

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 Kaiser 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 Kaiser Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Kaiser Elementary

6001895

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

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

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

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

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

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

VISION

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

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Kaiser Elementary

Principal: DARREN AVENT

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.

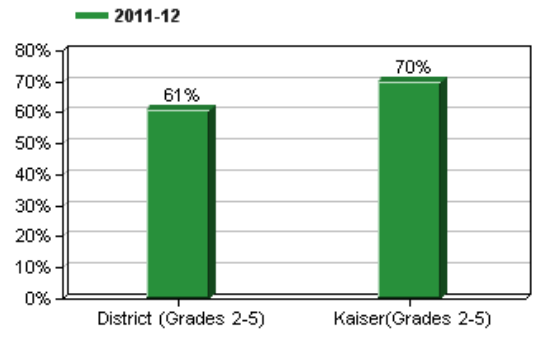
School Quality Standards relevant to this Strategic Priority

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

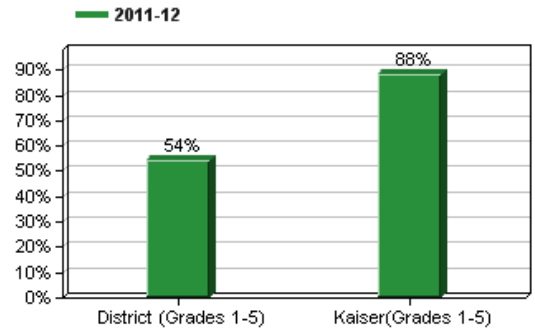
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



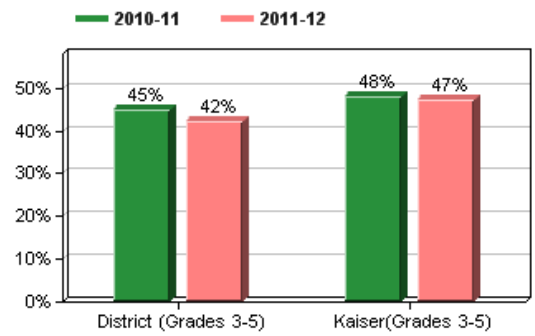
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

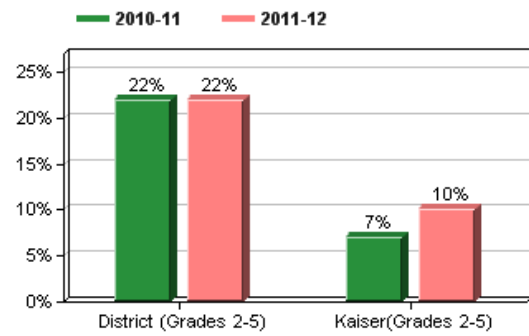


CST

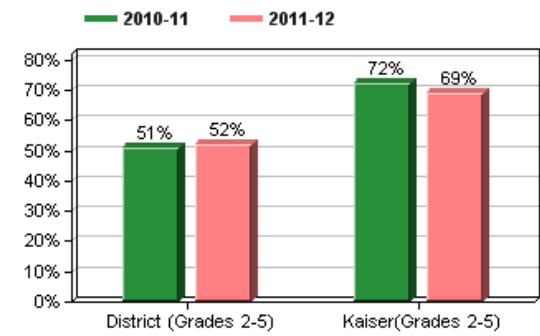
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



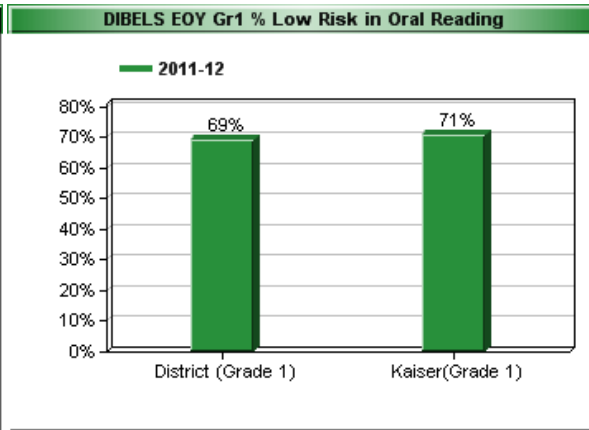
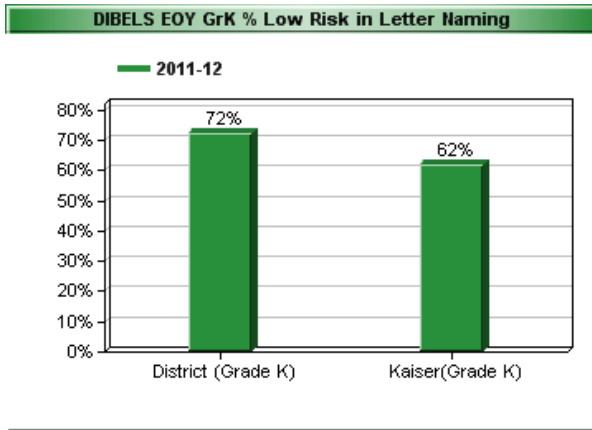
CST/CMA ELA % BB/FBB



CST/CMA ELA % Prof/Adv



DIBELS



School Data

- According to the SRI screening Kaiser only had and 0.4% increase for students at grade level in the Second Grade and a 0.6% increase for second graders one grade below reading level.
- According to the SRI screening 5th grade students achieved a 2.2% growth for students one grade below level.

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development that focus on data analysis and literacy instruction.		All Students	End of Year	Leadership Team	3/19/2013	171SQ1A488	Literacy Professional development	N/A			0	\$0.00
Use teacher collaboration time supports and identify literacy instruction.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	4/12/2013	171SQ1A490	professional Development	N/A			0	\$0.00
Consultants provide Library services and support literacy across the curriculum	SRI	All Students	Every Other Week	Other	4/12/2013	171SQ1A665	Consultatants	N/A			0	\$0.00
Professional development in PBL's and CCSS		All Students	Monthly	Principal	4/12/2013	171SQ1A664	professional Development	N/A			0	\$0.00

establish, implement and lead a Response To Intervention (RTI) team. Consultant will also provide support for English Language learners.	CELDT	English Learners	Every Marking Period	Principal	4/18/2013	171SQ11A5704	Provide supplemental instructional supplies for targeted EL academic support	7091-EIA - LEP		0	\$300.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Kaiser Elementary

Principal: DARREN AVENT

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

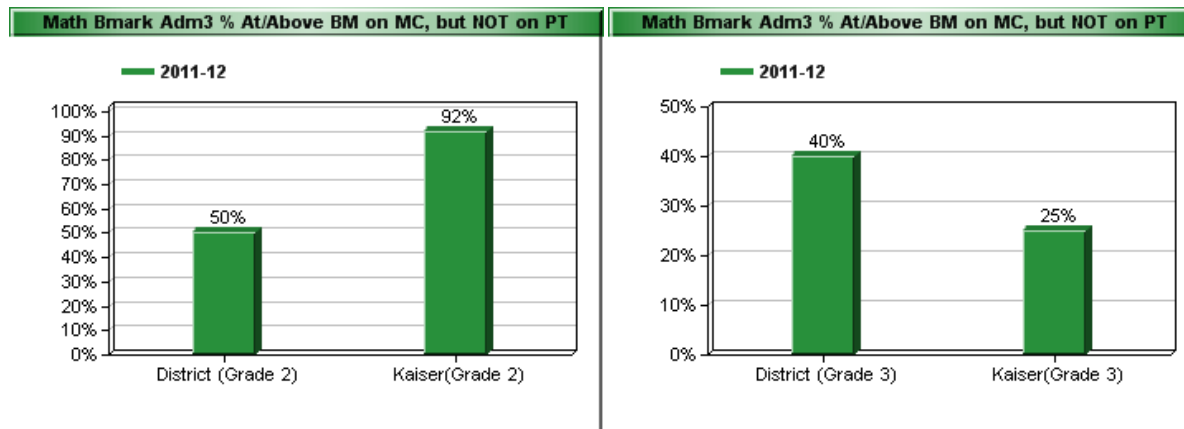
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

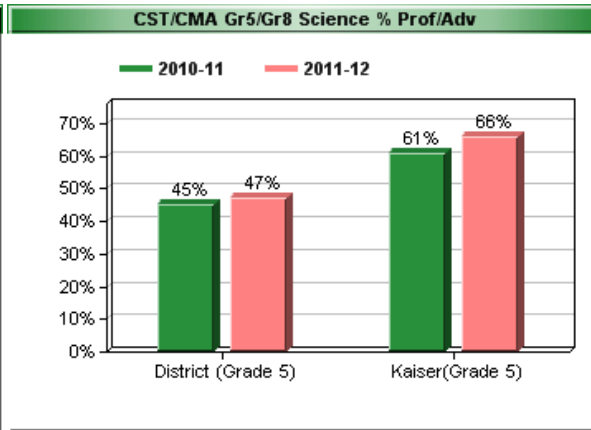
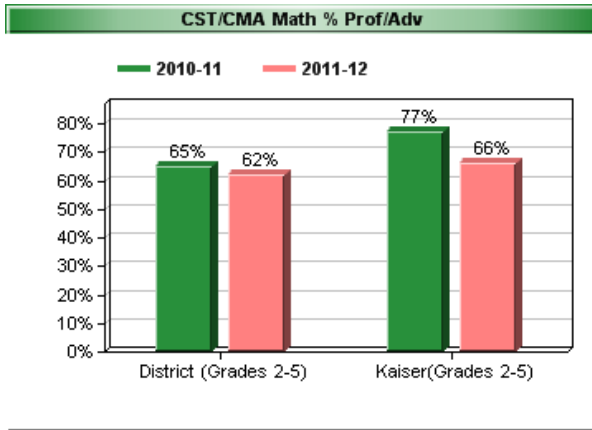
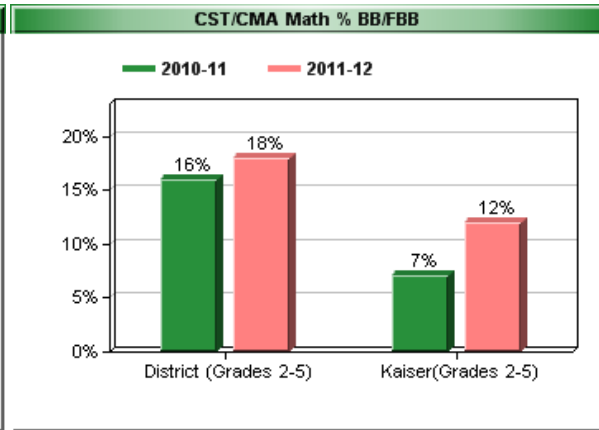
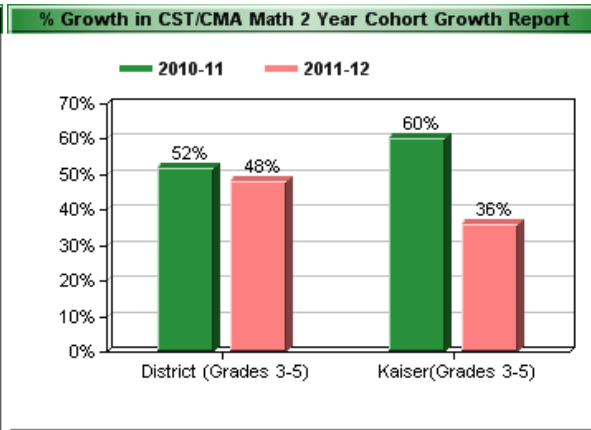
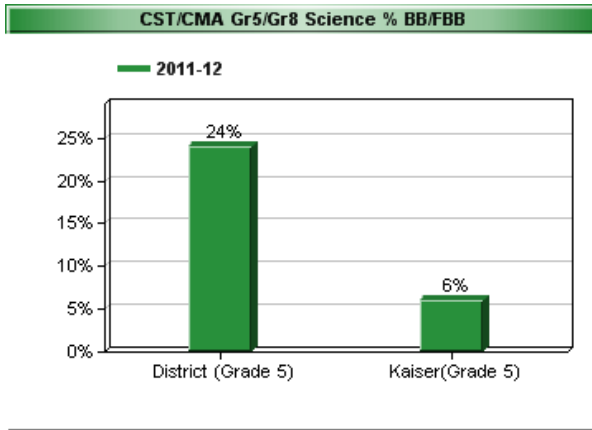
School Quality Standards relevant to this Strategic Priority

A quality school...

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

Benchmark





School Data

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

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Consultant to establish, implement and lead a Response To Intervention (RTI) team. Consultant will also provide support for English Language learners.	State tests (CST/STAR, PFT)	FBB, BB	Weekly	Other	4/18/2013	171SQ11B5697	RTI lead Consultant will provide supplemental academic intervention support to all below basic and far below basic students.	7090-EIA-SCE	5825-CONSULTANTS		0	\$39,000.00
Consultant to establish, implement and lead a Response To Intervention (RTI) team. Consultant will also provide support for English Language learners.	State tests (CST/STAR, PFT)	FBB, BB	Weekly	Principal	4/18/2013	171SQ11B5700	Provide supplemental instructional supplies for targeted academic support	7090-EIA-SCE			0	\$1,000.00
Consultant to establish, implement and lead a Response To Intervention (RTI) team. Consultant will also provide support for English Language learners.	CELDT	English Learners	Monthly	Other	4/18/2013	171SQ11B5702	Consultant will provide supplemental academic intervention support to all identified EL students.	7091-EIA-LEP			0	\$3,000.00
Consultant to establish, implement and lead a Response To Intervention (RTI) team. Consultant will also provide support for English Language learners.	CELDT	English Learners	Every Marking Period	Principal	4/18/2013	171SQ11B5704	Provide supplemental instructional supplies for targeted EL academic support	7091-EIA-LEP			0	\$300.00
Digital Arts Technology (Final Cut, Photoshop) for 4 & 5 Graders in the computer Lab		All Students	End of Year	Principal	4/12/2013	171SQ11B666	Digital Arts Technology	N/A			0	\$0.00
Use our 30 IPADS to support science and the FOSS curriculum.		All Students	Every Marking Period	Leadership Team	4/12/2013	171SQ11B4036		N/A			0	\$0.00

Montclair Park Play Date	(CHKS, etc.)	Kindergarten	Year	Other	4/12/2013	171SQ1C4114		N/A			0	\$0.00
BBQ on Roberts Park Lawn	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Other	4/12/2013	171SQ1C4115		N/A			0	\$0.00
Kindergarten Meet and Greet		Pre-Kindergarten	End of Year	Principal	4/12/2013	171SQ1C4116		N/A			0	\$0.00
Conduct surveys and meetings with OUSD to explore a TK	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Other	4/12/2013	171SQ1C4152		N/A			0	\$0.00
Professional development that focus on the CCSS and the development of a CCSS toolkit.	Grades/GPA	All Students	Weekly	Leadership Team	4/12/2013	171SQ1C5711		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Kaiser Elementary

Principal: DARREN AVENT

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.

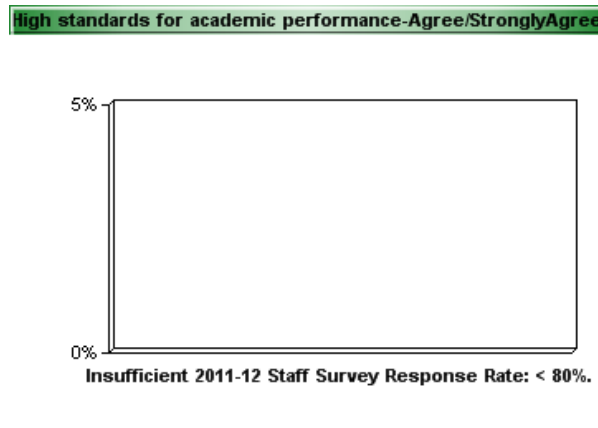
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

School Quality Standards relevant to this Strategic Priority

A quality school...

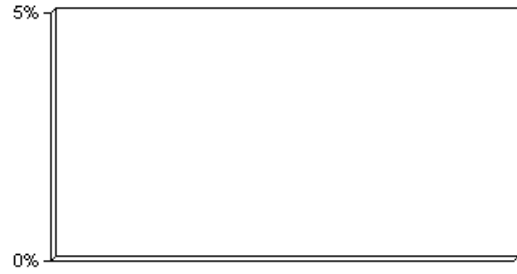
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards



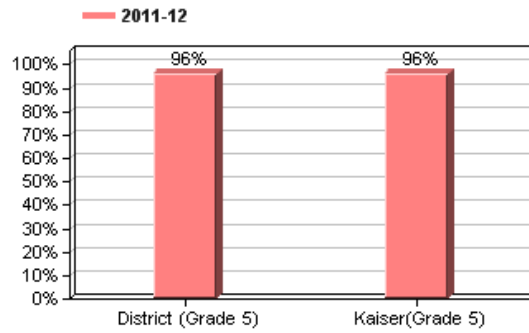
Survey - Success

School promotes academic success. __% Agree/Strongly Agree



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

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



**2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 79%**

Professional development that focus on Problem and Project Based learning.		All Students	Monthly	Principal	4/12/2013	171SQ1E4118		N/A			0	\$0.00
After school and evening PTA sponsored activities and events to foster a thriving and welcoming community.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/12/2013	171SQ1E4117		N/A			0	\$0.00
Articulating and implementing curriculum that teaches about and celebrates African American culture provides connection and engagement.		Ethnicity	End of Year	Leadership Team	4/12/2013	171SQ1E4119		N/A			0	\$0.00
Providing opportunities to synthesize and apply skills learned in the core curriculum in arts based projects, musical performances, dance and theatrical events.		All Students	End of Year		4/12/2013	171SQ1E4120		N/A			0	\$0.00
Use African American images in the visual arts, African American literature in the classroom and library, and the availability of Hip-Hop and African Dance as an after-school activity		All Students	End of Year	Other	4/12/2013	171SQ1E4121		N/A			0	\$0.00
Provide on going extended academic support for GATE students.	Local assessments (benchmarks, PWA)	GATE	Every Marking Period	Leadership Team	5/15/2013	171SQ1E6140	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into the classroom instructional program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Kaiser Elementary

Principal: DARREN AVENT

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

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

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Consultant to establish, implement and lead a Response To Intervention (RTI) team. Consultant will also provide support for English Language learners.	State tests (CST/STAR, PFT)	FBB, BB	Weekly	Other	4/18/2013	171SQI1F5697	RTI lead Consultant will provide supplemental academic intervention support to all below basic and far below basic students.	7090-EIA-SCE	5825-CONSULTANTS		0	\$39,000.00
Consultant to establish, implement and lead a Response To Intervention (RTI)	State tests						Provide supplemental instructional supplies for	7090-EIA-				

team. Consultant will also provide support for English Language learners.	(CST/STAR, PFT)	FBB, BB	Weekly	Principal	4/18/2013	171SQ1F5700	targeted academic support	SCE			0	\$1,000.00
Consultant to establish, implement and lead a Response To Intervention (RTI) team. Consultant will also provide support for English Language learners.	CELDT	English Learners	Monthly	Other	4/18/2013	171SQ1F5702	Consultant will provide supplemental academic intervention support to all indentified EL students.	7091-EIA-LEP			0	\$3,000.00
Consultant to establish, implement and lead a Response To Intervention (RTI) team. Consultant will also provide support for English Language learners.	CELDT	English Learners	Every Marking Period	Principal	4/18/2013	171SQ1F5704	Provide supplemental instructional supplies for targeted EL academic support	7091-EIA-LEP			0	\$300.00

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

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

School: Kaiser Elementary

Principal: DARREN AVENT

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: To reduce physical and verbal altercations

- Strategy 1.1: Train 5 5th graders student Conflict Managers to rotate on lunch recess duty
- Strategy 1.2: Use safety patrol members to monitor morning pickup

Goal 2: Increase family and student engagement and attachment to school

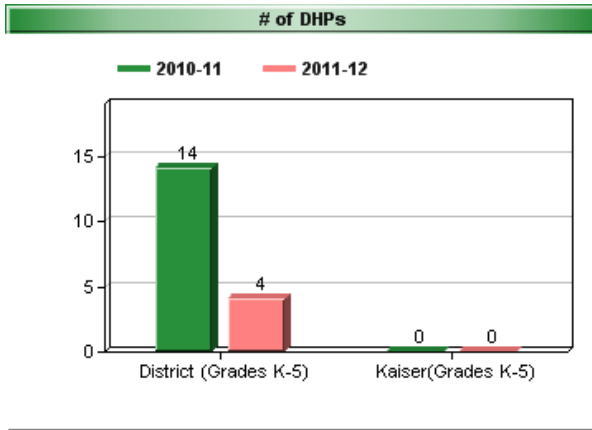
- Strategy 2.1: Implement Welcome School Community
- Strategy 2.2: Implement student safety patrol.

School Quality Standards relevant to this Strategic Priority

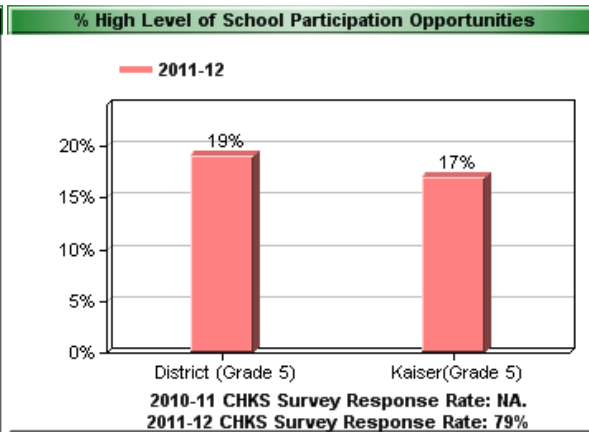
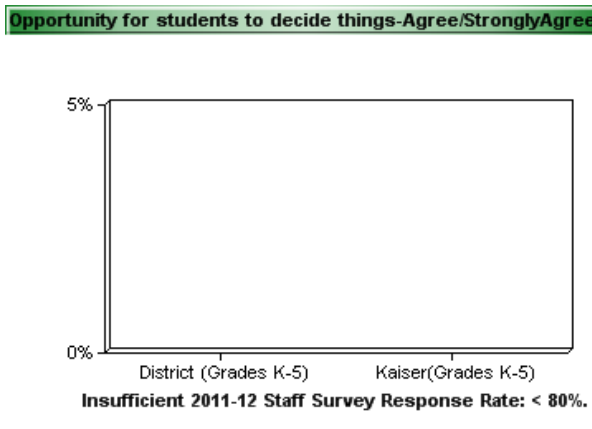
A quality school...

- 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

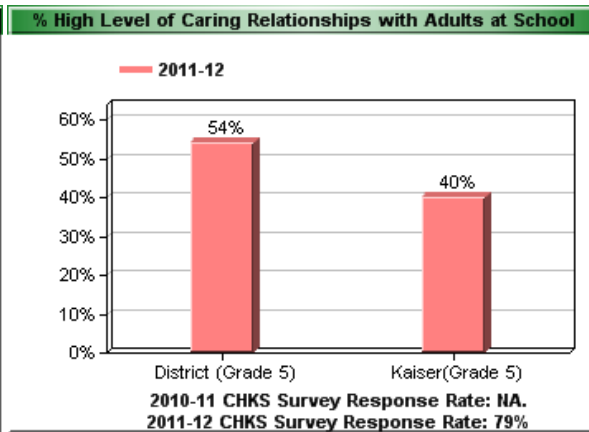
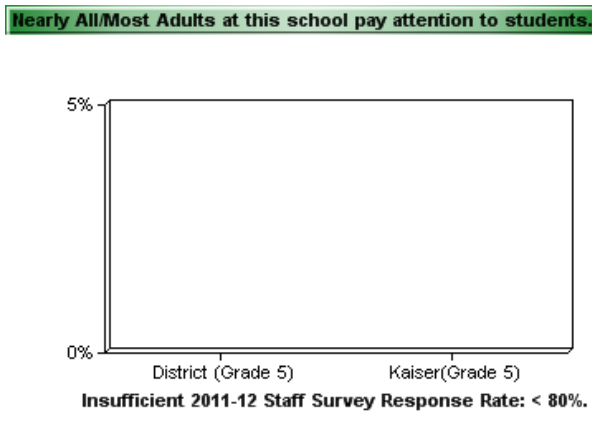
DHP



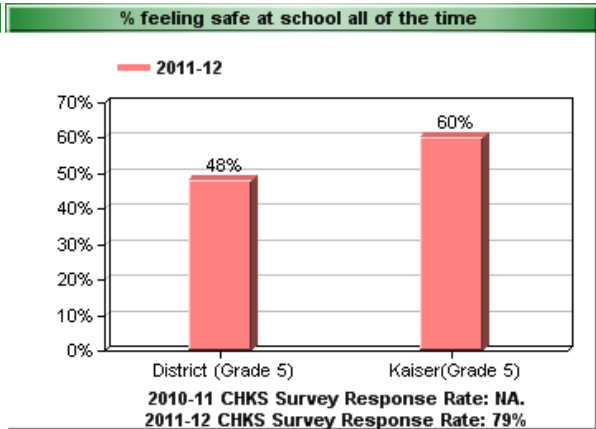
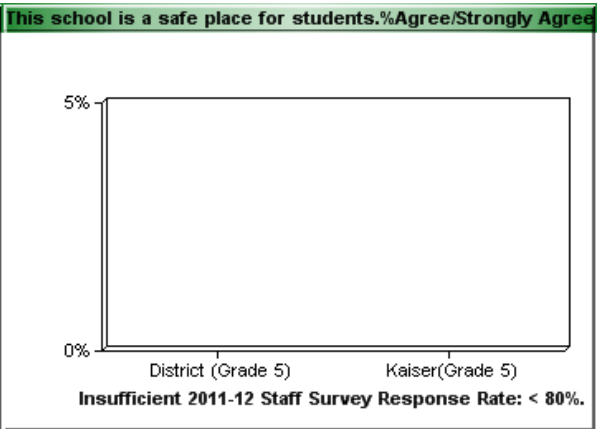
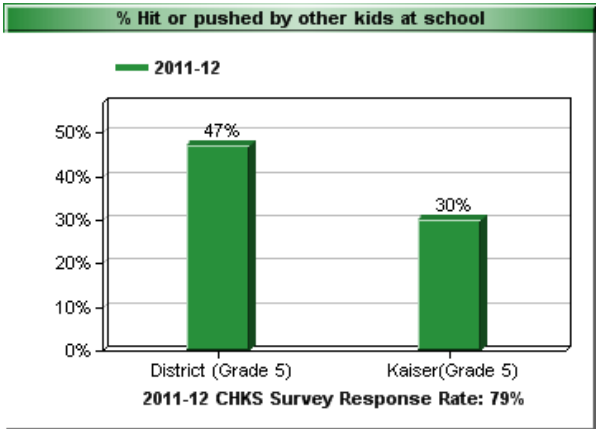
Survey - Engagement



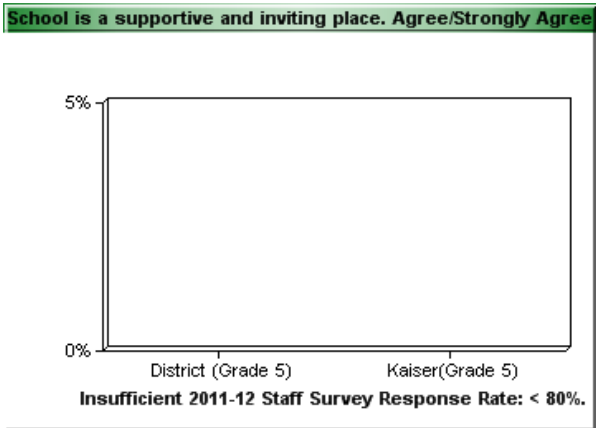
Survey - Relationships



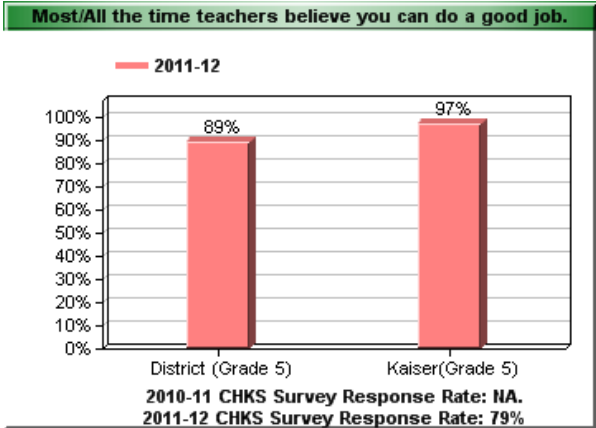
Survey - Safety



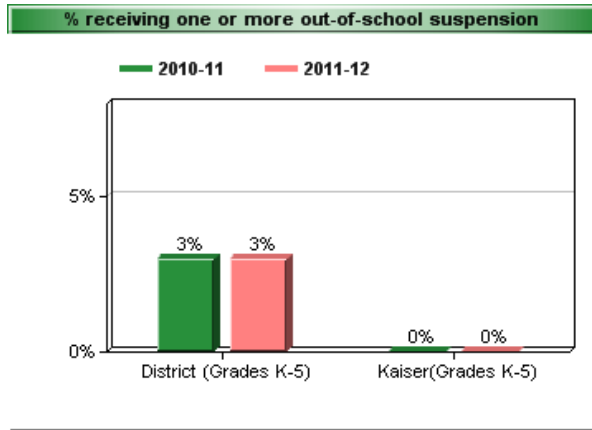
Survey - Welcoming



Survey- Beliefs



Suspensions



School Data

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

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Consultants provide conflict mediation and training to students.	Survey data (CHKS, etc.)	All Students	End of Year	Other	4/12/2013	171SQI2A492	Consultants	N/A			0	\$0.00
Consultants provide Roots of Empathy class.	Survey data (CHKS, etc.)	All Students	Monthly	Community Partner	4/12/2013	171SQI2A497	ROE	N/A			0	\$0.00
Centralized Second Step program for all students provided by consultant.		All Students	Weekly		4/12/2013	171SQI2A2165		N/A			0	\$0.00
Implementing Welcoming Schools curriculum to embrace family diversity, avoid gender stereotyping and bullying.		All Students	End of Year	Leadership Team	4/12/2013	171SQI2A2177		N/A			0	\$0.00
School-wide, cross-age buddies at weekly universal times to nurture social-emotional and academic development.		All Students	Weekly		4/12/2013	171SQI2A2312	Collaboration time to pair students and plan appropriate activities for optimal success	N/A			0	\$0.00
Pyramid of Intervention which begins with early identification of academic and social-emotional needs, then parent-teacher conferences, Student Success Team Meetings, and finally, further support from Resource Team and Intervention when necessary.		All Students	Weekly	Leadership Team	4/12/2013	171SQI2A2313	Time to assess and identify student needs and weekly SST meetings	N/A			0	\$0.00
Parent-Teacher Conferences held in October to communicate with families of all students regarding school progress in academic and social-emotional areas.		All Students	End of Year		4/12/2013	171SQI2A2314	Time to plan, schedule, and meet with all families.	N/A			0	\$0.00
School-wide programs to foster healthy activities and to build community during the school day.		All Students			4/12/2013	171SQI2A2315	All school Field Day, Kaiser Alive activities, school-wide assemblies, Kaiser Basketball and Football Teams, Poetry Month, Kaiser Science Fair.	N/A			0	\$0.00
After school and evening PTA sponsored activities and events to foster a thriving and welcoming		All Students	End of Year		4/12/2013	171SQI2A2316	Potlucks (to celebrate African American, Latino, Asian cultures), Walkathon, Math and Science Night, Movie	N/A			0	\$0.00

community.						Night, Reading Night, Musical Performance Showcase Nights.					
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Kaiser Elementary

Principal: DARREN AVENT

From OUSD Strategic Plan:

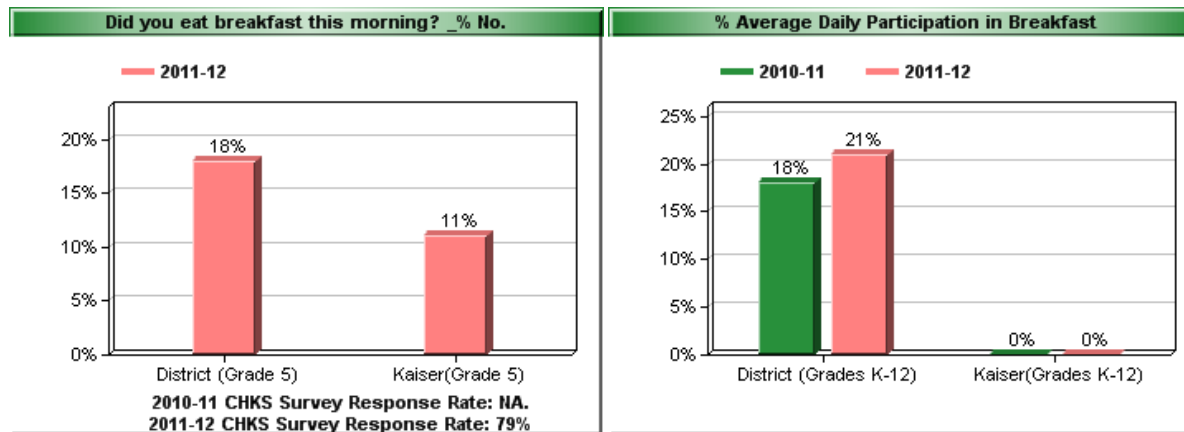
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

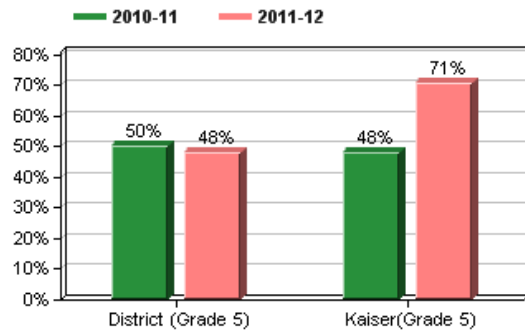
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

Breakfast



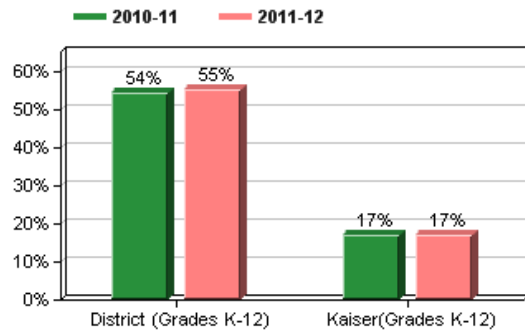
Fitness

% in Healthy Fitness Zone for Body Composition



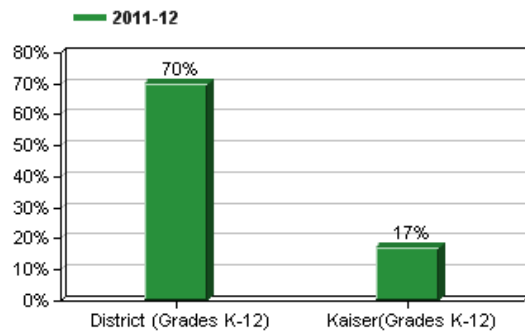
Lunch

% Average Daily Participation in Lunch



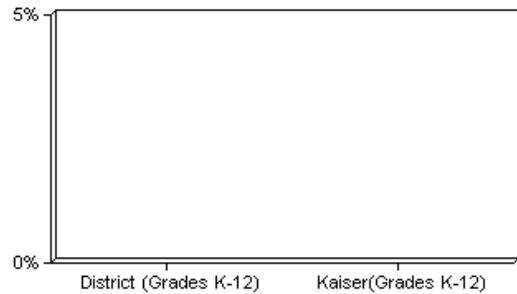
Socio Economics

Free/Reduced Lunch %



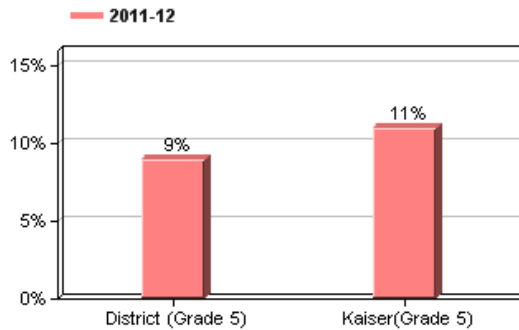
Survey - Drugs / Alcohol

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



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

% drinking alcohol in past month



2010-11 CHKS Survey Response Rate: NA.
2011-12 CHKS Survey Response Rate: 79%

School Data

- 100% of Kaiser Students have physical education instruction once a week.
- 90% of Kaiser Students bring a home made lunch and snack.

Data Analysis

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

Theory of Action

- If we strengthen interpersonal skills: the ability to work in groups, tolerance and appreciation for diversity, our students will have ability to lead and communicate effectively with others.
- If we provide social and emotional support to our students who are struggling in this area our students will feel cared for and be successful in school.
- If we provide a safe and welcoming environment, which moves beyond the concept of "tolerance", then all families we feel welcomed, connected, respected, and validated members of our community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student Safety patrol for morning drop-offs					2/14/2012	171SQL2B501	Circle Safety	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Kaiser Elementary

Principal: DARREN AVENT

From OUSD Strategic Plan:

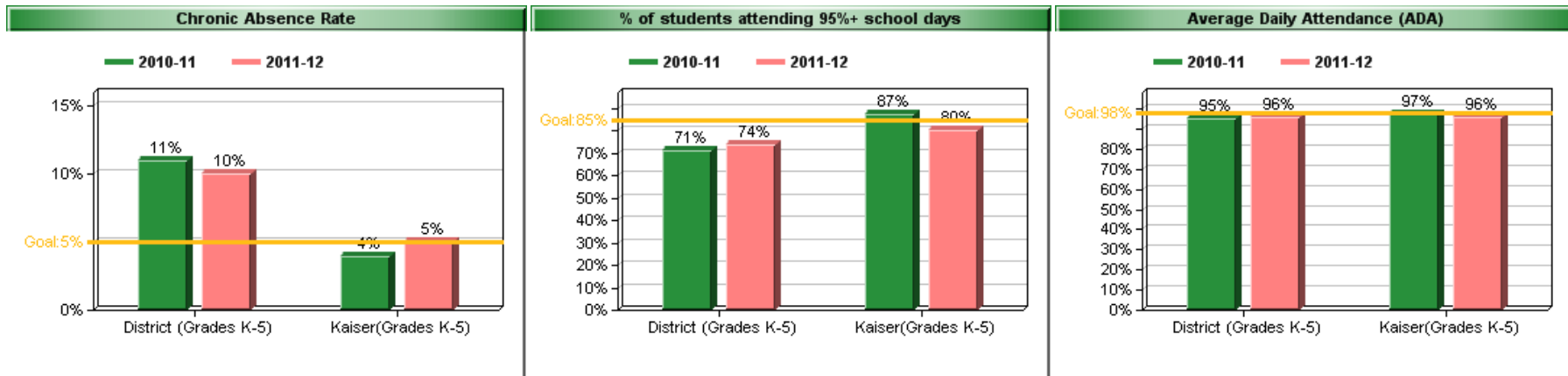
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Phone calls home by the school's Attendance Clerk regarding student absences and tardies.	Attendance	All Students	Weekly		4/12/2013	171SQI2C4138		N/A			0	\$0.00
SART and SARB Meetings between parents and administrator to set attendance goals and form a contract to improve attendance for our most chronically absent students.	Attendance	All Students	End of Year		4/12/2013	171SQI2C4139		N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Kaiser Elementary

Principal: DARREN AVENT

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.

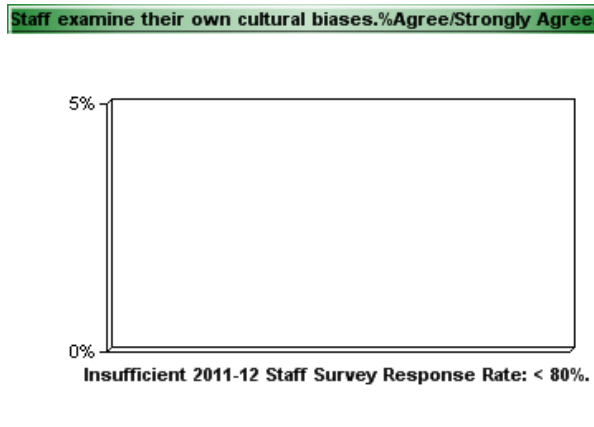
1. Improve the conditions in schools to retain 80% of effective teachers

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

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

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher led professional development		All Students	Every Other Week		4/12/2013	171SQI3A507	Professional Development	N/A			0	\$0.00
Curriculum Conferences					5/3/2012	171SQI3A508	Curriculum Conferences	N/A			0	\$0.00
Art integration Professional development includes teachers sharing multiple aspects of assessment and integration with all areas of the curriculum.		All Students			4/12/2013	171SQI3A510	Art integration Professional development	N/A			0	\$0.00
Consultants provide art integrated professional development					5/3/2012	171SQI3A511	Arts Anchor	N/A			0	\$0.00
Apply a team approach to working with the district to expand Kaiser	Other (OCR, etc)	All Students	End of Year	Other	4/12/2013	171SQI3A4153		N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Kaiser Elementary

Principal: DARREN AVENT

From OUSD Strategic Plan:

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

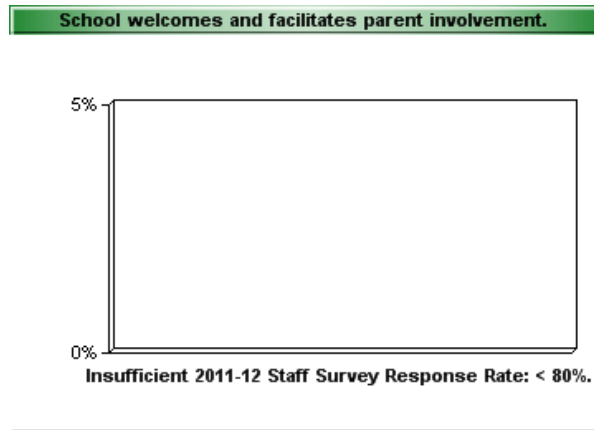
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

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

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development that focus on the CCSS and the development of a CCSS toolkit.	Grades/GPA	All Students	Weekly	Leadership Team	4/12/2013	171SQL4A5711		N/A			0	\$0.00
"What we forgot workshop" to help parents with student homework		All Students			4/12/2013	171SQL4A503	Parent HW Workshop	N/A			0	\$0.00
Transition to Middle School workshop					1/13/2012	171SQL4A505	Middle School Worksop	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Kaiser Elementary

Principal: DARREN AVENT

From OUSD Strategic Plan:

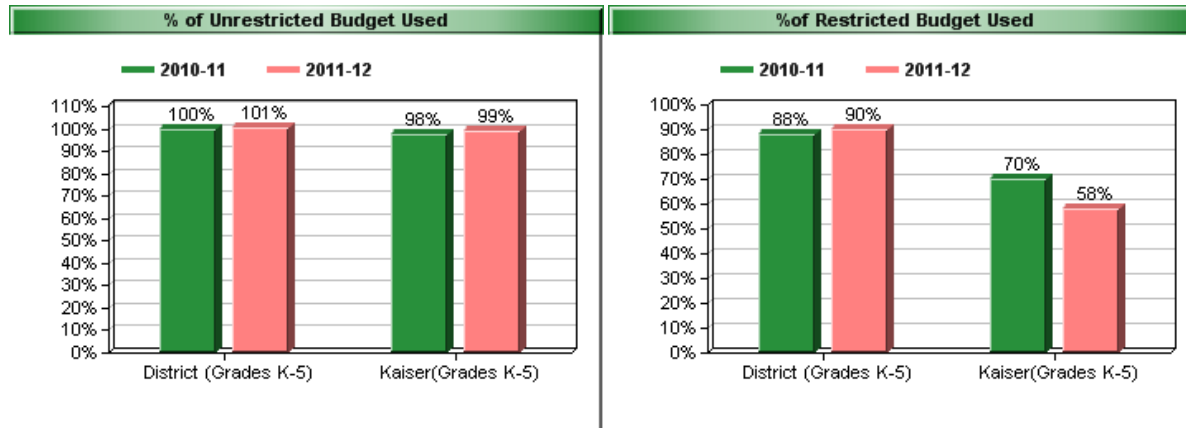
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

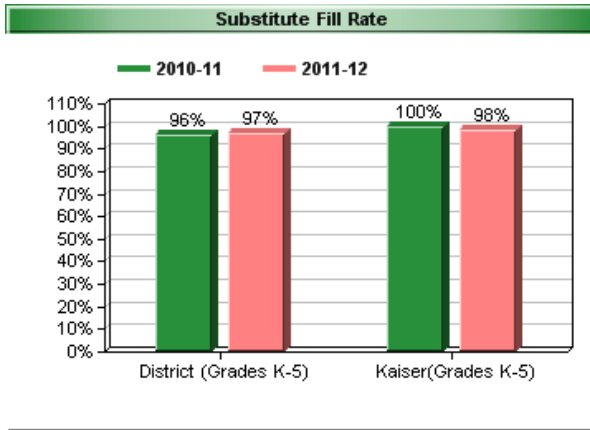
A quality school...

- 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

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



Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Strategically working with PTA to continue to bring in additional funding that help to support the overall vision and mission of the school.		All Students	Monthly		4/12/2013	171SQI5A4147		N/A			0	\$0.00
Staff, SSC, and PTA, discuss all aspects of the site budget allocations and determine priorities.		FBB, BB and BAS	Monthly		4/12/2013	171SQI5A4148		N/A			0	\$0.00

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$40,076.01	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$3,345.52	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$43,421.53	

Appendices

- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

ASSURANCES 2013-2014

School Site: Kaiser
Site Number: 171

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 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 **May 15, 2013**
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature


Susy Hovland

SSC Chairperson's Name (printed)

5/22/13

Date

ELAC Chairperson's Signature



Principal Signature

ELAC Chairperson's Name (printed)

Darren L. Avon

Principal's Name (printed)

Date

5/20/13

Date



Executive Officer's Signature

Sondra Aguilera

Executive Officer's Name (printed)

5/23/13

Date



Director, State & Federal Compliance Signature

Susana Ramirez

Director, State & Federal's Name (printed)

6/5/13

Date

School Site Council Membership Roster – Elementary School

School Name: Kaiser Elementary

School Year 2012-2013

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

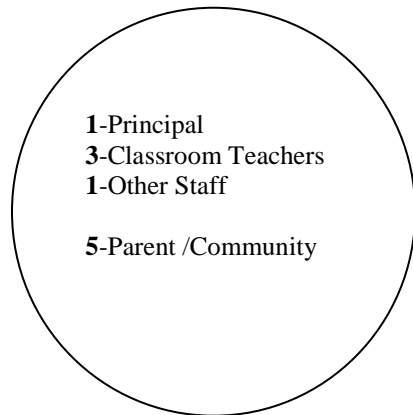
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Amy Haruyama	1471 Allman St, Oakland 94602		X		
Mary Grace McGhee	3933 Maple Ave, Oakland 94602		X		
Susy Hovland	7074 Marlborough Terr, Berkeley 94705				X
Darren Avent	1942 Rosecrest Dr, Oakland 94602	X			
Katy Hunter	3991 Forest Hill Ave, Oakland 94602		X		
Kristin Smith	5117 Garaventa Dr, Concord 94521				X
Moya Henderson	865 22nd St, Oakland 94607				X
Monica Yu	3724 Wisconsin St, Oakland 94619				X
Charsina Imara	3645 Loma Vista Ave, Oakland 94619				X
Ericka Aguilar	21212 Garden Ave, Hayward 94541			X	
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	
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SSC Legal Requirements:

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



Kaiser Elementary School Parental Involvement Policy

The Importance of Parental Involvement

The Kaiser Faculty knows that we could not deliver the excellent program that our students enjoy without the assistance of our parent community. Although not legally required in this document because we are not a Title I school, we believe it is important to articulate this involvement policy to accompany the Home-School Compact. Parents enrich and support our instructional program through the Parent Teachers Association (PTA) membership and committee work. The PTA supplies funding for books, supplies, classroom materials, special teacher and student-developed programs and events, fine arts and music programs for our students, parent communication (weekly newsletter), multi-cultural assemblies and clerical support for the faculty and staff. We believe that the many types of success we enjoy are due to the coalition of parents and staff working together.

Parental Involvement Described

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Parents play an integral role as they assist with and are actively involved in their child's education at school. We believe that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child. In order to support a partnership between Kaiser Elementary school and the parent community, our involvement strategies include, but are not limited to the following:

- Staff and parents attend Back-To-School Night where teachers describe their classroom programs in the principal gives his State of the School presentation.
- Parents attend PTA general meetings to keep abreast of school functions, to learn about particular topics, or to share their concerns.
- Parents and the public visit our website, www.Kaiserelementaryschool.org, which is maintained by the PTA. The website provides a window to our school and also provides the public with general information about who we are as community of learners.

- PTA will host and fund monthly assemblies with themes of health and safety, arts and music, culture and ethnicity, or curricular areas.
- Parents and PTA organize three different ethnic evening potlucks: Hispanic Cultures Night in October, Asian New Year in January, and Black History Night in February.
- Teachers and Staff prepare for, and parents attend, if performance nights in the winter and late spring. Children perform in music or dance or drama. Parents love it, beam with pride, and take lots of videos.
- Many Parents volunteer for positions on PTA committees, SSC, and the gardening committee. These committees do important work to organize and support the general functions of the support network.
- We will have a volunteer Parent Liaison to help connect families to the school and to each other.
- Many Parents volunteer in the classrooms or regularly help teachers. We couldn't do it without you!
- Many Parents drive on field trips. It's always surprising to hear what parents learn about the other students in their child's class and how wonderful the other parents are.
- The PTA sponsors new family orientation, welcoming new families and inviting them to join our learning community.
- The PTA sponsors monthly teacher appreciation luncheons. Yum!
- The PTA sponsors fundraisers (the Benefit Auction, the Walkathon, and Thursday snack sales) which not only raise money for PTA support for the school program, but also perform an important function of providing a time and place and theme for socializing.
- Parents are welcome on the school site. They often hang out near the picnic tables out front chatting about school issues. Parents visit the school staff in the office and often help there with odd jobs. It's obvious that Kaiser School is a second home to many people.

- Principal will develop and administer a parent survey in the fall, in addition to the Use Your Voice Survey in the early spring. These two surveys will be a vehicle for parent feedback.
- Principal, office staff, and PTA representative will continue to publish the Pink Panther.
- Teachers will write regular newsletters to keep the parent community informed of what's happening in the classroom. Staff will offer newsletters online to families who prefer it that way.
- Principal and staff will monitor parent volunteerism to achieve a rate of over 70% of parents volunteering at least once during the year.
- Principal and PTA will establish a program to develop mentor relationships with students in need of such support. Currently a representative of the African-American studies department at UC Berkeley has expressed interest in working with Kaiser elementary to develop such a program. Further details will be worked out in the fall of 2007.
- Principal introduces the idea of an individual learning plan for each student at Back-to-School night. Participation goal: 50%
- The teachers hold regular conferences in the spring and fall, and extras if needed, to inform parents of the progress of their children. Parent-Teacher conferences are important opportunities for each party to share information about how to support the progress of the student. This is the time for teachers to share information about what the student should be learning at a particular grade level, and for parents to give feedback from their point of view.
- Our SST meetings, or Student Study Team, provide an opportunity for parents of struggling students to meet with a larger group of professionals to take a deeper look at their situation. The students study team consists of upper and lower grade teachers, the resource specialist, the school psychologist, the principal, and the student's parents.

The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy.

Kaiser Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

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

Student

Teacher

Parent/Guardian