

**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 Montclair 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 Montclair Elementary School.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Montclair Elementary**

**6002083**

**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

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

### VISION

The mission of Montclair Elementary School is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking skills and excellence in learning. The Montclair School team joins the parents and community to

assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

## **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**

In addition to the rigorous, monthly oversight of the School Site Council, the following are further vehicles to monitor implementation of the site plan: 1) The principal meets regularly with both individual teachers and grade level teams to look at student achievement and implement strategies to aid struggling students. 2) We have a very strong Student Study Team that meets weekly to discuss individual student progress and devise strategies to assist struggling students, whether the need is academic or social. 3) Our positive School Climate Consultant holds weekly adult workshops on a variety of topics to assist families in supporting their student. 4) The PTA hosts data nights with families to disseminate CST data and detail plans to increase student achievement across all groups of learners. 5) The principal and elected teacher representative meet monthly with the PTA board to discuss ways to increase family engagement and draw in more families. 6) Twice annually, once at the back to school night and again in the spring at the "State Of The School" conversation, the principal meets with families by grade level to discuss student achievement, set expectations and learning goals and outline and discuss ways families can support their student. 7) Principal meets twice monthly with the instructional leadership team to address teacher professional development that supports the faculty in reaching all learners.

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

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

School: Montclair Elementary

Principal: NANCY BLOOM

#### 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

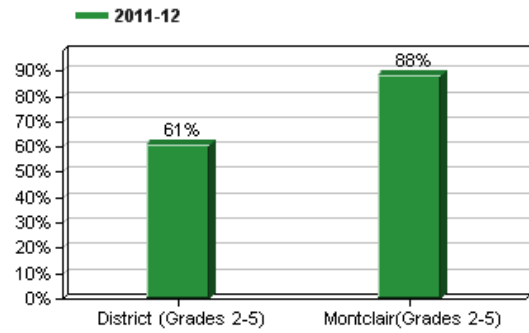
A quality school...

- 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

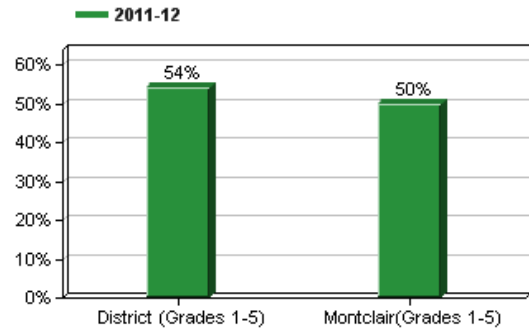


**ELA MidYear % At/Above BMark in Reading Comprehension**



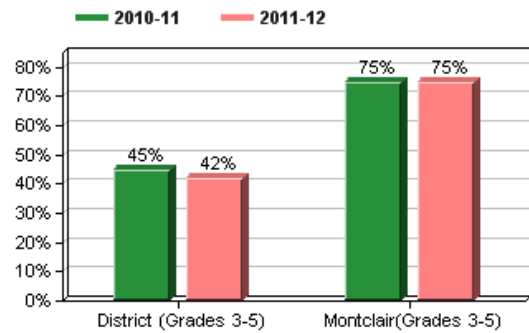
**CELDT**

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

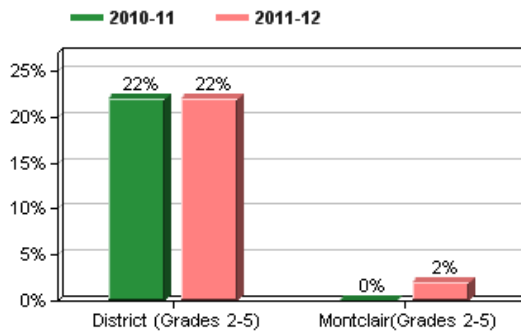


**CST**

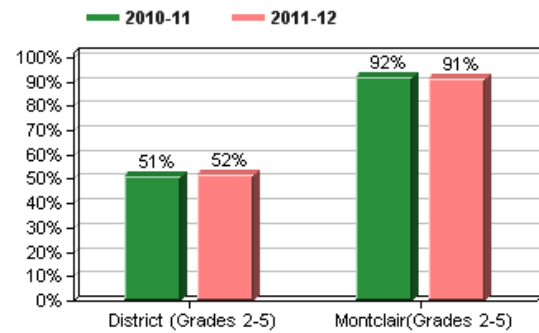
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**



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

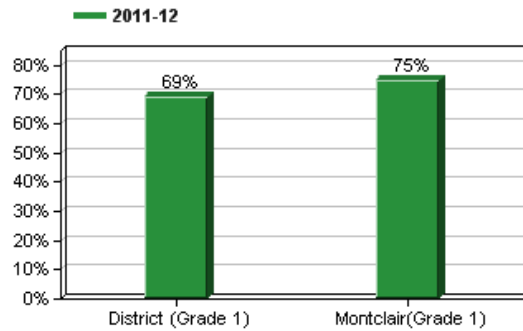


**CST/CMA ELA % Prof/Adv**



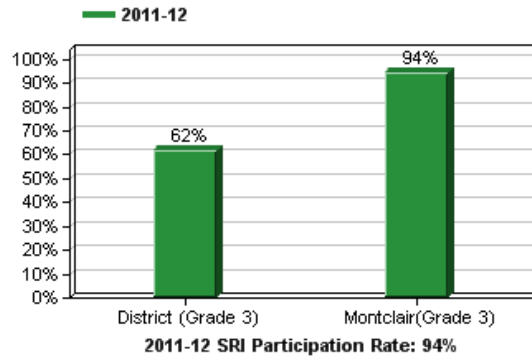
**DIBELS**

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



### SRI

### SRI % At/Above grade level reading



### School Data

- SRA's Open Court Reading is a research-based literacy program that was adopted in Oakland Unified School District over 10 years ago and is widely used by Montclair teachers. In addition to OCR, Montclair employs Junior Great Books to foster critical thinking skills in analyzing literature in all grades. Montclair also supplements the writing portion of OCR with 6 Traits and 1 Writing at all grade levels.
- On the winter science writing task 29% of students in Grade 3 scored benchmark or above; 50% of students in Grade 4 scored benchmark or above; 55% of students in Grade 5 scored benchmark or above

### Data Analysis

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

### Theory of Action

- If we create a school-wide emphasis on writing prompts, and if we identify specific subskills and provide encouragement, support and directed practice THEN there will be measurable improvement in this area.
- If we incorporate science writing tasks at all grade levels THEN as students progress through the grades this exposure will deepen their understanding of the curriculum resulting in increased achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue providing TSA to work with remedial primary readers.		English Learners	End of Year		5/14/2013	143SQ11A3255	TSA will provide academic intervention support for identified students.	7091-EIA-LEP		C10TSA0051	0.05	\$4,503.00
Continue professional development in writing across the curriculum					4/2/2013	143SQ11A3260		N/A			0	\$0.00
Calibrate grading on writing through grade level collaboration; have teachers reach consensus on exemplary student writing.					4/2/2013	143SQ11A3262		N/A			0	\$0.00

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

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

School: Montclair Elementary

Principal: NANCY BLOOM

### From OUSD Strategic Plan:

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

### District-level Goals

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

### School Federal and State Academic Achievement Goals:

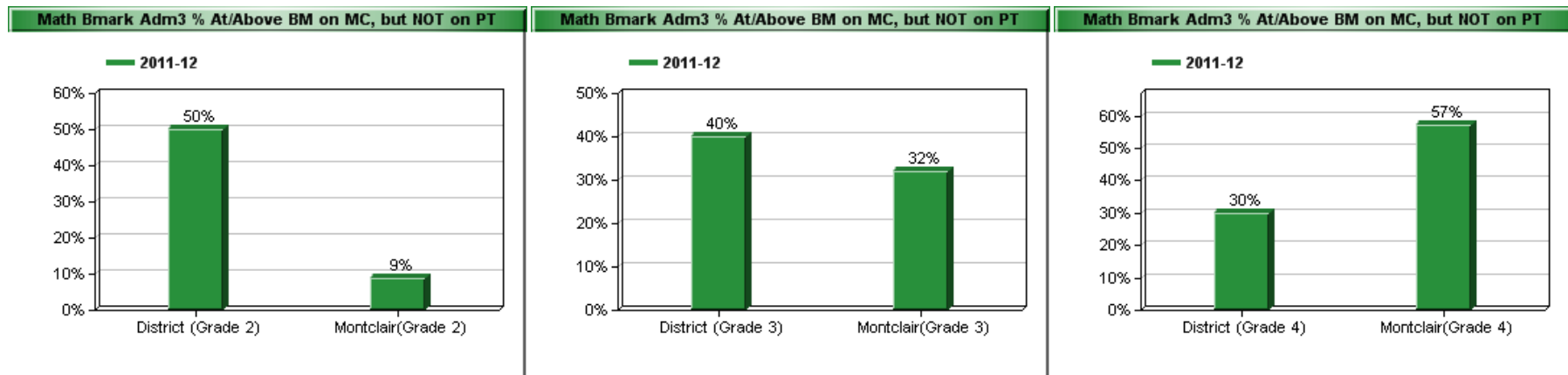
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

### School Quality Standards relevant to this Strategic Priority

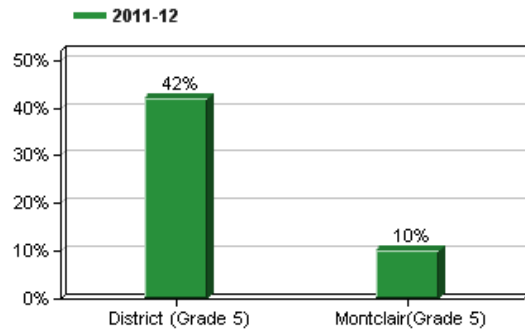
A quality school...

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

### Benchmark

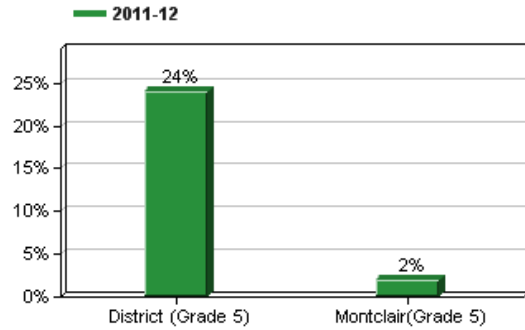


**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**

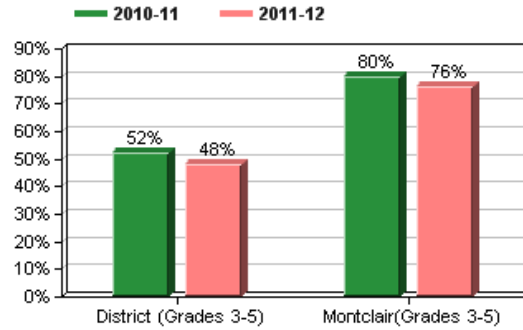


**CST**

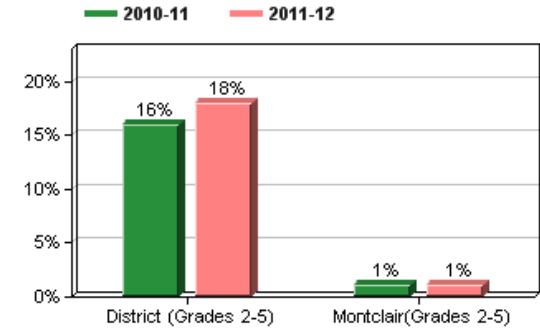
**CST/CMA Gr5/Gr8 Science % BB/FBB**



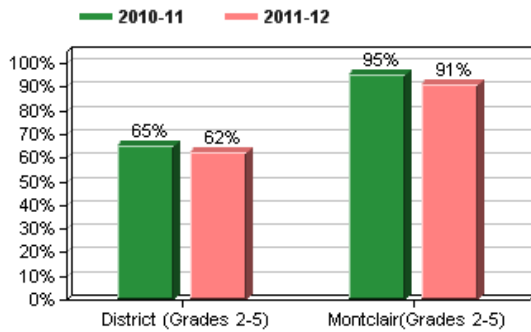
**% Growth in CST/CMA Math 2 Year Cohort Growth Report**



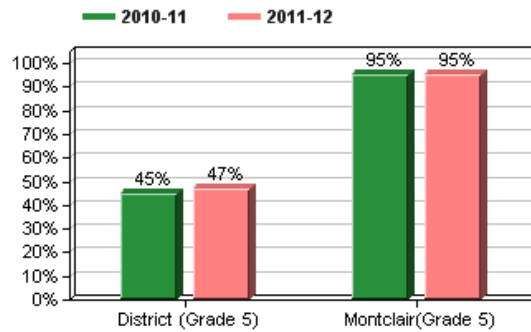
**CST/CMA Math % BB/FBB**



**CST/CMA Math % Prof/Adv**



**CST/CMA Gr5/Gr8 Science % Prof/Adv**



### School Data

- 91% of students grade 2-5 scored proficient or advanced

### Data Analysis

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

### Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue having family Science nights		All Students		Principal	4/2/2013	143SQL1B3280		N/A			0	\$0.00
Continue Family Math nights		All Students		Principal	4/2/2013	143SQL1B3281		N/A			0	\$0.00
Continue weekly computer classes for all students		All Students	Weekly		4/2/2013	143SQL1B3449		N/A			0	\$0.00
Have all teachers K-5 participate in grading science writing task so all grade level teams understand what is expected of all students at all grade levels.		All Students	Every Marking Period	Other	4/5/2013	143SQL1B5176		N/A			0	\$0.00
Continue participation in the district science fair		All Students			4/2/2013	143SQL1B5180		N/A			0	\$0.00
continue using FOSS with fidelity in all classes.		All Students	Weekly		4/2/2013	143SQL1B5182		N/A			0	\$0.00
Continue use of iPad lab to support instruction in Math & Technology as		All Students	Weekly		4/2/2013	143SQL1B5179		N/A			0	\$0.00

well as ELA.												
Continue Young Heros program		All Students	Weekly		4/2/2013	143SQI1B5184		N/A			0	\$0.00
Continue having students grades 3-5 use Aleks as an after school intervention			Weekly		4/2/2013	143SQI1B3271		N/A			0	\$0.00
Continue Sylvan intervention between the bells for students scoring below benchmark in math or science.		FBB, BB	Weekly	Principal	4/4/2013	143SQI1B5181		N/A			0	\$0.00

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

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

**School:** Montclair Elementary

**Principal:** NANCY BLOOM

**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

**School Data**

- 96% of our students come from within our catchment area. 90% of the students have attended preschool with at least 4 other incoming students.

**Data Analysis**

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

**Theory of Action**

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to provide tours of the school and classrooms with principal and PTA volunteers.		All Students		Principal	4/2/2013	143SQ11C3285		N/A			0	\$0.00
Continue to provide Play Dates in the Park for all incoming K families.					4/2/2013	143SQ11C3288		N/A			0	\$0.00
Continue to provide New		Pre-		Principal	4/2/2013	143SQ11C3290		N/A			0	\$0.00



Parent Mixer		Kindergarten										
Continue to provide Kindergarten Open House				4/2/2013	143SQ1C3293		N/A				0	\$0.00

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

## Strategic Priority D. College, Career & Workforce

School: Montclair Elementary

Principal: NANCY BLOOM

### From OUSD Strategic Plan:

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

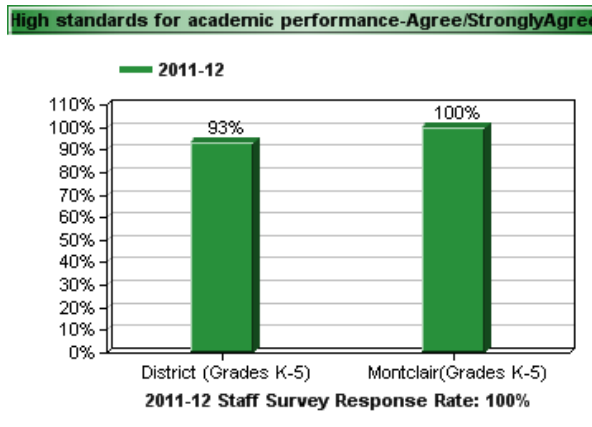
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

### School Quality Standards relevant to this Strategic Priority

A quality school...

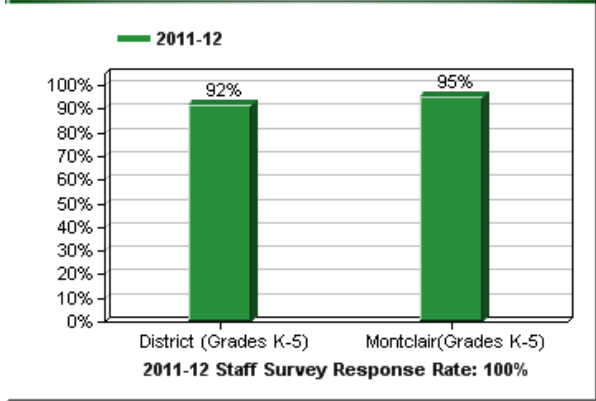
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### Survey - High Standards

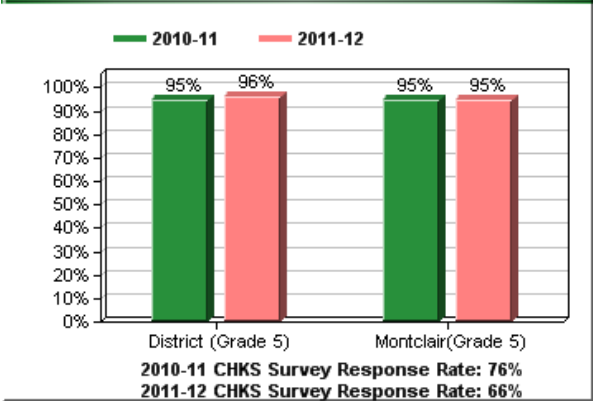


### Survey - Success

**School promotes academic success. \_\_\_% Agree/Strongly Agree**



**Do you plan to go to college after high school? \_\_\_% Yes**



**School Data**

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

**Data Analysis**

- As college is an expectation for most of our students it is incumbent upon us to support and foster this desire as well as instill this in all our students.

**Theory of Action**

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue use of iPad lab to support instruction in Math & Technology as well as ELA.		All Students	Weekly		4/2/2013	143SQ1D5179		N/A			0	\$0.00
Continue Young Heros program		All Students	Weekly		4/2/2013	143SQ1D5184		N/A			0	\$0.00
Continue tours of nearby college campuses as students who are exposed to college before age 9 have a higher likelihood of attending college.					4/2/2013	143SQ1D3297		N/A			0	\$0.00

Support "Take our Children to Work" days.					4/2/2013	143SQ1D3299		N/A			0	\$0.00
Sponsor Career Days across school					4/2/2013	143SQ1D3302		N/A			0	\$0.00
Continue "Dress Like What You want to Be" Day					4/2/2013	143SQ1D3305		N/A			0	\$0.00
Continue school sponsored tours of middle schools					4/2/2013	143SQ1D3402		N/A			0	\$0.00
Continue evening meetings with middle school students to present their schools for rising 5th graders and parents.					4/2/2013	143SQ1D3404		N/A			0	\$0.00
Involve parents by encouraging everyday writing and journal keeping at home; Encourage parents with specific skills in writing to work with teachers to publish writing projects	Other (OCR, etc)	All Students	Weekly	Other	4/2/2013	143SQ1D5175		Non-SSC approved			0	\$0.00
Continue Sylvan intervention for struggling students		FBB, BB	Weekly		4/2/2013	143SQ1D5177		Non-SSC approved			0	\$0.00
Continue in house professionals providing professional development with writing as a focus across curriculum			Monthly		4/2/2013	143SQ1D5178		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:** Montclair Elementary

**Principal:** NANCY BLOOM

**From OUSD Strategic Plan:**

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

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

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

A quality school...

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

**School Data**

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

**Data Analysis**

- Our small number of students within our subgroups makes analyzing data challenging. Fortunately, all of these percentage points represent individual students whose names we know.
- 53% of our students are GATE identified, making acceleration an integral part of our teaching methodology.

**Theory of Action**

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Continue having students grades 3-5 use Aleks as an after school intervention			Weekly		4/2/2013	143SQ1E3271		N/A			0	\$0.00
Continue Sylvan intervention between the bells for students scoring below benchmark in math or science.		FBB, BB	Weekly	Principal	4/4/2013	143SQ1E5181		N/A			0	\$0.00
Continue funding TSA to work with our EL students and remedial primary readers.		English Learners	End of Year		5/14/2013	143SQ1E3429	Provide supplemental instructional materials to support EL students.	7091-EIA-LEP	4310-SUPPLIES		0	\$651.17
Continue funding our collaboration model					4/2/2013	143SQ1E3431		N/A			0	\$0.00
Continue funding after school tutoring programs in math and science					4/2/2013	143SQ1E3433		N/A			0	\$0.00
Continue providing small groups assistants within classrooms to allow teachers to target intervention.					4/2/2013	143SQ1E3435		N/A			0	\$0.00
Continue working with our community partners to provide volunteer support and mentoring for struggling students.					4/2/2013	143SQ1E3438		N/A			0	\$0.00
Continue SST meetings to delve more deeply into supporting struggling students across all curricular areas and all behavioral areas.					4/2/2013	143SQ1E3443		N/A			0	\$0.00
Continue providing of Odyssey of the Mind and Otter Tales programs to accelerate GATE students.					4/2/2013	143SQ1E4141		N/A			0	\$0.00
Continue seeking positive African American males role models in the classroom and on the playground.					4/2/2013	143SQ1E4144		N/A			0	\$0.00
Continue supporting United Nations Day as a way to celebrate our cultural differences.					4/2/2013	143SQ1E4182		N/A			0	\$0.00

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

## Strategic Priority F. Extending Learning Time

School: Montclair Elementary

Principal: NANCY BLOOM

### 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

### School Data

- In addition to tutoring in core subjects we offer 6 enrichment classes between the bells and other learning opportunities before and after school.
- In addition to intervention support by credintialed teachers in core subjects, we offer at least 10 different after school enrichment classes in 3 sessions per year, fall, winter, an spring. Offerings vary from yoga to rock climbing, cooking to mad science. Montclair Language League currently supports 4 different language choices for students before and after school including Mandarin, French, Spanish, and Italian. All classes are leveled and presented based on student readiness.

### Data Analysis

- Over 85% of our students participate in at least one after school learning opportunity over the course of the school year. Our tutoring programs show marked and repeated success for struggling students.

### Theory of Action

- If we provide a broad range of optional classes before and after school on campus THEN children will have opportunities to expand and enrich their academic learning.
- If we continue to provide scholarships for all extended learning opportunities THEN more students will be able to benefit from these programs.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Offer a variety of after school enrichment classes on a rotating, trimester basis. These are all fee-for-service but scholarships are available for all classes.		All Students	Weekly		4/2/2013	143SQI1F3224		N/A			0	\$0.00
Continue offering after school Techbridge for 5th grade girls			Weekly		4/2/2013	143SQI1F3229		N/A			0	\$0.00

Continue to provide after school math tutoring.	FBB, BB	Weekly		4/2/2013	143SQ1F3232		N/A			0	\$0.00
Continue offering foreign language classes before and after school in French, Spanish, Italian, and Mandarin.	All Students	Weekly		4/2/2013	143SQ1F3237		N/A			0	\$0.00
Continue offering Aleks math tutoring afterschool	FBB, BB			4/2/2013	143SQ1F3240		N/A			0	\$0.00
Continue offering a variety of after school social opportunities including Girl Scouts, Boy Scouts, Odyssey of the Mind and music.	All Students			4/2/2013	143SQ1F3243		N/A			0	\$0.00
Continue providing scholarships for all classes	All Students			4/2/2013	143SQ1F5183		N/A			0	\$0.00



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

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

School: Montclair Elementary

Principal: NANCY BLOOM

#### 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: Increase involvement by students at recess and lunch time activities to reduce negative interactions between students

- Strategy 1.1: H.E.R.O. activities increased to allow more alternatives to chase games
- Strategy 1.2: Increase leadership opportunities as junior coaches to increase positive involvement.

Goal 2: Increase student engagement in all classrooms

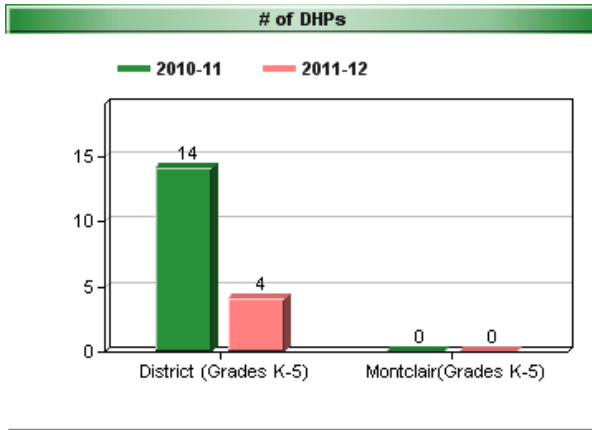
- Strategy 2.1: Train teachers on use of engagement and culturally appropriate strategies.
- Strategy 2.2: monitor same and provide timely feedback

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

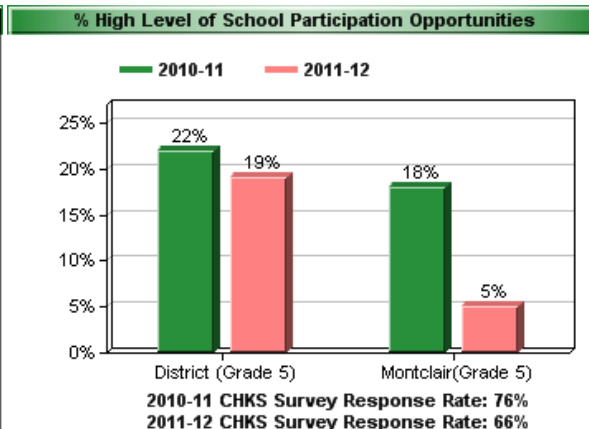
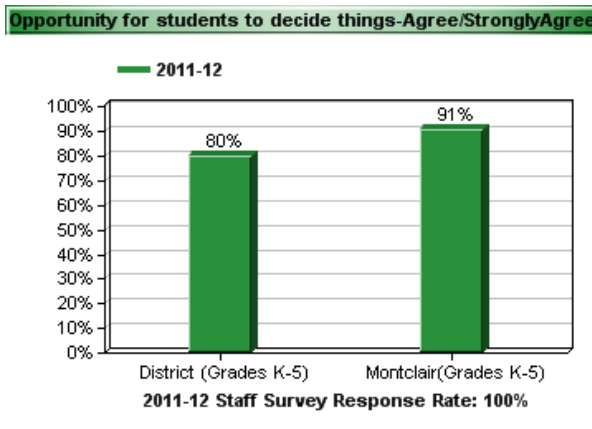
A quality school...

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

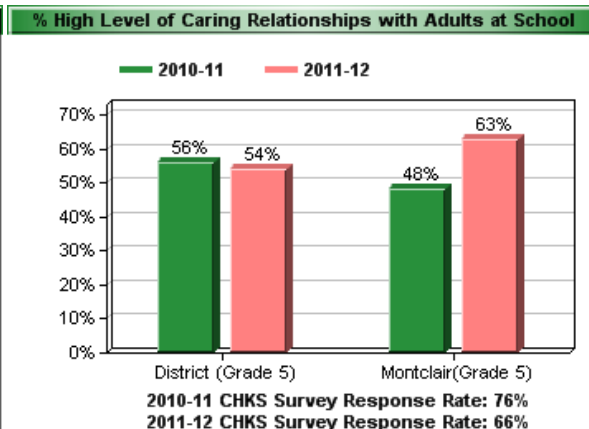
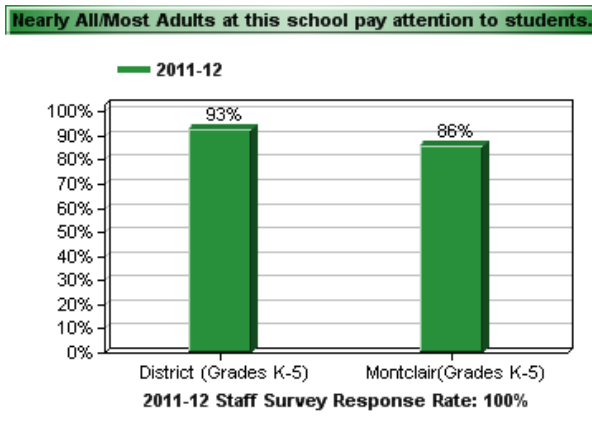
DHP



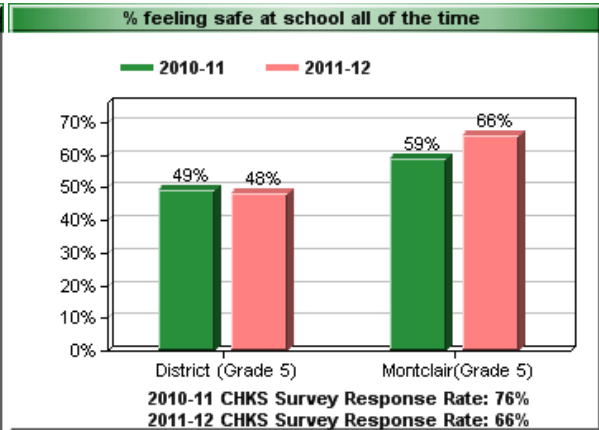
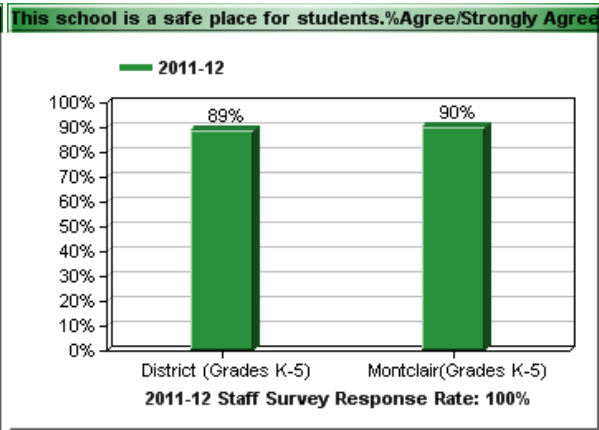
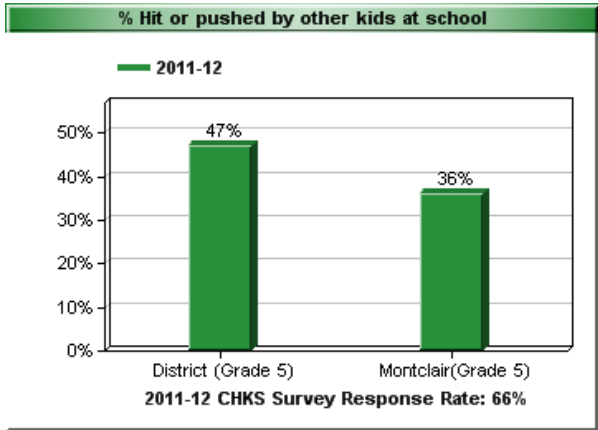
**Survey - Engagement**



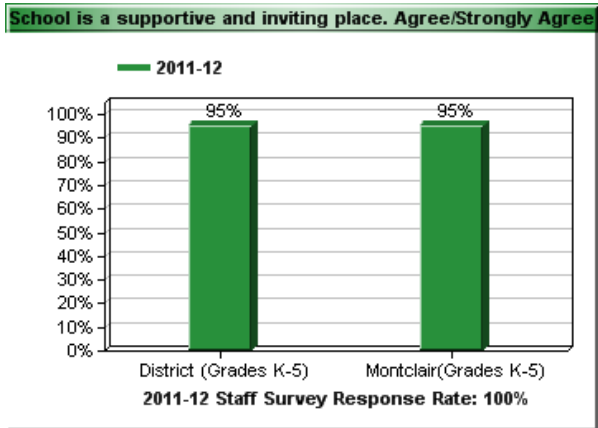
**Survey - Relationships**



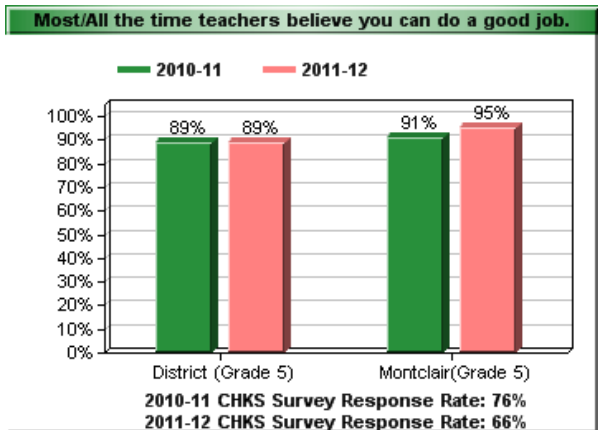
**Survey - Safety**



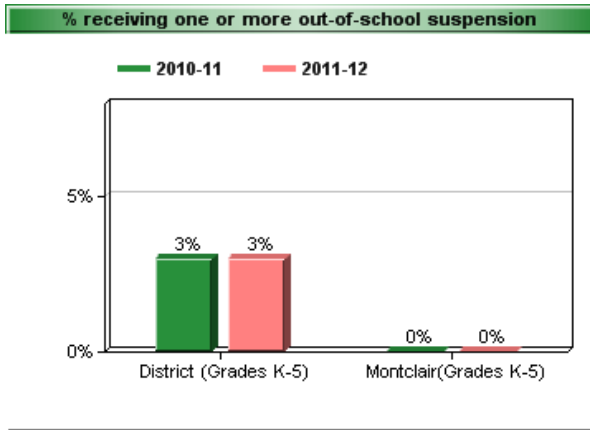
**Survey - Welcoming**



**Survey- Beliefs**



**Suspensions**



#### Data Analysis

- MES continues to see increasing levels of participation by school and community members. Parent engagement and volunteerism remains high, as does student participation in school and community events. Enrollment at MES increases annually.
- The MES community maintains high expectations for our students and their families. 97% of students have a parent participate in parent/teacher conferences and the average daily attendance rate for 2012-2013 is 98.6 % to date.
- Our school continues to encourage inclusion and SEL skills through activities such as United Nations Day, participation in service learning projects, and cultural exchanges via in-class curriculum and school-wide assemblies.
- All students are encouraged to participate in leadership activities such as Student Council, Otter Tales, Odyssey of the Mind, & Young Heros. All of these activities involve direct decision making by student
- Parents participate with their children through learning activities such as Family Math Night and Family Science Night. Weekly communication with parents is through the Wednesday Folder (paper) and a weekly email summary of events and notices.

#### Theory of Action

- If we continue the monthly email blog by the principal through the PTA communication committee THEN more families will be informed about school and will be engaged.
- If we continue employing our current discipline policy and procedures more students will feel valued and heard THEN we will continue our zero suspension rate resulting in more students being in classrooms.
- If we continue to support our teacher collaboration model THEN teachers will have dedicated time to plan as grade level teams review student achievement data and support movement to the common core standards.
- If MES explores additional programs such as senior outreach, Grandparents day and mentoring programs THEN student and adults will have additional avenues for SEL and inclusion.
- If leadership opportunities such as Odyssey of the Mind and our OtterTales newspaper expand THEN more students will have opportunities to learn and practice leadership.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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continue student-teacher goal setting conferences.	All Students		Other	4/2/2013	143SQI2A3330		N/A		0	\$0.00
Continue use of Green Weekly Otter envelopes	All Students			4/2/2013	143SQI2A3332		N/A		0	\$0.00
Continue supporting and encouraging Student Council	All Students			4/2/2013	143SQI2A3335		N/A		0	\$0.00
Continue Caring School Community	All Students			4/2/2013	143SQI2A3337		N/A		0	\$0.00
continue weekly email blast by PTA	All Students	Weekly		4/2/2013	143SQI2A5185		N/A		0	\$0.00
Continue Oddysy of the Mind	All Students			4/2/2013	143SQI2A5186		N/A		0	\$0.00
continue Otter Tales student newspaper	All Students	Monthly		4/2/2013	143SQI2A5187		N/A		0	\$0.00
Implement Senior Outreach Program	All Students			4/2/2013	143SQI2A5188		N/A		0	\$0.00
Continue teacher collaboration model	All Students			4/2/2013	143SQI2A5189		N/A		0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Montclair Elementary

Principal: NANCY BLOOM

#### From OUSD Strategic Plan:

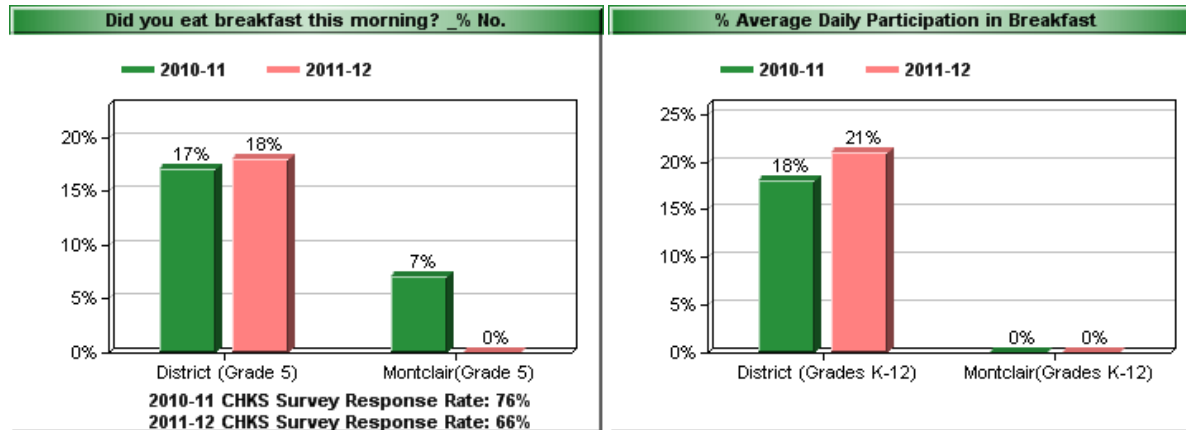
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

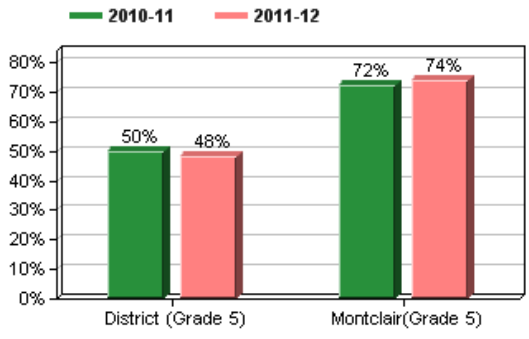
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

#### Breakfast



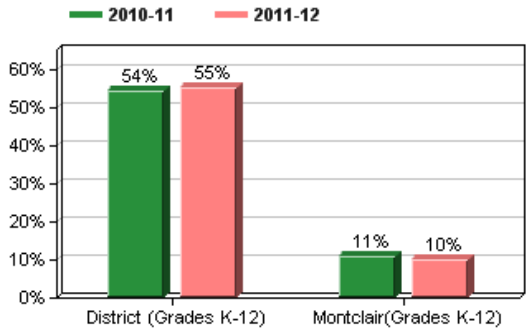
#### Fitness

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



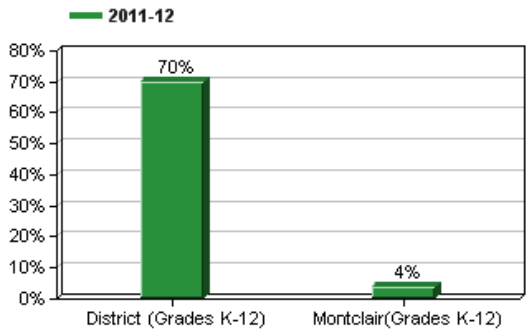
**Lunch**

**% Average Daily Participation in Lunch**



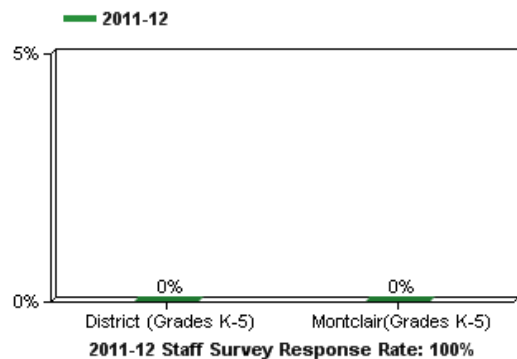
**Socio Economics**

**Free/Reduced Lunch %**

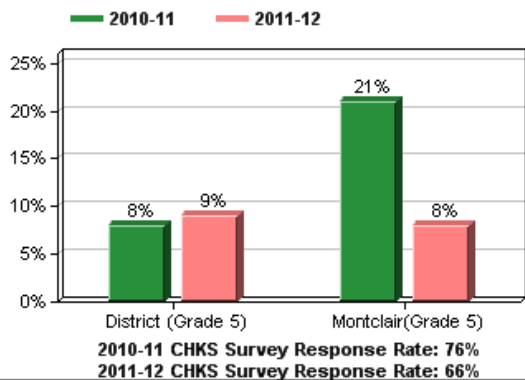


**Survey - Drugs / Alcohol**

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



**% drinking alcohol in past month**



**Data Analysis**

- Physical Fitness: MES students continue to be very active. All grades have weekly P.E. classes. Many classes start the day by running or walking laps around our playground or doing stretching and yoga exercises before the day begins.
- Nutrition: Our core curriculum includes units on nutrition and healthy food choices. A fresh salad bar is available daily in the cafeteria. Children bring water bottles from home daily, filling them with fresh water from our hydration station.
- SEL: Seeking to improve our students' healthy social interaction with their peers, MES employs a mentoring coach at all recesses and during the school day. We also have buddy classes between upper and lower grades.
- Academic support: MES offers tutoring for struggling students between the bells by community volunteers as well as after school by credentialed teachers.
- Mental Health: Our Positive School Climate Consultant continues to work at MES weekly to evaluate individual and group/social situations and provide a resource for students, staff and parents who have individual concerns.

**Theory of Action**

- If we continue the Mentoring program of organized sports and classes in game playing skills, THEN there will be an increase in SEL, activity and inclusion.
- If we continue to offer healthy food and drink choices through our cafeteria and curriculum and garden program THEN we will increase healthy eating knowledge and habits.
- If we continue to expand options for outdoor activities, if we continue to improve organization of lunchtime sports and if we have improved playground equipment THEN more children will be more active and healthy.
- If our school climate consultant continues to regularly work with classrooms and consult with teachers then students will be supported in learning specific SEL Skills and create an inclusive community.
- If the program of outdoor science and gardening continues to expand in the new campus THEN students learning about the environment and their relationship to it will be enhanced.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue support our "Positive School Climate" consultant.			End of Year		4/2/2013	143SQI2B3310		N/A			0	\$0.00
Continue funding PE teacher			End of Year		4/2/2013	143SQI2B3313		N/A			0	\$0.00
Continue having HERO on the playground			End of Year		4/2/2013	143SQI2B3314		N/A			0	\$0.00



Continue providing a Caring Community School			End of Year	4/2/2013	143SQI2B3315		N/A			0	\$0.00
Continue OTTER (Our Time to Express Respect) assemblies.			End of Year	4/5/2013	143SQI2B3319		N/A			0	\$0.00
Continue encouraging use of the "I OTTER Tell box on principal's door.			End of Year	4/2/2013	143SQI2B3325		N/A			0	\$0.00

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

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

School: Montclair Elementary

Principal: NANCY BLOOM

#### From OUSD Strategic Plan:

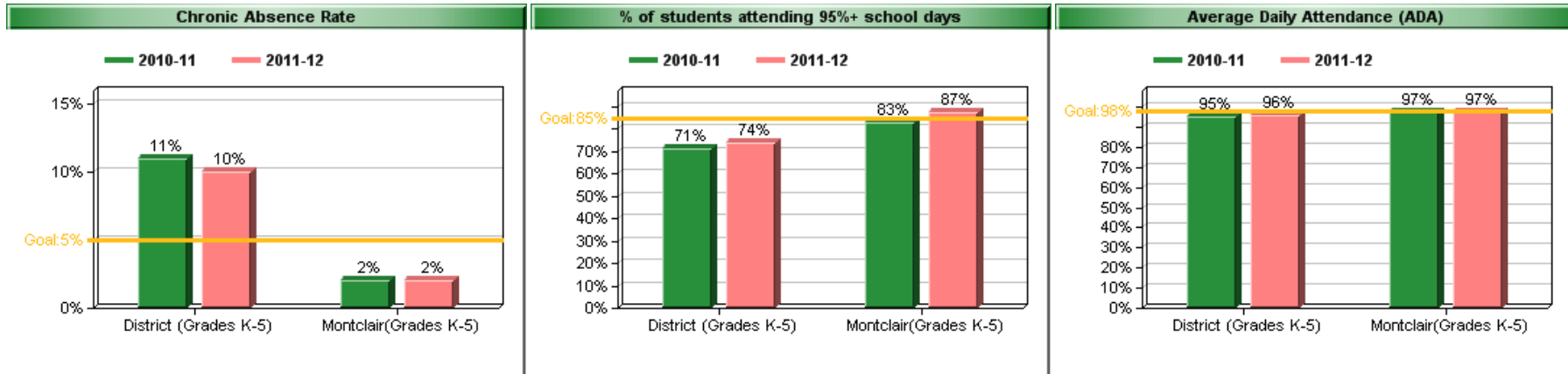
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

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

A quality school...

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



### School Data

- The auto fill data in this section is incorrect. For the last 7 years our average attendance has been 98.6%. While this is not the 99% goal OUSD has, it is very good.

### Data Analysis

- Chronic Absence: Montclair Elementary School has met the OUSD target of reducing chronic absences to 5% or less. MES's chronic absence rate is 2.3%.
- Satisfactory Attendance: Montclair Elementary School exceeds the OUSD target of 85%, with a satisfactory attendance rate of 87%.
- Average Daily Attendance: Internal data shows that during the 2012-2013 school year, MES has so far achieved a 98.6% attendance rate, meeting the OUSD goal.

### Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue rewarding students with perfect attendance.					4/2/2013	143SQI2C3341		N/A			0	\$0.00
Write more letters to airlines explaining impact off season low fares has on student attendance.					4/2/2013	143SQI2C3345		N/A			0	\$0.00
Continue holding regular SART conferences.					4/2/2013	143SQI2C3350		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: Montclair Elementary

Principal: NANCY BLOOM

#### From OUSD Strategic Plan:

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

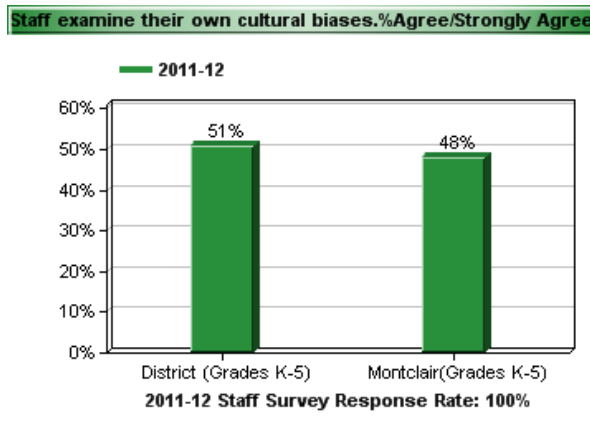
1. Improve the conditions in schools to retain 80% of effective teachers

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

A quality school...

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

#### Survey - Professional Learning



**School Data**

- 
- Professional Development has become a shining star glowing at Montclair. The leadership team, elected by the faculty, has taken ownership of professional development and the results are impressive.

**Data Analysis**

- Through the encouragement of the principal and the leadership team MES enjoys participation by teams of teachers at all OUSD lead professional development meetings in Math, ELD, science and caring school communities.
- The information is then brought back to the faculty via professional development. Professional development led by teachers for teachers has changed the culture at Montclair Elementary School.

**Theory of Action**

- If teachers receive quality professional development THEN their practices will improve. If the professional development is targeted to the needs of the faculty THEN the teaching and learning will be accelerated.
- If the collaboration schedule for grade level teams remains in place and is properly adhered to THEN school wide advances in culture and student achievement will enhance.
- If new teachers continue to be supported as we are currently doing THEN growing then into the professionals that the students need will be possible. If the parent community continues to fund PD opportunities THEN teacher learning will be enhanced.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue in house professionals providing professional development with writing as a focus across curriculum			Monthly		4/2/2013	143SQI3A5178		N/A			0	\$0.00
Continue using the elected Leadership Team to plan and implement professional development.					4/2/2013	143SQI3A3364		N/A			0	\$0.00
Continue PLCs					4/2/2013	143SQI3A3366		N/A			0	\$0.00
Continue our unique program of new teacher support					4/2/2013	143SQI3A3371		N/A			0	\$0.00
Continue CSC work					4/2/2013	143SQI3A3375		N/A			0	\$0.00
continue asking parent community to fund PD opportunities for teachers.			End of Year		4/2/2013	143SQI3A5209		N/A			0	\$0.00

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

### Strategic Priority A. Family & Community Engagement

School: Montclair Elementary

Principal: NANCY BLOOM

#### From OUSD Strategic Plan:

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

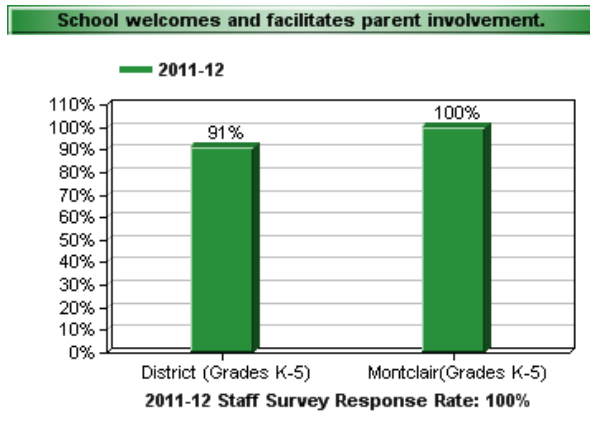
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

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

A quality school...

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

#### Survey - Welcoming



**Data Analysis**

- \*We have very active parent involvement through PTA, Dad's club, Earth lab, library, art and music groups. \*We currently log over 20,000 hours of volunteer in the classroom hours annually.
- \*Our otterwalk, our largest fundraiser, enjoyed by 97% participation by students and families this year. \*Family fun day annually has over 800 people attend. \*Over 80% of our families are members of the PTA.
- \*PTA meetings boast attendance monthly between 50-120 people; over 250 when an outside speaker is engaged. \*Greater than 98% of our families attend at least one of our 3 back to school nights. \*all classes have at least 5 active committee member

**Theory of Action**

- If we continue to be responsive to the needs and desires of our community with topics and scheduling THEN we will continue to have high participation by families.
- if we continue to get parents involved early in their child's educational journey through play dates in the park, math edu and the new parent mixer THEN the families will feel welcome and continue to participate.
- If we continue to have a visible, available principal THEN parents will feel encouraged to speak up and be heard.
- If we continue our outreach by Dad's club, PTA, and other communittes and groups THEN families will continue to be actively engaged
- if we continue to use culturally responsive teaching techniques, projects and activities THEN our students will feel more inclusion resulting in greater student acheivement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase student involvement in school culture and activities through Student Council, Student run newspaper, Service Learning Projects, Mentoring Programs, Buddy Classes, Creek-to-Bay and School Sports teams.					4/2/2013	143SQI4A3377		N/A			0	\$0.00
Continue to support all PTA activities					4/2/2013	143SQI4A3380		N/A			0	\$0.00
Continue to develop meaningful volunteer opportunities with and for our community partners					4/2/2013	143SQI4A3382		N/A			0	\$0.00

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

### Strategic Priority A. Strategic Operational Practices

School: Montclair Elementary

Principal: NANCY BLOOM

#### From OUSD Strategic Plan:

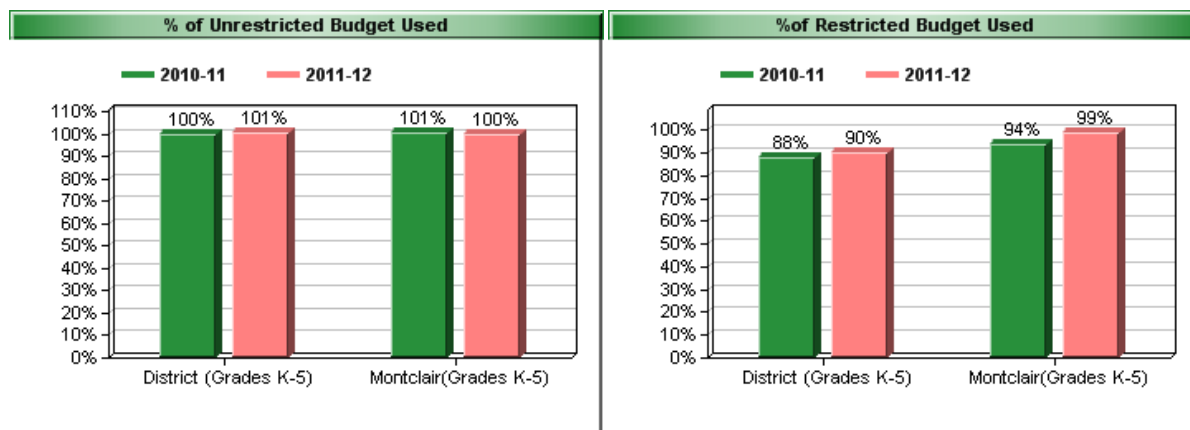
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

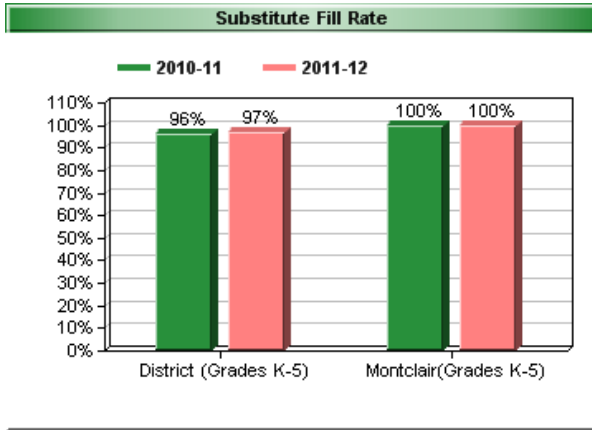
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed,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

#### Budget



#### Sub Fill Rate





**School Data**

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

**Data Analysis**


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

**Theory of Action**

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue funding TSA to work with EL students					4/2/2013	143SQI5A3393	TSA will provide intervention and front loading activities to EL students to support their academic improvement. In addition she uses language learning software to improve their EL skills.	N/A			0	\$0.00
Continue closely monitoring budget and working with FA to align use of resources with student needs.			End of Year		4/2/2013	143SQI5A5211		N/A			0	\$0.00

;

State Program	Projected Budget	Final Budget
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	<b>\$5,154.17</b>	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$5,154.17</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:** Montclair Elementary School  
**Site Number:** 143

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 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 4/2/13
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

Josie Levi  
\_\_\_\_\_  
SSC Chairperson's Name (printed)

4/3/2013  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
ELAC Chairperson's Name (printed)

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Principal Signature


Nancy Bloom  
\_\_\_\_\_  
Principal's Name (printed)

4.2.13  
\_\_\_\_\_  
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)

4/5/13  
\_\_\_\_\_  
Date

## School Site Council Membership Roster – Elementary School

**School Name:** Montclair Elementary School    **School Year** 2012-2013

<b>Chairperson:</b> <b>Josie Levi</b>	<b>Vice Chairperson:</b>
<b>Secretary:</b> <b>Yesenia Alamillo</b>	<b><u>DAC Representative:</u></b>

Check Appropriate

Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Geneva Peare	1757 Mountain Blvd, Oakland		X		
Lucina Pearson	1757 Mountain Blvd, Oakland		X		
Darrell Jenkins	6036 Mazuela Dr, Oakland				X
Gary Lee	345 Chadbourne Way, Oakland				X
Karen Nicola	1757 Mountain Blvd, Oakland		X		
Heather Hughes	1940 Gouldin Rd, Oakland				X
Yesenia Alamillo	1757 Mountain Blve, Oakland			X	
Esther Gulli	7014 Paso Robles Dr, Oakland				X
Josie Levi	2167 Anderson St, Oakland				X
Nancy Bloom	1757 Mountain Blve, Oakland	X			
Ken Sorey (ALT)	32 Evirel Place, Oakland				X
Sheila Jones (ALT)	192 Villanova Dr, Oakland				X
Maggie Rogers (ALT)	5828 Colton Blvd, Oakland				X
<b>DAC Representative</b>					
Home Ph.	Email:				

### Meeting Schedule

- 1-Principal
- 3-Classroom Teachers
- 1-Other Staff
- 5-Parent /Community

#### **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.

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

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

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

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

- student achievement data
  - Family Involvement Policy
  - Family-School Compact
  - Teacher Status
  - School goals and Priorities
- 2) Montclair Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
    - distribute in take-home packets, newsletters and electronically
    - distribute in start-of-school registration packets
    - post on school bulletin boards
    - share during monthly family events
  - 3) Montclair Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
    - Based on family surveys and other data collected in family meetings, the SSC will make revisions to the Family Involvement Policy and Site Plan as needed. Reviews of Family Involvement Policy will occur at least once per trimester.
  - 4) Montclair Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
    - At Back to School Night and Open House, teachers formally present their academic program

- Student work on bulletin boards reflects a detailed explanation of the standard being taught and students' current levels of performance
  - At monthly family events, families may participate in activities carefully aligned to the classroom academic program
  - In the monthly newsletter, teachers outline the specific academic goals they are pursuing in that month
- 5) Montclair Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Invitations published in newsletters
  - Family-School Meetings and Conferences
- 6) Montclair Elementary School will submit to the district any parent comments if the Single Plan for Student Achievement (SPSA) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
- Written notification will be sent to the Network Executive Officer with a plan for addressing the unsatisfactory portions of the plan

## Montclair Elementary School Compact

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

### Staff Pledge:

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

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

### Student Pledge:

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

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

### Family/Parent Pledge:

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

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



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

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Student

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Teacher

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Parent/Guardian