention to every child and family.					1/3/2013	145SQI2C199	All components of budget align with this strategy.	N/A			0	\$0.00
Implement SST and SART meetings in a timely manner.					1/3/2013	145SQI2C200	Teacher extended contract may support meeting attendance.	N/A			0	\$0.00
Accurate attendance accounting and phone calls to families.					1/3/2013	145SQI2C72	Attendance Clerk provides necessary services; teachers and principal provide follow up.	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:** Peralta Elementary

**Principal:** ROSETTE COSTELLO

**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.

**Theory of Action**

- If the Peralta Elementary School Community works collaboratively to maintain the highest standards for ourselves while we support out individual and collective growth,
- if staff and parents align professional development and learning opportunities with target goals,
- if coaching and support activities are consistent and thread throughout the site program,
- then the school community will be able to maintain the highest standards for personal and professeional growth and provide the best possible role model for our students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Book Study is used to enhance leadership, teaching and learning	State tests (CST/STAR, PFT)		Monthly	Leadership Team	4/29/2013	145SQI3A5990	Book Study	N/A			0	\$0.00
Develop and sustain a community of learners. leaders.					1/3/2013	145SQI3A74	Substitute time for collaboration	N/A			0	\$0.00
Develop and sustain a community of learners. leaders.					1/3/2013	145SQI3A75	Materials and supplies for program design and implementation.	N/A			0	\$0.00
Develop and sustain a community of learners.					1/3/2013	145SQI3A76	Books for all learning leaders are required.	N/A			0	\$0.00

leaders.													
Develop and sustain a community of learners. leaders.					1/3/2013	145SQI3A77	Copiers address duplication needs.	N/A				0	\$0.00
Develop and sustain a community of learners. leaders.					1/3/2013	145SQI3A78	Counselors provide one on one and small group intervention support as well as guidance for staff.	N/A				0	\$0.00
Develop and sustain a community of learners. leaders.					1/3/2013	145SQI3A79	Consultants support all aspects of professional development and innovative program design.	N/A				0	\$0.00
PD is determined collaboratively and address classroom and schoolwide needs.					1/3/2013	145SQI3A80	Substitute support for collaboration.	N/A				0	\$0.00
PD is determined collaboratively and address classroom and schoolwide needs.					1/3/2013	145SQI3A81	Consultants support for focus area expansion, implementation, and revision.	N/A				0	\$0.00
PD is determined collaboratively and address classroom and schoolwide needs.					1/3/2013	145SQI3A82	Materials, books and supplies for all aspects of the school program.	N/A				0	\$0.00
PD is determined collaboratively and address classroom and schoolwide needs.					1/3/2013	145SQI3A83	Copiers for communication and lesson implementation.	N/A				0	\$0.00
As a community of learners, assessment and reflection on practice are ongoing.					1/3/2013	145SQI3A142	Substitute support for collaboration and reflection.	N/A				0	\$0.00
As a community of learners, assessment and reflection on practice are ongoing.					1/3/2013	145SQI3A144	Consultant support for expanded knowledge, and reflection guidance.	N/A				0	\$0.00
Trust underlies collaboration and enables us to identify and share our strengths with each other as well as our needs.					1/3/2013	145SQI3A143	Ongoing communication is embedded in the school culture.	N/A				0	\$0.00
Professional Development is meaningful and teacher leadership is essential.					1/3/2013	145SQI3A202	Consultant support is utilized to implement professional development opportunities.	N/A				0	\$0.00
Professional Development is meaningful and teacher leadership is essential.					1/3/2013	145SQI3A203	Teacher extended time supports professional development leadership.	N/A				0	\$0.00
Professional Development is meaningful and teacher leadership is essential.					1/3/2013	145SQI3A204	Collaboration and peer observation are embraced strategies.	N/A				0	\$0.00



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

### Strategic Priority A. Family & Community Engagement

School: Peralta Elementary

Principal: ROSETTE COSTELLO

**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

**Data Analysis**

- Families support all aspects of the school program.
- Diversity/Unity Committee was established to enhance all aspect of community respect and caring.
- Report Card conferenece target is 100% family participation and we have accomplished that goal.

**Theory of Action**

- If we utilize a wide range of communication protocols to reach all members of the community,
- if we provide a welcoming school aesthically, affectively and cultrurally,
- if we provide opportunities for families to interact, attend meeting and events,
- then, our family and community engagement will be increased.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Book Study is used to enhance leadership, teaching and learning	State tests (CST/STAR, PFT)		Monthly	Leadership Team	4/29/2013	145SQI4A5990	Book Study	N/A			0	\$0.00
Gender Spectrum training assists in maintaining a safe and respectful learning environmnet for all students.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	4/29/2013	145SQI4A5988	Gender Spectrum training for all staff.	N/A			0	\$0.00
							Interventions and scaffolds include a range					



Classroom intervention strategies target students with academic need	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Grade level team	5/1/2013	145SQI4A5994	of actions such as 1:1, small group and peer support, making personal connections with students and parents, utilizing a range of materials and technology for equitable access and high interest lesson design.	N/A			0	\$0.00
Staff is reflecting on sensitivity to families of various cultures and augmenting our understanding and sensitivity with relevant book studies and professional development.					1/3/2013	145SQI4A146	Books for professional growth.	N/A			0	\$0.00
Staff is reflecting on sensitivity to families of various cultures and augmenting our understanding and sensitivity with relevant book studies and professional development.					1/3/2013	145SQI4A148	Consultant support for professional development and parent education activities.	N/A			0	\$0.00
Community is focusing on improving our listening skills.					1/3/2013	145SQI4A149	Consultant support for professional development and parent education activities.	N/A			0	\$0.00
Community is focusing on improving our listening skills.					1/3/2013	145SQI4A150	Assemblies and classroom presentations	N/A			0	\$0.00
Meeting schedules are made to accommodate family needs.					1/3/2013	145SQI4A205	Substitute support is utilized to support conferencing with families.	N/A			0	\$0.00
Implement strategies to facilitate communication with target families.					1/3/2013	145SQI4A650	Site distributions will be made more effective.	N/A			0	\$0.00

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Peralta Elementary

Principal: ROSETTE COSTELLO

#### From OUSD Strategic Plan:

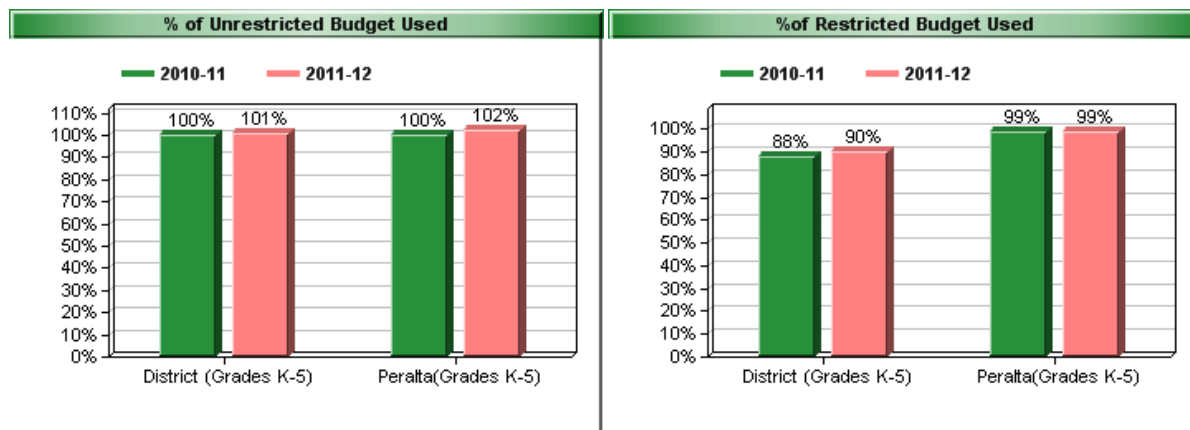
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

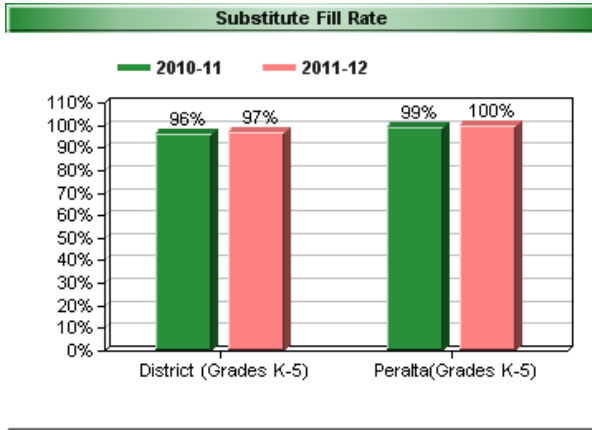
A quality school...

- 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



**Data Analysis**

- Peralta spends all of its unrestricted and restricted resources.
- Peralta's substitute fill rate is higher than the district average.

**Theory of Action**



- If all resources directly support classrooms and community engagement, both district and community generated resources,
- if district practices and support are utilized effectively,
- then the effectiveness of the school is sustained and extended.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Staff and SSC discuss all aspects of site budget allocations and determine priorities.					1/3/2013	145SQI5A152	Meeting to enable staff and community to voice program and budget priorities	N/A			0	\$0.00
Ongoing assessment of allocation effectiveness.					1/3/2013	145SQI5A151	Meeting to support the SSC and Staff review of practice effectiveness	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
 <b>Economic Impact Aid/State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$39,882.15	
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$7,807.48	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$47,689.63</b>	

Federal Program	Projected Budget	Final Budget
 <b>Title I, Part A: Schoolwide Program</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$29,080.95	
 <b>Title I, Part A: Parent Engagement Activities</b> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$690.67	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$29,771.62</b>	

## 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: Peralta  
Site Number: 145**

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
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on March 6, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
 \_\_\_\_\_  
 SSC Chairperson's Signature

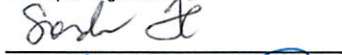
Charlezetta Wilson  
 \_\_\_\_\_  
 SSC Chairperson's Name (printed)

5/2/2013  
 \_\_\_\_\_  
 Date

ELAC Chairperson's Signature  
 \_\_\_\_\_  
 Principal Signature

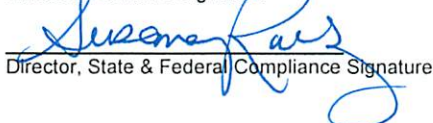
ELAC Chairperson's Name (printed)  
 Rosette Costello  
 \_\_\_\_\_  
 Principal's Name (printed)

5/2/2013  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Executive Officer's Signature

Sondra Aguilera  
 \_\_\_\_\_  
 Executive Officer's Name (printed)

5/8/13  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Director, State & Federal Compliance Signature

Susana Ramirez  
 \_\_\_\_\_  
 Director, State & Federal's Name (printed)

6/5/13  
 \_\_\_\_\_  
 Date

# School Site Council Membership Roster – Elementary School

School Name: Peralta

School Year 2012-2013

Co-Chairperson: <b>Rosette Costello</b>	Co-Chairperson: <b>Charleszette Wilson</b>
Secretary: <b>Kelly Rozario</b>	DAC Representative: <b>Sepeedeh Zabala</b>

Check Appropriate

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Marie Stewart	4826 Clarke St. Oakland		X		
Kelly Rozario	1116 Cowper St., Berkeley		X		
Cassie Powell	2417 A Ellsworth, Berkeley		X		
Charleszette Wilson	930 84 <sup>th</sup> Ave., Oakland			X	
Rosette Costello	2511 Acton St., Berkeley	X			
Rue Mapp	4504 Fairbairn Ave., Oakland				X
Sepeedeh Zabala	2029 Lincoln Ave., Alameda				X
Jeffry Dodge	754 54 <sup>th</sup> St., Oakland				X
Janine Mixon	9724 Mountain Blvd., Oakland				X
Betsy Merzenich	531 Valle Vista Ave., Oakland				X
<b>DAC Representative</b>					
Sepeedeh Zabala	2029 Lincoln Ave., Alameda				
Home Ph. 415-283-7953	Email: <a href="mailto:sepee@hotmail.com">sepee@hotmail.com</a>				X

<b>Meeting Schedule</b>	1 <sup>st</sup> Wednesday of the month @ 6:00 and as needed
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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.



## Title I School Parental Involvement Policy 2012 - 2013

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

### **Involvement of Parents in the Title I Program**

*Peralta School*) agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan. Parents are informed in a timely manner about all meetings in a variety of formats that include written communication, e mail and phone calls. The Parent Involvement Policy is developed jointly in a language and format appropriate and accessible for all families.
- Peralta offers a flexible number of meetings for parents and includes a range of both formal and informal formats and includes small and large group settings as well as individual meetings. Our strength as a community is marked by respecting the contributions off all members and every effort is made to support participation. For example, childcare services are provided in an effort to support participation.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Parents are informed of meetings in a wide variety of formats that include the distribution of a school wide calendar the first of school, monthly bulletins, postings throughout the school, e mail and phone calls. Initial information concerning Title 1 Programs and the Parent Involvement Policy/Compact is distributed the Title 1 Meeting in the fall. At that time, re-writes or revision of these documents take place. Parent-teacher and Parent-principal conferences are ongoing and highlight aspects of Title 1 services as they relate to student progress. In these conferences, as well as information about student progress, parents are informed about Title 1 support and their input is welcome and utilized to evaluate program effectiveness
- Provides parents of Title I students with timely information about Title I programs. Again, Parents are informed of meetings in a wide variety of formats that include the distribution of a school wide calendar the first of school, monthly bulletins, postings throughout the school, e mail and phone calls.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. An overview of curriculum expectations and assessment is provided at the initial Title 1 meeting. This information is re-visited continually during group and individual conferences with teachers and administration. Grade level standard goals are provided monthly to parents and are posted throughout the school. Parent-teacher and parent- administration conferences are ongoing and review curriculum, assessments and student proficiency levels.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Meeting are ongoing and



include both formal and informal formats; responsiveness to parent requests for participation is something we take very seriously.

## **School-Parent Compact**

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

### **Building Parent Capacity for Involvement**

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

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

An overview of curriculum expectations and assessment is provided at the initial Title I meeting. This information is re-visited continually during group and individual conferences with teachers and administration. Grade level standard goals are provided monthly to parents and are posted throughout the school. Parent-teacher and parent-administration conferences are ongoing and review curriculum, assessments, student proficiency levels and intervention supports that are in place. After school program also aligns with school day program to identify and support student needs.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. The importance of parent-school communication cannot be overstated. Staff provides a range of support for families that include specific strategies, suggestions for organizational supports, extra materials or books for use at home and partnering ideas for families.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Administration, peer and consultant expertise is used to explore strategies to facilitate ways to work with parents as partners.
- 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. Providing a welcome and non-threatening environment is essential to encourage parents to more fully participate in the education of their children. The manner in which staff presents their concern for and commitment to the well being of students is essential. Timely communication and responsiveness to parents is one major component of developing trust.
- 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. Parents are informed in a timely manner about all meetings in a variety of formats that include written communication, e mail and phone calls. Parent translators are used when needed.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. Staff is knowledgeable and prepared to provide information and materials requested by Title 1 Program parents. Support personnel and administration are frequently called to meeting to provide relevant information.

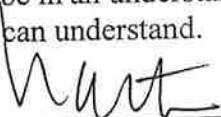
### **Accessibility**

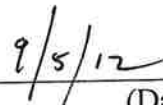
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Parents are informed in a timely manner about all meetings in a variety of formats that include written communication, e mail and phone calls. Parent translators are used when needed as well as staff and district translators.

### **Adoption**

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

This policy was adopted by the (name of school) School Site Council on (TBD) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Peralta's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

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

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

## **Peralta – Parent Compact**

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

*This School-Parent Compact is in effect during the 2012-13 school year.*

### **School Responsibilities – Peralta will:**

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

- *We will set high standards for all.*
- *We will welcome you and treat you with respect as a partner in your child's education.*
- *We will respond in a timely manner to your request for information.*
- *We will regularly share with your child's concerns and progress.*
- *We will provide motivation and interesting learning experiences.*
- *We will use teaching methods and materials that work best for your child.*
- *We will regularly assign your child homework.*
- *We will help you support your child's educational needs.*

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

*Historically, for the first two grading periods, report card conferences are required for all students. This, however, is dependent on the availability of funding. During these conferences, the compact is discussed.*

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

*Teachers are available to discuss student progress regularly. Daily Progress reports are used as warranted and the first two report card conferences have been required. This is contingent on funding.*

#### **4) Provide parents reasonable access to staff.**

*The staff is available by appointment.*

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

*School parents may volunteer and participate in classroom activities as pre-arranged by the teachers. Parent observation can be at any time, although there is an observation protocol that we implement.*

**Parent Responsibilities –**

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

*Describe the ways in which parents will support their children’s learning, such as:*

- *I will encourage my child’s learning and success in school, by doing the following:*
- *I will send my child to school on time every day.*
- *I will make sure that my child gets adequate sleep and has a healthy diet.*
- *I will provide a quiet place and time for my child to do homework, and I will review the homework.*
- *I will promptly respond to messages from my child’s school.*
- *I will attend Back to School Night, Parent-Teacher-Student Conferences, Open House, and other school events.*
- *I will help my child’s school however possible and read with my child every day.*
- *I will endeavor to participate in the total school program and ask for assistance if I need it.*
- *I will follow rules and procedures established by the district and my child’s school.*
- *I will limit the amount of time my child watches television.*

**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:**

*Describe the ways in which students will support their academic achievement, such as:*

- *I know the Peralta Pledge*
- *I will come to class on time every day.*
- *I will come to school ready to learn.*
- *I will follow school rules, always show respect and be responsible for my behavior.*
- *I will be a cooperative learner.*
- *I will ask for help when I need it.*
- *I will carry information between school and home.*
- *I will return my completed homework time.*
- *I will read at home at least 20 minutes every day.*

