

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Horace Mann Elementary School

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Horace Mann Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Horace Mann Elementary

6001929

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

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

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

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

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Horace Mann Elementary School is located in the Fairfas district of East Oakland. The Administration and Classroom Buildings were erected in 1961 and recently modernized in 2006. Currently, there are 330 students enrolled at Horace Mann. Approximately 53% of students are Latino, 33% African-American, 14% Asian/Pacific Islander, and 2% unknown. Over 85% of students qualify for free/reduced lunch. 17 classroom teachers are on staff. Other support staff include Intervention/ELA TSA, STIP sub, Resource teacher (3 days), Special Ed. Instructional Assistant (3 days), Specch Therapist (2 days), Nurse (2 days), and Playworks Coach. Since spring 2004, Horace Mann test scores have modestly increased each year from 585 API to 802 API (2011). With 50% of students scoring Proficient or Advanced in ELA and 69% of students scoring Proficient or Advanced in math, as measured by 2010 CST, Horace Mann exited Program Improvement. We have maintained academic achievement in 2011.

VISION

Our vision is to provide a safe, welcoming community in which parents, students, and teachers work together within a rigorous academic environment to develop excellent, responsible and creative learners.

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 2012-13, Horace Mann staff will continue transitioning from standards-based curriculum to balanced literacy and balanced math programs. We also will continue to transition into the Common Core Standards. To determine areas of growth and areas of improvements, the staff will analyze 2012 CST data in August. We will identify ELA and math strands that need improvement and plan for the first trimester. Three times a year, after each benchmark assessment in ELA, math, and DIBELS, we will conduct a Grade Level Academic Accountability Conference (GLAAC). At the GLAACs, benchmark data is used: * to monitor our progress in ELA and Math via Data Wall in Principal's office, * to identify students who need intervention, * to identify standards for more intense instruction, * and to identify successful instructional strategies for direct instruction of standards. At the next PLC meeting, teachers identify three key standards for the new trimester, identify what mastery looks like, and backwards-map the standard. Also, on a weekly basis (during PLCs), teachers will participate in mini-data inquiry cycles which includes data analysis of a standards-based quiz in ELA and math, lesson planning, and creation of new quiz. The principal meets with all grade levels during PLCs to monitor progress and to provide support and feedback. Benchmark data is presented to parents at monthly SSC meetings and in the monthly newsletter.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Horace Mann Elementary

Principal: ALANNA LIM

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

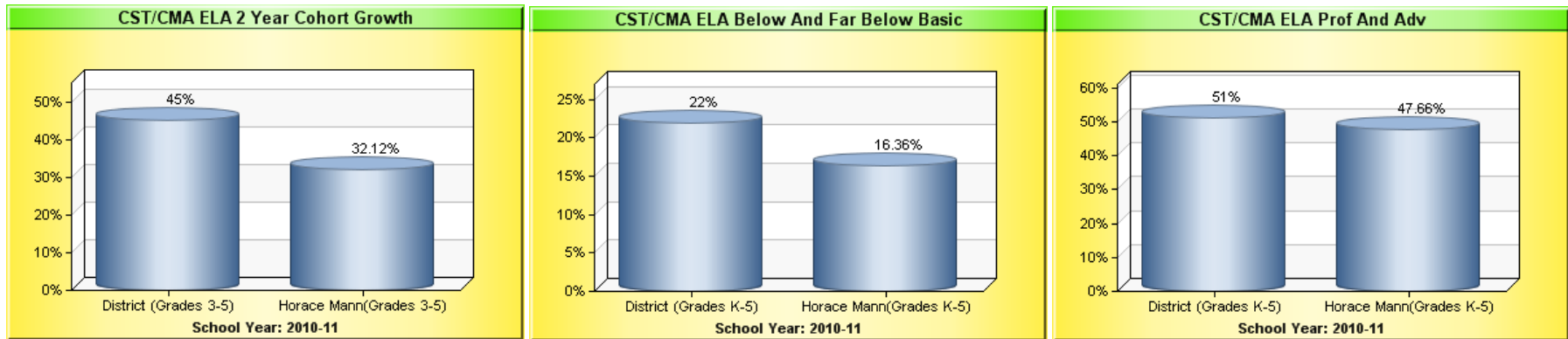
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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



School Data

- Based on 2011 CST data, 48% of students scored Proficient or Advanced in ELA, a decrease of 2.6 % from 2010. For our subgroups, Latinos outscored African-American students by 22%.

Data Analysis

- Schoolwide, 42% of students scored Proficient and Advanced, as measured by 2012 Mid-year ELA Benchmark Assessment.
- 45% of Latino students scored Proficient and Advanced, and 42% of African-American students scored Proficient and Advanced on the Mid-year Assessment.

Theory Action

- Based on 2011 CST data, the schoolwide goal is 55% of students will score Proficient and Advanced; to narrow the achievement gap between African-Americans and Latinos by 10%.
- During weekly grade-level PLCs, teachers will focus on refining trade book lessons and creating appropriate questions.
- Teachers will also align trade books with OCR and Common Core Standards.
- Teachers will also create weekly assessment which focuses on key standards and analyze data from the previous weekly assessment.
- Intervention TSA will provide vocabulary and reading comprehension strategies to small grade-level groups.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|--|--------------|-----------|---------------------|----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| Weekly grade-level PLCs to plan trade books lessons, align with OCR and Common Core Standards, and analyze and create weekly assessment. | District benchmarks, weekly assessments | All Students | Year-long | Principal, teachers | 5/9/2012 | 136SQI1A281 | Weekly PLCs. | N/A | | | 0 | \$0.00 |
| Implement trade books 2 days per week, and OCR 3 days per week. | Weekly assessments, benchmark assessments, CST | All Students | Year-long | Principal, teachers | 5/9/2012 | 136SQI1A3141 | | N/A | | | 0 | \$0.00 |
| Apply comprehension and writing skills to trade books; include standards-based lesson aligned with | Weekly assessments, district benchmarks, | All Students | Year-long | Principal, teachers | 5/9/2012 | 136SQI1A3140 | | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|--|---|--------------|-----------|-----------|----------|--------------|----------------------------------|----------------|---------------|--|---|------------|
| OCR. | CST | | | | | | | | | | | |
| Extended contracts for teachers to plan during 4th Wednesday of the month. | Weekly assessments, district benchmarks, CST. | All Students | Year-long | Principal | 5/9/2012 | 136SQ11A4020 | Extended contracts for teachers | N/A | | | 0 | \$0.00 |
| Supplemental ELA materials. | Weekly assessments, district benchmarks, CST | All Students | Year-long | Principal | 5/9/2012 | 136SQ11A3139 | Purchase instructional supplies | 3010-Title I | 4310-SUPPLIES | | 0 | \$5,558.11 |
| Supplemental ELA materials. | Weekly assessments, district benchmarks, CST | All Students | Year-long | Principal | 5/9/2012 | 136SQ11A4372 | Purchase instructional supplies | 7090-EIA - SCE | 4310-SUPPLIES | | 0 | \$4,604.12 |
| Supplemental ELA materials. | Weekly assessments, district benchmarks, CST | All Students | Year-long | Principal | 5/9/2012 | 136SQ11A4373 | Purchase instructional supplies. | 7400-QEIA | 4310-SUPPLIES | | 0 | \$1,241.25 |
| Grade Level Academic Accountability Conferences after each benchmark assessment. | Benchmark assessments; DIBELS | All Students | Year-long | Principal | 5/9/2012 | 136SQ11A3138 | | N/A | | | 0 | \$0.00 |
| K-1 DIBELS assessments on Palms. | DIBELS assessments | All Students | Year-long | Principal | 5/9/2012 | 136SQ11A4019 | DIBELS assessment | 3010-Title I | 4310-SUPPLIES | | 0 | \$3,100.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Horace Mann Elementary

Principal: ALANNA LIM

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

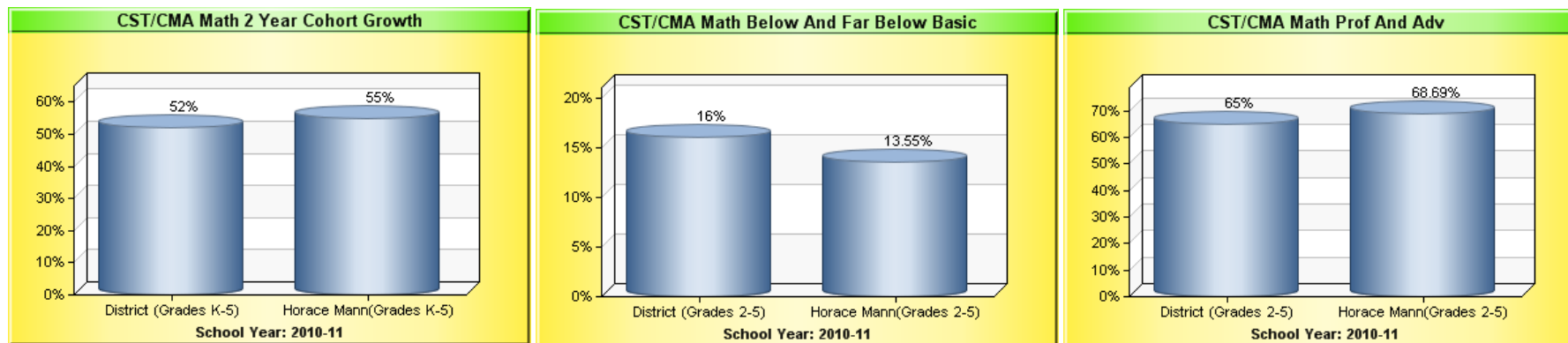
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

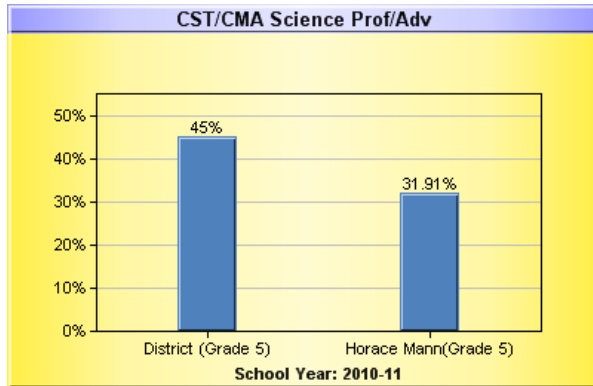
District-level Goals

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

School Federal and State Academic Achievement Goals:

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





School Data

- 69% of students scored Proficient and Advanced on the 2011 CST, which is the same as 2010; 14% of students scored FBB and BB and 2011 CST, which is an increase of 2.6% from 2010.
- Latino students outscored African-American students by 19% (75% and 56% Proficient and Advanced, respectively).

Data Analysis

- Schoolwide, 57% of students scored Proficient or Advanced on the Mid-year Math Benchmark Assessment; 10% decrease from the Fall Assessment.
- 65% of Latino students scored Proficient and Advanced, and 47% of African-American students scored Proficient and Advanced.

Theory Action

- Horace Mann will continue Swun math to build a strong foundation.
- Moving towards Common Core Standards, teachers will continue Assessment for Learning strategies to focus on short answer math problems and performance tasks.
- During weekly grade-level PLCs, teachers will plan and refine performance tasks.
- Teachers will do one performance task per unit.
- Based on 2011 CST data, 80% of students will score Proficient and Advanced in Math schoolwide; students will increase achievement in science by 10%.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|--|--------------|-----------|-----------------------------|-----------|--------------|--|----------------|-----------|------------|-----|---------------|
| EEIP teacher to provide support for weekly math PLCs. | CST, District benchmark assessments | All Students | Year-long | Principal, Intervention TSA | 4/18/2012 | 136SQI1B284 | EEIP teacher to provide release time for PLCs. | 7090-EIA - SCE | | TCEEIP0046 | 0.4 | \$35,018.57 |
| Teachers will refine and plan during weekly grade-level PLCs, analyze data, and create weekly assessments. | District benchmark assessments, weekly assessments | All Students | Year-long | Principal, teacher | 4/18/2012 | 136SQI1B286 | Weekly PLCs. | N/A | | | 0 | \$0.00 |
| Grade Level Academic Accountability Conferences after each benchmark assessment. | Benchmark assessments | All Students | Year-long | Principal | 4/18/2012 | 136SQI1B3142 | | N/A | | | 0 | \$0.00 |
| Assessment for Learning PD | District benchmarks, MARS | All Students | Year-long | Principal | 4/18/2012 | 136SQI1B3147 | | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Horace Mann Elementary

Principal: ALANNA LIM

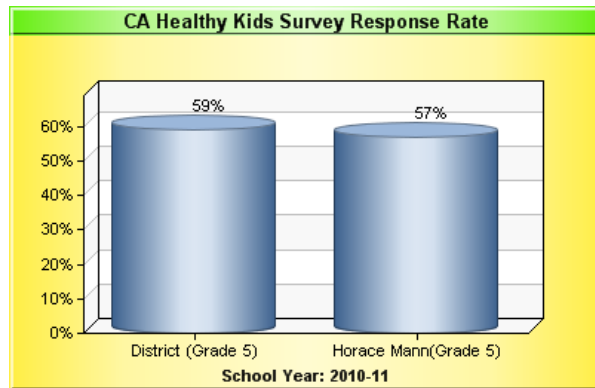
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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



Theory Action

- Horace Mann will invite incoming kindergarten parents to Open House in June. Parents will learn are pre-K skills they can work on during the summer.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------|------------------|-----------|-----------------------|----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| Informational meeting for incoming kindergarten parents. | CHKS | Pre-Kindergarten | June 2013 | Principal, K teachers | 4/2/2012 | 136SQ11C3143 | | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Horace Mann Elementary

Principal: ALANNA LIM

School Quality Standards relevant to this Strategic Priority

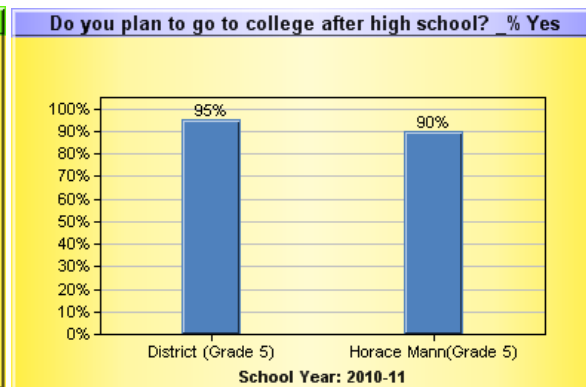
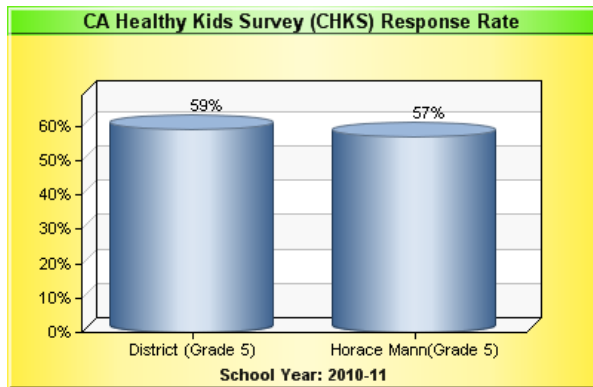
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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

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



School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Horace Mann Elementary

Principal: ALANNA LIM

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

Data Analysis

- 36% of students scored Basic on the 2011 CST in ELA. Intervention is needed to move students who are scoring close to Proficient.

Theory Action

- Lower classes in upper grades (gr. 4-5) for teachers to provide intervention to targeted students in ELA and math.
- Maintain 20 to 1 class size in lower grades (K-3) for teachers to provide intervention to targeted students in ELA and math.
- Intervention TSA to provide small group instruction on vocabulary and reading comprehension to students who scored Basic.
- Intervention TSA to provide ELD to newcomers.
- All students (Latino, African-American, and Tongan) participate in ELD to increase language skills and vocabulary; ELD is leveled by grade level.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-------------------------------------|--------------|-----------|-----------|----------|-------------|---|----------------|-----------|------------|------|---------------|
| Class-size reduction in upper grades. | CST, district benchmark assessments | All Students | Year-long | Principal | 5/9/2012 | 136SQI1E808 | Class-size reduction in upper grades. | 3010-Title I | | TCSHLT0132 | 0.5 | \$33,084.30 |
| Class-size reduction in upper grades. | CST, district benchmark assessments | All Students | Year-long | Principal | 5/9/2012 | 136SQI1E829 | Class-size reduction in upper grades. | 7090-EIA - SCE | | K12TCH1007 | 0.15 | \$8,613.35 |
| Maintain 20 to 1 class sizes in lower grades. | CST, district benchmark assessments | All Students | Year-long | Principal | 5/9/2012 | 136SQI1E805 | Maintain 20 to 1 class sizes in lower grades. | 7400-QEIA | | TCSHLT0140 | 1 | \$63,692.34 |
| Maintain 20 to 1 class sizes in lower grades. | CST, district benchmark assessments | All Students | Year-long | Principal | 5/9/2012 | 136SQI1E806 | Maintain 20 to 1 class sizes in lower grades. | 7400-QEIA | | TCSHLT0024 | 1 | \$54,854.09 |
| Maintain 20 to 1 class sizes in lower grades. | CST, district benchmark assessments | All Students | Year-long | Principal | 5/9/2012 | 136SQI1E809 | Maintain 20 to 1 class sizes in lower grades. | 3010-Title I | | TCSHLT0451 | 0.1 | \$10,156.93 |
| Maintain 20 to 1 class | CST, district | All | | | | | Maintain 20 to 1 class | | | | | |

| | | | | | | | | | | | | |
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| sizes in lower grades. | benchmark assessments | Students | Year-long | Principal | 5/9/2012 | 136SQ1E1929 | sizes in lower grades. | 7400-QEIA | | TCSHLT0451 | 0.77 | \$78,208.32 |
| Intervention TSA to provide small group instruction. | CST, district benchmark assessments | FBB, BB and BAS | Year-long | Principal, Intervention TSA | 5/9/2012 | 136SQ1E810 | Intervention TSA | 3010-Title I | | T10TSA0140 | 0.5 | \$50,547.60 |
| Intervention TSA to provide ELD to newcomers and targeted ELLs. | CELDT, district benchmark assessments. | English Learners | Year-long | Principal, Intervention TSA | 5/9/2012 | 136SQ1E811 | Intervention TSA | 7091-EIA - LEP | | T10TSA0140 | 0.4 | \$40,438.08 |
| Supplemental ELD materials. | CELDT, ELD assessments | English Learners | Year-long | Principal | 5/9/2012 | 136SQ1E4021 | Purchase ELD materials. | 7091-EIA - LEP | 4310-SUPPLIES | | 0 | \$4,646.49 |
| Supplemental ELD materials. | CELDT, ELD assessments | English Learners | Year-long | Principal | 5/9/2012 | 136SQ1E4374 | | N/A | | | 0 | \$0.00 |
| STIP to provide coverage during PLCs and to provide intervention during the school day. | CST, district benchmarks | FBB, BB and BAS | Year-long | Principal | 5/9/2012 | 136SQ1E1941 | STIP | N/A | | | 0 | \$0.00 |
| GATE - identified teacher to provide additional challenge work for identified GATE students. | CST, identified GATE students | GATE | Year-long | Principal/Lynch | 5/9/2012 | 136SQ1E3144 | | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Horace Mann Elementary

Principal: ALANNA LIM

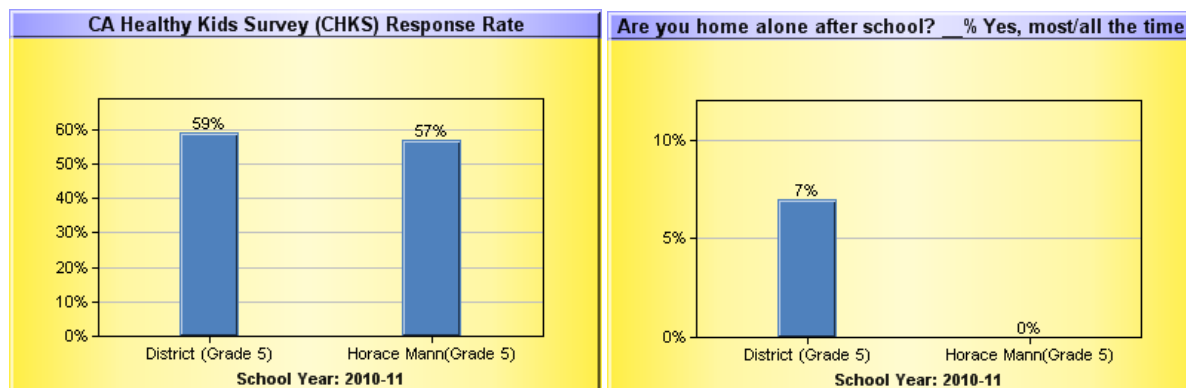
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Data Analysis

- Based on scaled score comparisons, students in Target 50 averaged 40 points more than non-Target 50 students.
- Based on Matched Cohort scores, 47% of 3rd grade students increased achievement in reading comprehension, as measured by 2011 CST.
- Based on Matched Cohort scores, 75% of 4th grade students increased achievement in reading comprehension, as measured by 2011 CST.
- Based on Matched Cohort scores, 63% of 5th grade students increase achievement in reading comprehension, as measured by 2011 CST.

Theory Action

- 15 classroom teachers, EEIP, and STIP sub provide reading comprehension intervention after school to small groups of students. Classroom teachers choose 6 low-performing students from their classroom to participate in Target 50.
- STIP provides math intervention to 5th graders. EEIP provides computer instruction for siblings of students in Target 50.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|------------------------|---------------------------|----------|----------|-----------|-----------|-------------|-----------------------|---------------------|-----------|----------|-----|---------------|
| Target 50 After-school | CST, District benchmarks, | FBB, BB | November | Principal | 4/30/2012 | 136SQ1F1099 | Extended contract for | Funded by Community | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|--|------------------|--------------|-----------|-------------------|-----------|--------------|----------------------|------------------|--|--|---|--------|
| Program | SRI | and BAS | to April | | | | teachers | Partner | | | | |
| Learning for Life After-school Program | Attendance, CHKS | All Students | Year-long | Learning for Life | 4/30/2012 | 136SQ11F4013 | After-school program | Non-SSC approved | | | 0 | \$0.00 |

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

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

School: Horace Mann Elementary

Principal: ALANNA LIM

School Quality Standards relevant to this Strategic Priority

A quality school...

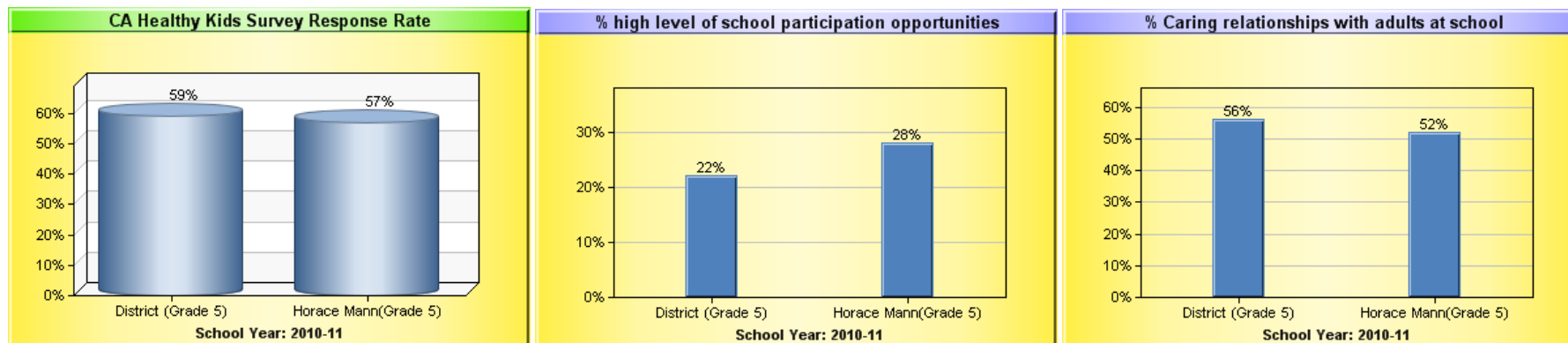
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

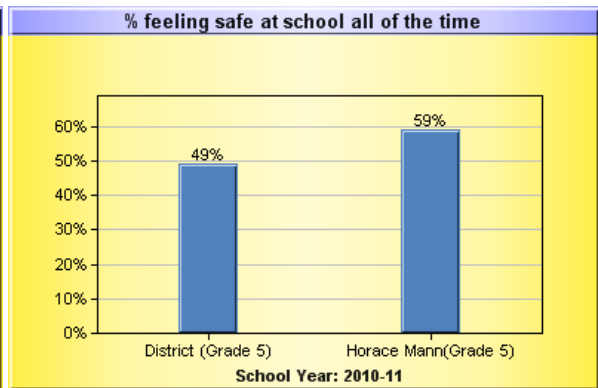
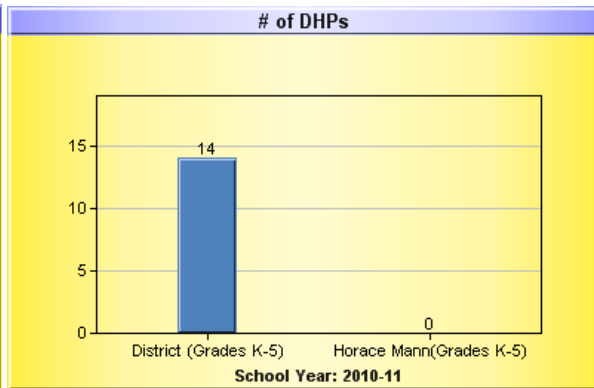
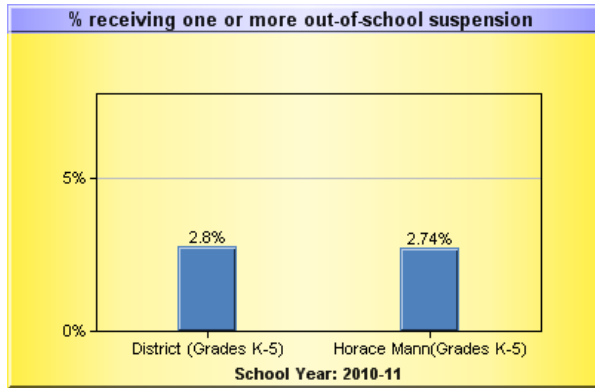
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





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

Strategic Priority B. Health & Wellness

School: Horace Mann Elementary

Principal: ALANNA LIM

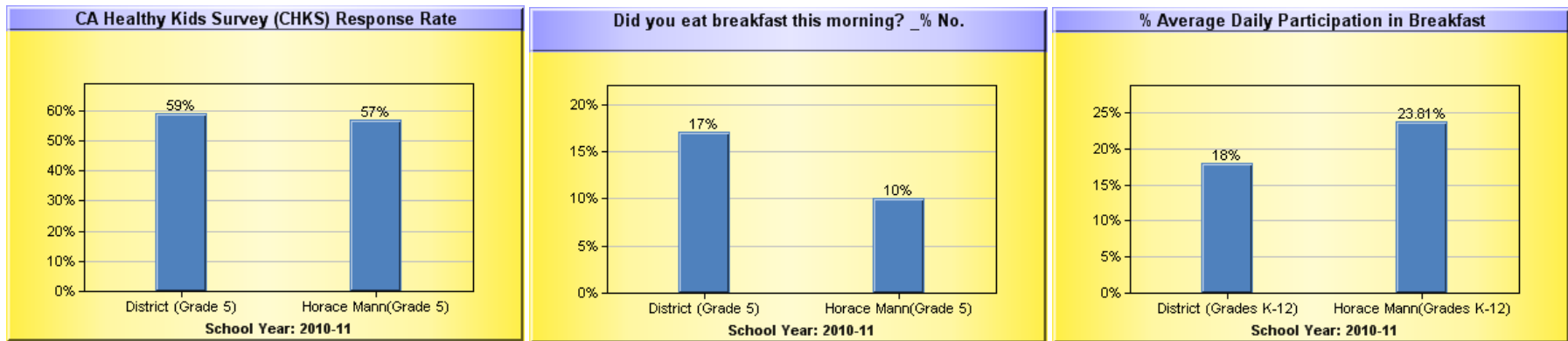
School Quality Standards relevant to this Strategic Priority

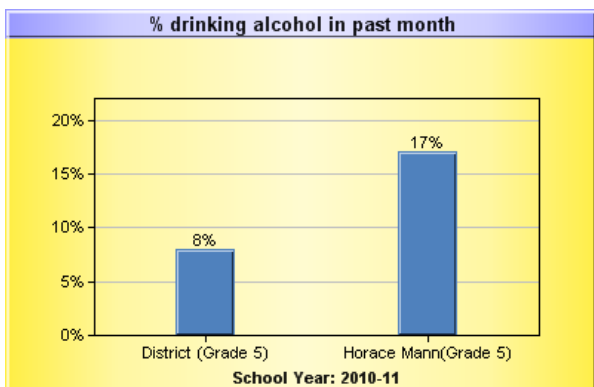
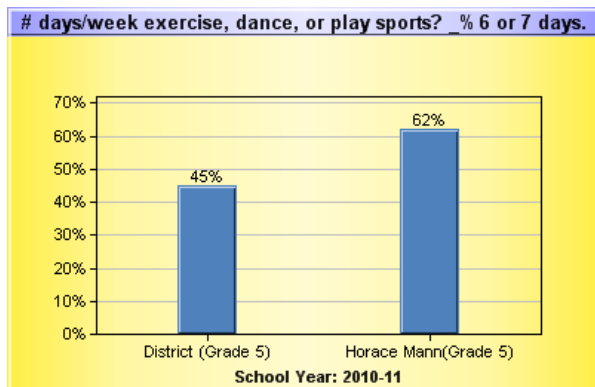
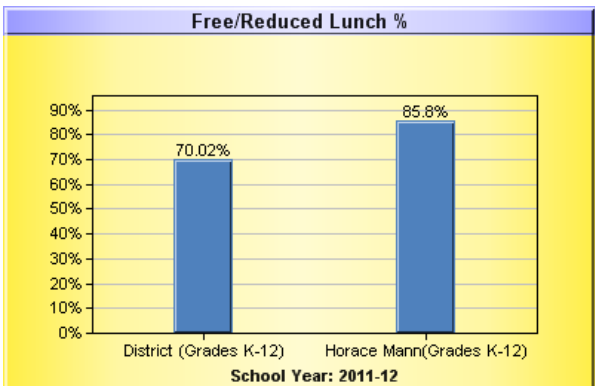
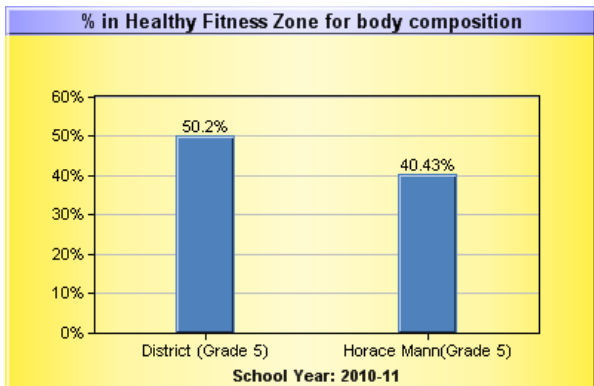
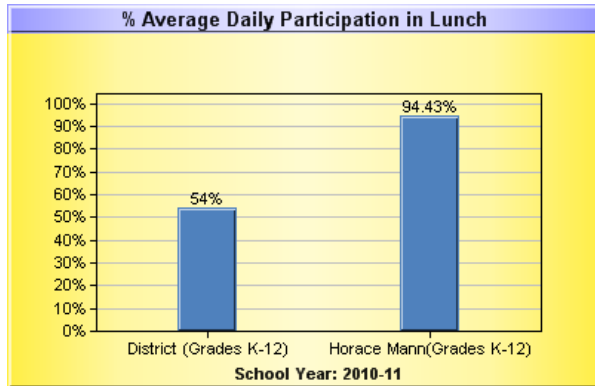
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

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





Data Analysis

- In 2011-12, social conflicts between groups of girls increased.
- In 2011-12, social conflicts between boys increased.

Theory Action

- Counseling services are needed to provide support and assistance to our community.
- Second Step will be used to help students with social cues and interactions.
- Alameda County Nutrition Services are providing healthy snacks for students 4x per week to promote healthy living.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------|--------------|-----------|-----------|----------|--------------|-------------------------------|-------------|-----------|----------|-----|---------------|
| Ann Martin Center to provide counseling. | CHKS | All Students | Year-long | Principal | 5/1/2012 | 136SQI2B3146 | Ann Martin Center | N/A | | | 0 | \$0.00 |
| Alameda County Nutrition Services to provide healthy snacks. | CHKS | All Students | Year-long | Principal | 5/1/2012 | 136SQI2B4052 | Salad bar and healthy snacks. | N/A | | | 0 | \$0.00 |

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Horace Mann Elementary

Principal: ALANNA LIM

School Quality Standards relevant to this Strategic Priority

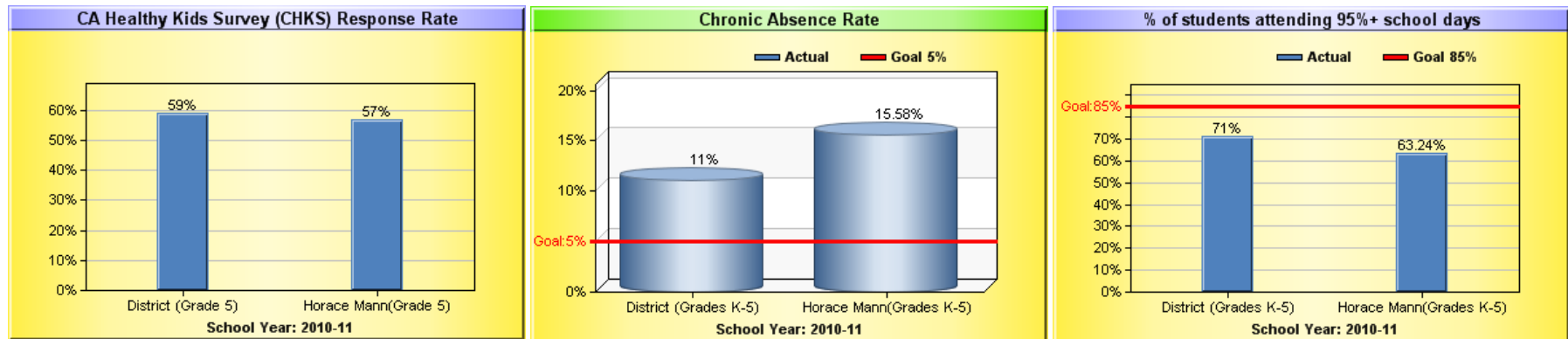
A quality school...

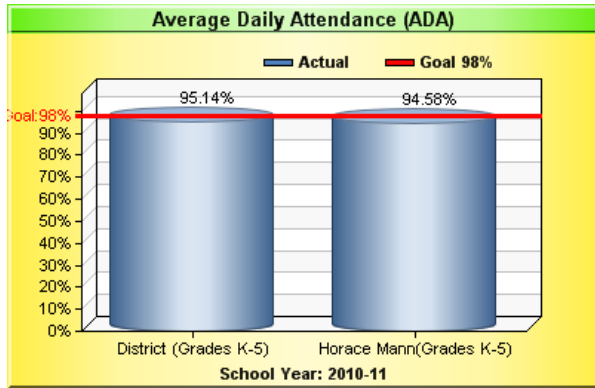
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

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

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





School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Horace Mann Elementary

Principal: ALANNA LIM

School Quality Standards relevant to this Strategic Priority

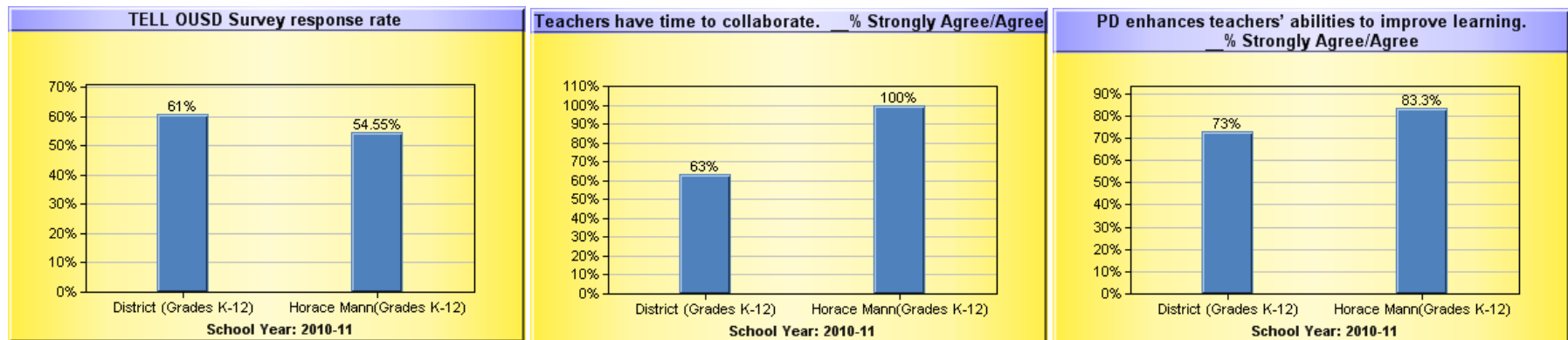
A quality school...

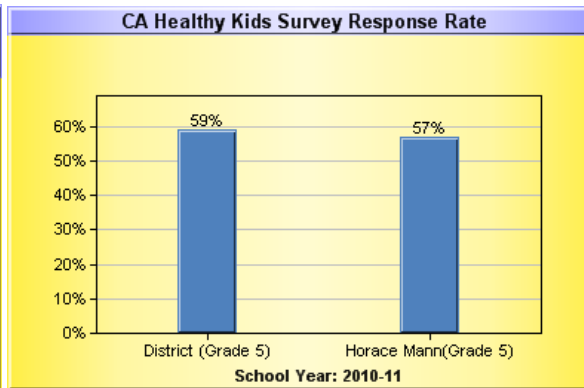
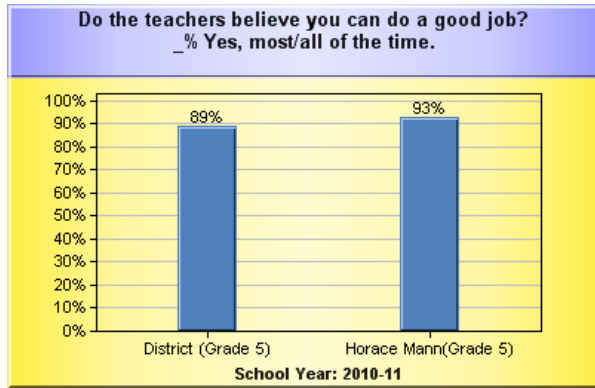
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

From OUSD Strategic Plan:

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

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





Theory Action

- PLCs are invaluable to our work in planning and refining lesson, and analyzing data to target specific skills and to identify high-leverage activities.
- As part of the Math Cohort, identify a teacher from each grade level to participate in HM Math Team. Teachers will attend district PD and help circuit refine implementation.
- As part of the Math Cohort, all teachers will receive the same PD and will have a common understanding of our work in math.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|-------------------------------------|--------------|-----------|-----------|-----------|--------------|------------------|-------------|-----------|----------|-----|---------------|
| Weekly ELA PLC. | District benchmarks, weekly quizzes | All Students | Year-long | Principal | 4/30/2012 | 136SQI3A3149 | | N/A | | | 0 | \$0.00 |
| Weekly Math PLCs - see Accelerating Student Achievement. | District benchmarks, weekly quizzes | All Students | Year-long | Principal | 4/30/2012 | 136SQI3A3150 | | N/A | | | 0 | \$0.00 |
| Math Team to include one teacher from each grade level. | Benchmark assessments | All Students | Year-long | Principal | 4/30/2012 | 136SQI3A4014 | Math Team | N/A | | | 0 | \$0.00 |

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

Strategic Priority A. Family & Community Engagement

School: Horace Mann Elementary

Principal: ALANNA LIM

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

Theory Action

- Provide trainings and workshops on ELA and math to increase understanding of academics.
- Provide opportunities for parents to visit classrooms with a lens on instruction.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|--------------------------------|--------------|-----------|----------------------|----------|--------------|-------------------|-------------------------------------|---------------|----------|-----|---------------|
| Bilingual Clerk to provide translation and other support services. | CHKS | All Students | Year-long | Principal | 5/9/2012 | 136SQI4A1100 | Bilingual Clerk | Non-SSC approved | | | 0 | \$0.00 |
| Provide trainings and workshops for parents. | Attendance at parent meetings. | All Students | Year-long | Principal, SSC Chair | 5/9/2012 | 136SQI4A4375 | Purchase supplies | 9901-Title I - Parent Participation | 4310-SUPPLIES | | 0 | \$2,306.45 |

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Horace Mann Elementary

Principal: ALANNA LIM

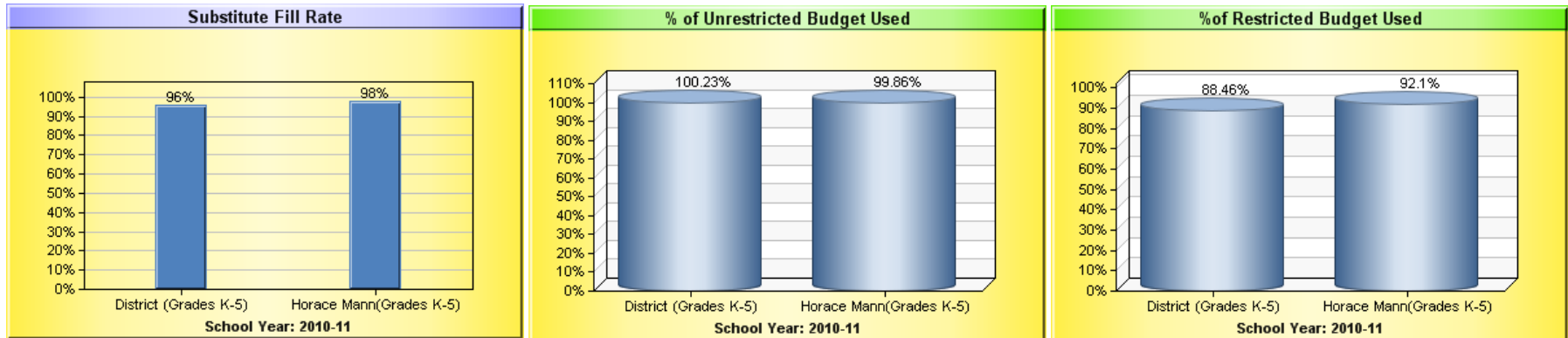
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

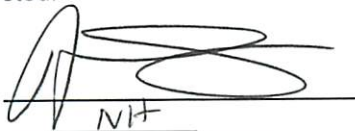
**School Site: Horace Mann
Site Number: 136**

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on Apr. 4, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on Apr. 4, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

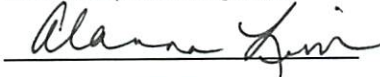
Nikia Harris

SSC Chairperson's Name (printed)

Date

4-30-12

ELAC Chairperson's Signature



Principal Signature

ELAC Chairperson's Name (printed)

Alanna Lim

Principal's Name (printed)

Date

4/30/12

Date

Executive Officer's Signature



Director, State & Federal Compliance Signature

Janette Hernandez

Executive Officer's Name (printed)

Susana Ramirez

Director, State & Federal's Name (printed)

Date

05/15/2015
6/8/12

Date

School Site Council Membership Roster – Elementary School

School Name: _____ Horace Mann _____

School Year ___2011-12_____

| | |
|-------------------------------------|---|
| Chairperson: Nikia Harris | Vice Chairperson: Angelica Segura |
| Secretary: Bonnie Forbes | <u>DAC Representative:</u> |

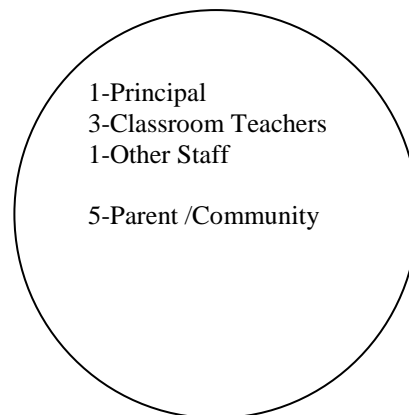
Check Appropriate Representation

| Members' Names | Address | Principal | Classroom Teacher | Other Staff | Parent/Comm |
|---------------------------|--------------------------------|-----------|-------------------|-------------|-------------|
| Alanna Lim | 5222 Ygnacio Ave., Oakland, CA | X | | | |
| Sandra Andrade | 5222 Ygnacio Ave., Oakland CA | | | x | |
| Bonnie Forbes | 5222 Ygnacio Ave., Oakland, CA | | X | | |
| Alex Forbes | 5222 Ygnacio Ave., Oakland, CA | | X | | |
| Yvonne Prospato | 5222 Ygancio Ave., Oakland, CA | | X | | |
| Nikia Harris | 5222 Ygancio Ave., Oakland, CA | | | | X |
| Angelica Segura | 5222 Ygancio Ave., Oakland, CA | | | | X |
| Yvonne Reynolds | 5222 Ygancio Ave., Oakland, CA | | | | X |
| Socorro Ramirez | 5222 Ygancio Ave., Oakland, CA | | | | X |
| Ana Calvillo | 5222 Ygancio Ave., Oakland, CA | | | | X |
| | | | | | |
| | | | | | |
| DAC Representative | | | | | |
| | | | | | |
| Home Ph. | Email: | | | | |

| | |
|-------------------------|--|
| Meeting Schedule | 1st Wednesday of each month at 8:30 AM |
|-------------------------|--|

SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2012 - 2013

Involvement of Parents in the Title I Program

Horace Mann Elementary School agrees to implement the following statutory requirements:

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

Building Parent Capacity for Involvement

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

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - Annual Title 1 Meeting – to disseminate information regarding Title 1 expenditures and alignment to Single Plan for Student Achievement.
 - Community Data Night – to disseminate and explain CST results.
 - Back To School Night – to inform parents of grade-level standards and district – approved curriculum.
 - SSC Meetings – to disseminate information regarding categorically funded programs and expenditures, and alignment to Single Plan for Student Achievement; to gather input from parents regarding SPSA.
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress

The listed topics are provided to parents at Back To School Night, parent conferences after the first two report card periods, and monthly newsletters.

- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - Grade-level standards are provided at Back To School Night
 - OUSD Parent Handbook is provided at the first parent conference

- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - Professional development at the beginning of each year and before each parent conference.
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - Back To School Night
 - Parent Conferences
- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - Translation is provided at all school-wide events, parent conferences, and written communication.
 - Flyers indicating time and place for meetings are sent home via students 72 hours in advance.
 - If needed, phone calls, and home visits can be made.
- 7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - Support (translation, childcare, documentation, etc.) is provided upon request.
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

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

School-Parent Compact

Horace Mann Elementary 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.

Attach a copy of the School-Parent Compact to this policy.

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

Apr. 4, 2012 SSC Meeting

This policy was adopted by the Horace Mann Elementary School Site Council on (4/4/12) and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before Jun. 15, 2012. It will be made available to the local community on or before Jun. 15, 2012. The Horace Mann Elementary School'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)

School – Parent Compact

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

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

School Responsibilities - Horace Mann Elementary School will:

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

- Fully implement district-adopted curriculum
- Highly qualified teacher in every classroom
- Notify parents of student progress and achievement
- Use data to inform instruction

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.

Two times per year- the week after the report card period ends.

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

At the teacher's discretion.

4) Provide parents reasonable access to staff.

Teachers and administrators are always available to talk with parents by phone or by conference.

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

Parents are encouraged to volunteer and participate in their child's classroom. However, a current TB shot and appropriate behavior are required.

Parent Responsibilities –

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

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

Student Responsibilities –

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

- Do my homework every day
- Ask for help when I need it
- Read for at least 30 minutes every day outside of school
- Be respectful of all adults on school grounds
- Be in the right place at the right time