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 – Peralta Elementary School

Action Requested:

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

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement 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 Peralta Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Peralta Elementary

6002109

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 EFFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

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

SCHOOL SITE
CONTEXT
Peralta Elementary is a small North Oakland school located on the Oakland-Berkeley border. The campus is rich with student art work and beautiful gardens, both being a testimony to the commitment of staff and families to create and maintain a welcoming, beautiful school for all students. Student art work is also displayed beyond the campus,one example being the vinyl murals on the Telegraph Avenue transit boxes. The projected enrollment for the 211-12 school year slightly exceeds 330 students and we anticipate twelve teaching stations. Peralta has been a recent recipient of both the California Distinguished School Award and the National Blue Ribbon Award.

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

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

Accountable for Quality: Ensuring Thriving Students and Healthy Communities
Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

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

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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

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 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.

CST/CMA ELA 2 Year Cohort Growth — School Year: 2010-11. District (Grades 3-5): 45%, Peralta (Grades 3-5): 66.41%

CST/CMA ELA Below And Far Below Basic — School Year: 2010-11. District (Grades K-5): 22%, Peralta (Grades K-5): 4.92%

CST/CMA ELA Prof And Adv — School Year: 2010-11. District (Grades K-5): 51%, Peralta (Grades K-5): 83.61%
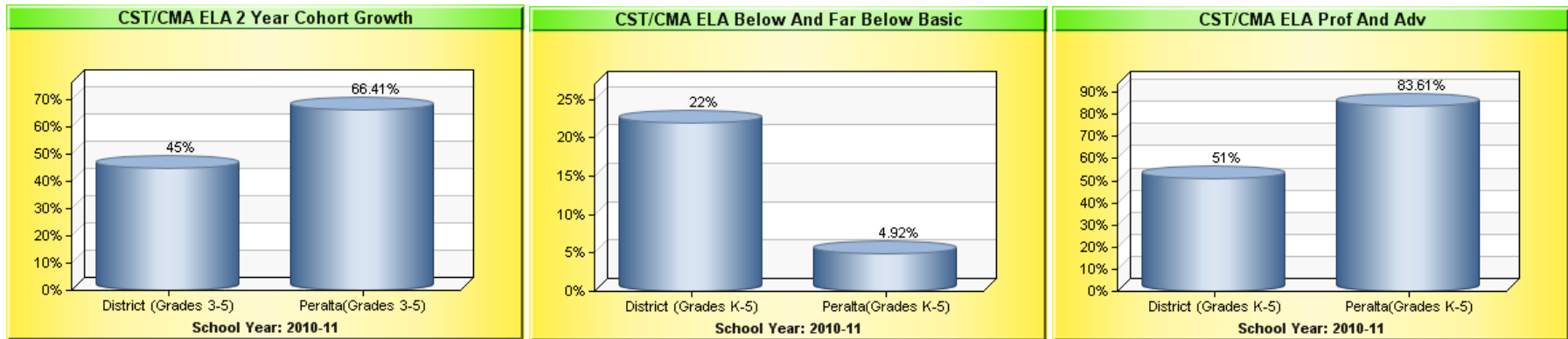
Data Analysis

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

Theory Action

- If we look at student data in inquiry groups and adjust teaching practice to meet student needs,
- if we use regular assessments and teacher/administrator reflections to evaluate the quality of instruction
- if we engage families in regular conferences to ensure home support of school day practices,
- if we collaboratively plan and share best practices on an ongoing basis and analyze student data and adjust teaching practice to meet a wide range of learning styles.
- if we provide a supportive classroom context including (1) reading real texts for real reasons (2) experiencing a range of text genres (3) enviornment rich in vocabulary and concept development (5) writing texts for others (6) high quality texts
- then sudents will be enaged in meaningful, appropriate crtitical thinking based liteacy activities across the curriculum.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reading instruction is designed to meet students where they are.	ELA CST scores, reading grades	FBB, BB and BAS	Ongoing	Teachers and Administrator	2/21/2012	145SQI1A3	Leveled reading books are used for reading instruction.	N/A			0	$0.00
Reading instruction is designed to meet students where they are.	ELA CST scores, reading grades	FBB, BB and BAS	Ongoing	Teachers and Administrator	2/21/2012	145SQI1A112	Substitute time supports enhanced assessments and collaboration.	N/A			0	$0.00
Teacher collaboration time supports all aspects of curriuclum design, alignment and implementation.	Student performance on a range of assessments	FBB, BB and BAS	Ongoing	Teachers, consultants and administrator	2/21/2012	145SQI1A4	Substitute support provides time for professional collaboration.	N/A			0	$0.00
Teacher collaboration time supports all aspects of curriuclum design, alignment and implementation.	Student performance on a range of assessments	FBB, BB and BAS	Ongoing	Teachers, consultants and administrator	2/21/2012	145SQI1A5	Consultant support augemnts teacher expertise to enhance curriculum design, alignment, implementation and revision.	N/A			0	$0.00
Teacher collaboration time supports all aspects	Student			Teachers,								

of curriuclum design, alignment and implementation.	performance on a range of assessments	FBB, BB and BAS	Ongoing	consultants and administrator	2/21/2012	145SQI1A111		N/A			0	$0.00
Families, teachers and administration conference about student performance and identify supports for academic, social and affective growth.	Student performance on a range of assessments.	All Students	Ongoing	Teachers and Administrators	2/21/2012	145SQI1A6	Substitute support for all aspects of release time for teacher conferences.	7090-EIA - SCE	1150-TEACHERS SUBSTITUTES		0	$3,000.00
Families, teachers and administration conference about student performance and identify supports for academic, social and affective growth.	Student performance on a range of assessments.	All Students	Ongoing	Teachers and Administrators	2/21/2012	145SQI1A16	Copier and dupiccation resources enhance communication and instruction.	N/A			0	$0.00
Study tours support all aspects of extended literacy learning across the curriculum.	Student performance on a range of measures	FBB, BB	Ongoing	Teachers and administrator	2/21/2012	145SQI1A7	Study tours transport and admission extend classroom instuction.	N/A			0	$0.00
Consultants support enhanced parent partnerships, provide affective supports for families and students and align resources.	Time on task, application to studies and student performance	FBB, BB and BAS	Ongoing	Consultants, Teachers, Administrator	2/21/2012	145SQI1A8	Consultants provide support for family involvement by meeting regulary and conducting outreach and welcoming events.	N/A			0	$0.00
Consultants support enhanced parent partnerships, provide affective supports for families and students and align resources.	Time on task, application to studies and student performance	FBB, BB and BAS	Ongoing	Consultants, Teachers, Administrator	2/21/2012	145SQI1A110	Consultants model for parents effective affective supports for students and strategies to boost confidence and application to studies.	N/A			0	$0.00
Consultants provide art integrated support and extensions of literacy instruction in all areas of the curriculum.	Student work and reflections, teacher, parent and adminitstator reflections	FBB, BB and BAS	On going	Consultants, teachers and administrator	2/21/2012	145SQI1A9	Integrated curriculum is one main area of consultant support for professinal development.	N/A			0	$0.00
Consultants provide art integrated support and extensions of literacy instruction in all areas of the curriculum.	Student work and reflections, teacher, parent and adminitstator reflections	FBB, BB and BAS	On going	Consultants, teachers and administrator	2/21/2012	145SQI1A109	Consulants will develop partner relationships with community resource providers.	N/A			0	$0.00
Instructional and art supplies, materials, assemblies, technology and computers will used for enhanced projects that span all art forms and all curriculum areas.	Student work	All Students	Ongoing	Teachers, Administration and Consultants	2/21/2012	145SQI1A10	Materials and Supplies will be used for curriculum extensions.	N/A			0	$0.00
Instructional and art supplies, materials, assemblies, technology and computers will used for enhanced projects that span all art forms and all curriculum areas.	Student work	All Students	Ongoing	Teachers, Administration and Consultants	2/21/2012	145SQI1A104	Media technolgy will support instruction.	N/A			0	$0.00
Instructional and art supplies, materials, assemblies, technology		All		Teachers, Administration			Computers will support					

and computers will used for enhanced projects that span all art forms and all curriculum areas.	Student work	Students	Ongoing	and Consultants	2/21/2012	145SQI1A106	all aspects of instruction.	N/A		0	$0.00
Instructional and art supplies, materials, assemblies, technology and computers will used for enhanced projects that span all art forms and all curriculum areas.	Student work	All Students	Ongoing	Teachers, Administration and Consultants	2/21/2012	145SQI1A107	Copy machines will support all aspects of instruction.	N/A		0	$0.00
Instructional and art supplies, materials, assemblies, technology and computers will used for enhanced projects that span all art forms and all curriculum areas.	Student work	All Students	Ongoing	Teachers, Administration and Consultants	2/21/2012	145SQI1A113	Assemblies extend classroom learning opportunities.	N/A		0	$0.00
Literacy instruction is supported with a wide range of reading genre	Student performance on a wide range of assessments	All Students	Ongoing	Teachers and Administrator	2/21/2012	145SQI1A11	Books reflecting a wide range of reading genre will be used for small group projects.	N/A		0	$0.00
Literacy instruction is supported with a wide range of reading genre	Student performance on a wide range of assessments	All Students	Ongoing	Teachers and Administrator	2/21/2012	145SQI1A114	Books reflecting a wide range of genre	Non-SSC approved		0	$0.00
Ongoing parent communication about all aspects of school services	Parent surveys and responses	All Students	Ongoing	Teachers, Admnistration and Families	2/21/2012	145SQI1A15	Copy machine services will support all aspects of parent communication.	N/A		0	$0.00
Ongoing parent communication about all aspects of school services	Parent surveys and responses	All Students	Ongoing	Teachers, Admnistration and Families	2/21/2012	145SQI1A102	Mailing services and stamps will support all aspects of communication with the community.	N/A		0	$0.00
Library resources linked with classroom inquiries; enhanced research opportunities; model library usage for families and increase equitable access opportunities.	Frequency of library usage	All Students	Ongoing	Consultant, teachers, administration, families.	2/21/2012	145SQI1A17	Consultant will support teachers to more effectively link classroom instruction and library resource usage.	N/A		0	$0.00
Library resources linked with classroom inquiries; enhanced research opportunities; model library usage for families and increase equitable access opportunities.	Frequency of library usage	All Students	Ongoing	Consultant, teachers, administration, families.	2/21/2012	145SQI1A98	Consultant support will encourage equatable access to library and library resouces through modeling and meetings with families.	Non-SSC approved		0	$0.00
Library resources linked with classroom inquiries; enhanced research opportunities; model library usage for families and increase equitable access opportunities.	Frequency of library usage	All Students	Ongoing	Consultant, teachers, administration, families.	2/21/2012	145SQI1A100	Consultant will work with teachers to identify and implement strategies to extend classroom instruction for students.	N/A		0	$0.00
Library resources linked with classroom inquiries; enhanced research opportunities; model library usage for families and increase equitable	Frequency of library usage	All Students	Ongoing	Consultant, teachers, administration, families.	2/21/2012	145SQI1A103	Books will be purchased to align with classroom inquiries and research projects.	N/A		0	$0.00

access opportunities.

Library resources linked with classroom inquiries; enhanced research opportunities; model library usage for families and increase equitable access opportunities.	Frequency of library usage	All Students	Ongoing	Consultant, teachers, administration, families.	2/21/2012	145SQI1A108	Technology enhancements will support library usage and application to studies.	N/A			0	$0.00
Teacher professional development includes data analysis, design, implementation and assessment of intervention program.	Student performance on a range of assessments	FBB, BB and BAS	ongoing	Consultants, teachers and administration	2/21/2012	145SQI1A18	Consultants will support all aspects of data analysis, instructional design, implementation and revision for target students.	N/A			0	$0.00
Teacher professional developement includes data analysis, design, implementation and assessment of intervention program.	Student performance on a range of assessments	FBB, BB and BAS	ongoing	Consultants, teachers and administration	2/21/2012	145SQI1A96	Substitute support provides time for inquiry.	N/A			0	$0.00
Art integration Professional development includes multiple aspects of assessment and intergration with all areas of the curriculum and address strategies that augment powerful communications.	Student work, application to studies,	All Students	Ongoing	Consultants, teachers and admnistration	2/21/2012	145SQI1A19	Consultants provide expertise and guidance for professional development and modeling.	N/A			0	$0.00
Art integration Professional development includes multiple aspects of assessment and intergration with all areas of the curriculum and address strategies that augment powerful communications.	Student work, application to studies,	All Students	Ongoing	Consultants, teachers and admnistration	2/21/2012	145SQI1A89	Consultants provide support for curriculum enhancements and modeling strategies for target students to increase confidencne and participation	N/A			0	$0.00
Art integration Professional development includes multiple aspects of assessment and intergration with all areas of the curriculum and address strategies that augment powerful communications.	Student work, application to studies,	All Students	Ongoing	Consultants, teachers and admnistration	2/21/2012	145SQI1A91	Consultants will network with community resource providers to extend professional development opportunities and opportunities for learning.	N/A			0	$0.00
Art integration Professional development includes multiple aspects of assessment and intergration with all areas of the curriculum and address strategies that augment powerful communications.	Student work, application to studies,	All Students	Ongoing	Consultants, teachers and admnistration	2/21/2012	145SQI1A93	Consultants will provide support for student work publications.	N/A			0	$0.00
Enhanced Academic and social language supports with small	CELDT scores	English	Ongoing	Teachers, consultants	2/21/2012	145SQI1A20	Consultants will convene intervention	N/A			0	$0.00

group language based interventions.		Learners		and administration			groups for target students weekly.					
Application to studies and confidence will be increased with language enchacements, affective and culturally relevant supports, art based integration strategies and a range of thinking map protocols.	Student performance	FBB, BB and BAS	ongoing	Teachers, Consultant and Administration.	2/21/2012	145SQI1A94	Consultants will provide a range of weekly small group and individual interventions for target students that include weekly affective and socially-culturally relevant supports.	7090-EIA - SCE	5825-CONSULTANTS		0	$14,000.00
Application to studies and confidence will be increased with language enchacements, affective and culturally relevant supports, art based integration strategies and a range of thinking map protocols.	Student performance	FBB, BB and BAS	ongoing	Teachers, Consultant and Administration.	2/21/2012	145SQI1A99	Consultant support will encourage equtable access to library and library resouces through modeling and meetings with families.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

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.

CST/CMA Science Prof/Adv

District (Grade 5): 45%
Peralta(Grade 5): 88.37%

School Year: 2010-11
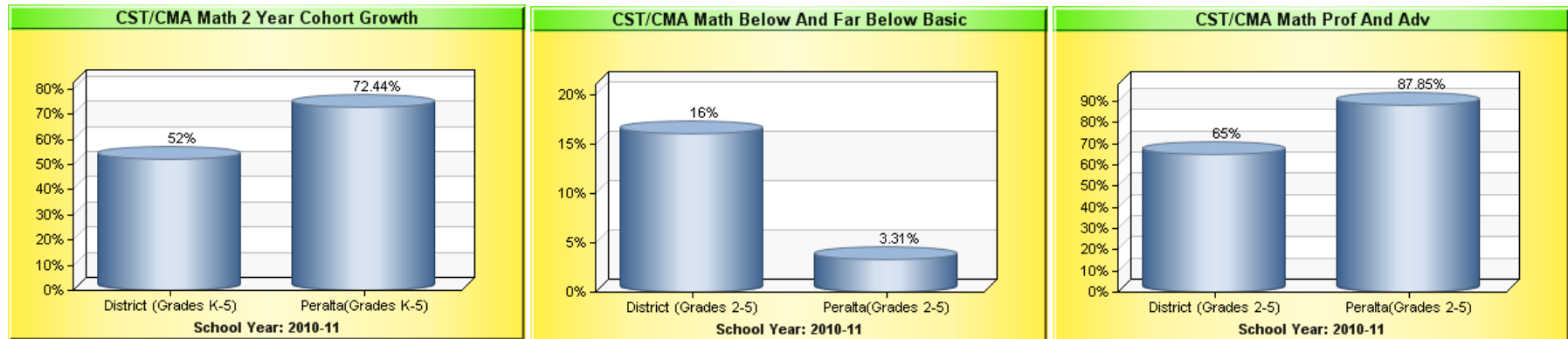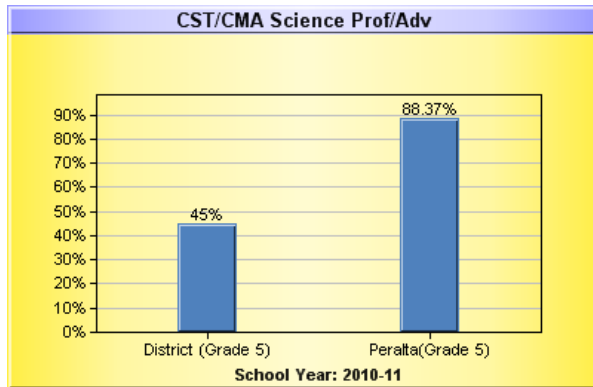
Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will emphasize critical thinking across these disciplines.	Student perfomrance on a wide range of measures	All Students	Ongoing	Teachers, consultants, administration	12/12/2011	145SQI1B21	Consultant support for professional development to support critical thinking empahsis.	N/A			0	$0.00
Teachers will emphasize critical thinking across these disciplines.	Student perfomrance on a wide range of measures	All Students	Ongoing	Teachers, consultants, administration	12/12/2011	145SQI1B31	Materials, books and supplies enhance instructional practice.	N/A			0	$0.00
Teachers will emphasize critical thinking across these disciplines.	Student perfomrance on a wide range of measures	All Students	Ongoing	Teachers, consultants, administration	12/12/2011	145SQI1B32	Assemblies and Study tours provide hands on learning opportunities.	N/A			0	$0.00
Teachers collaboratively identify grade level art enhanced projects that integrate with STEM.	Student work	All Students	Ongoing	Teachers, Parents, Consultants and Admnistration	12/12/2011	145SQI1B22	Professional development provided by consultants incorporates all aspect of STEM curriculum iintegration with arts.	N/A			0	$0.00
Teachers collaboratively identify grade level art enhanced projects that integrate with STEM.	Student work	All Students	Ongoing	Teachers, Parents, Consultants and Admnistration	12/12/2011	145SQI1B23	Substitutes for release time to enahnce collaboration.	N/A			0	$0.00
Teachers collaboratively identify grade level art enhanced projects that	Student work	All Students	Ongoing	Teachers, Parents, Consultants and	12/12/2011	145SQI1B24	Use of Parent experts and local resources to make connections and extend	N/A			0	$0.00

				Admnistration			classroom instruction.					
The commitment to understanding our world guides inquiries and projects - may of which are displayed on-line.	Student work	All Students	Ongoing	Teachers, students, consultants and administration	12/12/2011	145SQI1B25	Consultants support all aspects of project identification,completion and publishing.	N/A			0	$0.00
The commitment to understanding our world guides inquiries and projects - may of which are displayed on-line.	Student work	All Students	Ongoing	Teachers, students, consultants and administration	12/12/2011	145SQI1B30	Materials, supplies, computer and media technology, assemblies are used to to extend learning.	N/A			0	$0.00
The commitment to understanding our world guides inquiries and projects - may of which are displayed on-line.	Student work	All Students	Ongoing	Teachers, students, consultants and administration	12/12/2011	145SQI1B115	Community resources and guests provide curriculum extensions.	N/A			0	$0.00
The commitment to understanding our world guides inquiries and projects - may of which are displayed on-line.	Student work	All Students	Ongoing	Teachers, students, consultants and administration	12/12/2011	145SQI1B116	Consultants assist with networking to pull in community agencies as partners.	N/A			0	$0.00
Staff participates in activities to learn about the new CORE standards.	Student perfomance	All Students	Ongoing	Teachers, Consultants, Administration	12/12/2011	145SQI1B26	Consultants are used to extend understanding of the Core Standards.	N/A			0	$0.00
Staff participates in activities to learn about the new CORE standards.	Student perfomance	All Students	Ongoing	Teachers, Consultants, Administration	12/12/2011	145SQI1B27	Substitute Support is used to provide teacher collaboration time.	N/A			0	$0.00
Staff participates in activities to learn about the new CORE standards.	Student perfomance	All Students	Ongoing	Teachers, Consultants, Administration	12/12/2011	145SQI1B28	Materials, books and supplies are purchased to ungrade understanding about the CORE Standards.	N/A			0	$0.00
Student's connect with their power to become environmental stewards as an important aspect of STEM learning.	Student work	All Students	Ongoing	Students, teachers, consultants and administration	12/12/2011	145SQI1B33	Computer and media technology support all aspects of STEM learning.	N/A			0	$0.00
Student's connect with their power to become environmental stewards as an important aspect of STEM learning.	Student work	All Students	Ongoing	Students, teachers, consultants and administration	12/12/2011	145SQI1B34	Teacher extended time is used for project design and publishing.	N/A			0	$0.00
Student's connect with their power to become environmental stewards as an important aspect of STEM learning.	Student work	All Students	Ongoing	Students, teachers, consultants and administration	12/12/2011	145SQI1B35	Consultant support is used to develop curriculum, work with students on projects and connect with community resources.	N/A			0	$0.00
Student's connect with their power to become environmental stewards as an important aspect of STEM learning.	Student work	All Students	Ongoing	Students, teachers, consultants and administration	12/12/2011	145SQI1B117	Study tours provide hands on learning experiences.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO
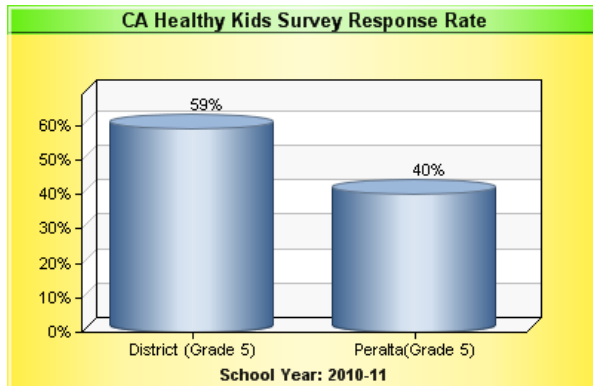
School Quality Standards relevant to this Strategic Priority
A quality school...

- 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.

CA Healthy Kids Survey Response Rate

District (Grade 5): 59%   Peralta(Grade 5): 40%

School Year: 2010-11

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a welcoming	Communicated	All	Ongoing	All staff and	12/12/2011	145SQI1C158	Review all aspects of the school environment, physical, social and	N/A			0	$0.00

school.	impressions	Students		familes			cultural for additional site enahncements.				0	
Provide Pre-K transition activities that include networking with pre-schools, open houses, tours, picnics and social events.	Event Schedules	All Students	Ongoing	All staff and families	12/12/2011	145SQI1C157	Netwoking with the community is an ongoing component of Pre- K.	Non-SSC approved			0	$0.00
Provide K readiness materials and pre-enrollee assessments.	Student performance on a range of assessments.	All Students	Ongoing	Teachers, Consultants and Families	12/12/2011	145SQI1C118	Teacher extended time provides assessment services.	Non-SSC approved			0	$0.00
Provide K readiness materials and pre-enrollee assessments.	Student performance on a range of assessments.	All Students	Ongoing	Teachers, Consultants and Families	12/12/2011	145SQI1C121	Consultant support provides assessment services.	Non-SSC approved			0	$0.00
Bridge the afterschool program with the calssrooms and align academic and behavior expectations and supports.	Student performance on a range of assessments	All Students	Ongoing	All staff	12/12/2011	145SQI1C36	Academic Liasion connects school day goals with afterschool goals.	Funded by Community Partner			0	$0.00
Bridge the afterschool program with the calssrooms and align academic and behavior expectations and supports.	Student performance on a range of assessments	All Students	Ongoing	All staff	12/12/2011	145SQI1C37	Materials, books and supplies are used to support all aspects of the program including parent outreach.	Non-SSC approved			0	$0.00
Prioritize critical thinking skills, emotional intelligence, self esteem ehnancement and diversity as an effort to provide foundational skills for students throughout the their school experience.	Student attendance and performance with a wide range of measures.	All Students	Ongoing	All staff	12/12/2011	145SQI1C156	The school wide focus on develpoing lifelong learners is embraced by all.	Non-SSC approved			0	$0.00
Information about middle school and transiton supports are provided.	Student attendance	All Students	Winter/Spring	Parents, Administration and Teachers.	12/12/2011	145SQI1C155	Events such as MIddle School Information Night, school visits and visitors support all aspects of middle school transition.	Non-SSC approved			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

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)
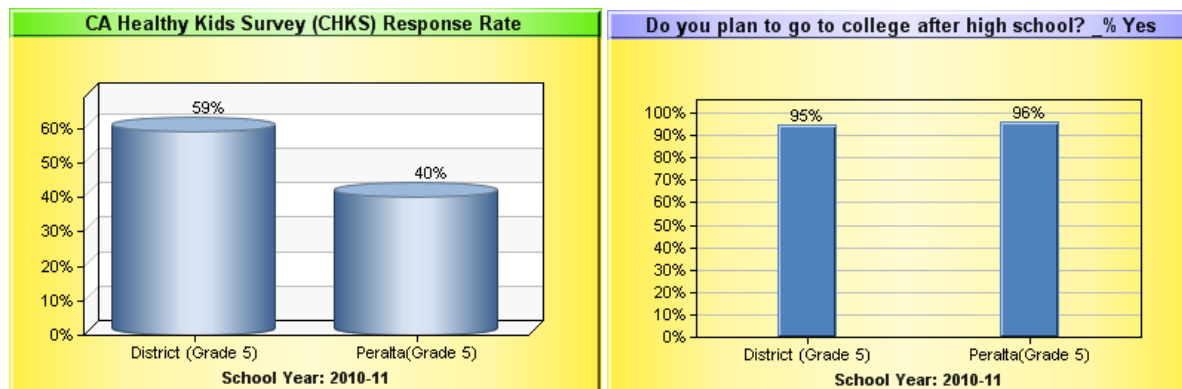
Theory Action

- If we provide students with a positive association with learning, they are better able to meet both educational and personal needs,
- if we want our children to create a better world, a world of compassion, civilty and beauty, we have to model it for them,
- if we provide students opprotunites to contribute to their communities, recognize threats to the enviroment and have an impact on their world, we have to provide them opportunites to be problem solvers,

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- then, we are grooming the qualities needed for college, career and workforce success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Art learning supports academic, emotional, cultural as well as aesthetic literacies and is essential to provididng all childern access to the highest quality education and the options that lead to contributing meaningfully to society.	Student performance on a range of measures	All Students	Ongoing	Teachers, Consultants, Families and Communities.	1/10/2012	145SQI1D160	Onging evalutation of all aspects of program effectiveness.	N/A			0	$0.00
Proovied high caliber instruction and supports for academic, affective and social and cultural competencies.	Student performance on a range of assessments and measures.	All Students	Ongoing	All staff	1/10/2012	145SQI1D159	Ongoing reflection and re-calibration of all aspects of currivulum and organizational support for families.	N/A			0	$0.00
Classroom presentations by parents and community members provide awareness of career choices and college or internship pre-requisites.	Student application to studies.	All Students	Ongoing	Teachers, Administration and Parents	1/10/2012	145SQI1D333	Classroom presentations provide exposure to career and school options.	N/A			0	$0.00
Study tours provide awareness of career choices.	Student application to studies.	All Students	Ongoing	Teachers, Administration and Parents	1/10/2012	145SQI1D334	Study Tours provide exposure to career and education opportunities.	N/A			0	$0.00
Former Peralta students discuss Middle, High School and College experiences and the importance of application to studies.	Student application to studies.	All Students	Ongoing	Teachers, Administration and Parents	1/10/2012	145SQI1D332	Student Alumni provide support.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

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

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Understand that assessment is ongoing and is an essential component of learning and instruction. Provide a range of formal and informal assessments, prior knowlege tasks and opportunities for student reflection.	Student Performance	FBB, BB and BAS	Ongoing	Teachers, Administration , Students and Parents	4/19/2012	145SQI1E38	Consultant Support to analyze data, modify instructional targets and re-calibrate instruction.	N/A			0	$0.00
Understand that assessment is ongoing												

and is an essential component of learning and instruction. Provide a range of formal and informal assessments, prior knowlege tasks and opportunities for student reflection.	Student Performance	FBB, BB and BAS	Ongoing	Teachers, Administration , Students and Parents	4/19/2012	145SQI1E123	Substute support for teacher collaboration and data analysis.	N/A		0	$0.00
Understand that assessment is ongoing and is an essential component of learning and instruction. Provide a range of formal and informal assessments, prior knowlege tasks and opportunities for student reflection.	Student Performance	FBB, BB and BAS	Ongoing	Teachers, Administration , Students and Parents	4/19/2012	145SQI1E124	Teacher extended time for collaboration.	N/A		0	$0.00
Provided targeted small group intervention in a range of formats and times, including before and after school.	Student performance	FBB, BB and BAS	Ongoing	Teachers, Administration, Consultans	4/19/2012	145SQI1E42	Academic Mentors provided targeted support for academic and affective needs.	7090-EIA - SCE	2928-OTHERCLASS SALARIES HOURLY	0	$7,000.00
Provided targeted small group intervention in a range of formats and times, including before and after school.	Student performance	FBB, BB and BAS	Ongoing	Teachers, Administration, Consultans	4/19/2012	145SQI1E154	Duplication support for small group target interventions	7090-EIA - SCE	5610-EQUIP MAINTENANCE AGREEMT	0	$5,000.00
Analyze performance data and use the information to colloborate and develop instructional strategies to support the diverse needs academic and affective needs of students and families and equitable access to the curriculum including before and after school supports.	Student perfomance on a range of assessments	FBB, BB and BAS	Ongoing	Teachers, Consultants. Administration	4/19/2012	145SQI1E41	Consultants work with grade level teams to analyze indivudual, class and grade level data to guide instruction; professional develpment incorporates relevantly integrating the curriculum to enhance motivation and address various learning styles. Targeted intervention includes multiple formats individual, pull out and push in formats and includes before and after school sessions.	3010-Title I	5825-CONSULTANTS	0	$35,749.63
Provide small group academic and social language support for target students.	CELDT	English Learners	Ongoing	Teachers, Consultants, Administration	4/19/2012	145SQI1E45	Consultant support for weekly literacy integrated interventions, data analysis and curriculum design.	N/A		0	$0.00
Provide small group academic and social language support for target students.	CELDT	English Learners	Ongoing	Teachers, Consultants, Administration	4/19/2012	145SQI1E46	Teacher Extended Contract for extended data tutorial.	7091-EIA - LEP	1122-TEACHERS SALARIES EXTRA COMP	0	$0.00
Provide small group academic and social language support for target students.	CELDT	English Learners	Ongoing	Teachers, Consultants, Administration	4/19/2012	145SQI1E47	Materials, Books and Supplies support all aspects of instruction.	7091-EIA - LEP	4310-SUPPLIES	0	$195.00
Provide small group							Academic mentor		2928-		

academic and social language support for target students.	CELDT	English Learners	Ongoing	Teachers, Consultants, Administration	4/19/2012	145SQI1E125	support enhanced language skills in all areas of instruction.	7091-EIA - LEP	OTHERCLASS SALARIES HOURLY		0	$6,000.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.	Student performance on a wide range of assessments	GATE	Ongoing	Teachers, Consultants, Administration	4/19/2012	145SQI1E48	Consultant support is used for identifying and implementing challenging activities.	N/A			0	$0.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.	Student performance on a wide range of assessments	GATE	Ongoing	Teachers, Consultants, Administration	4/19/2012	145SQI1E49	Materials and Supplies are used for projects.	N/A			0	$0.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.	Student performance on a wide range of assessments	GATE	Ongoing	Teachers, Consultants, Administration	4/19/2012	145SQI1E126		N/A			0	$0.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.	Student performance on a wide range of assessments	GATE	Ongoing	Teachers, Consultants, Administration	4/19/2012	145SQI1E197		N/A			0	$0.00
Provide identified GATE students challenging project based activities that integrate with other areas of the curriculum recognizing individual needs.	Student performance on a wide range of assessments	GATE	Ongoing	Teachers, Consultants, Administration	4/19/2012	145SQI1E3778		N/A			0	$0.00
SST, SART and other meetings are ongoing to identify strategies that will support all aspects of student learning.	Student performance	All Students	Ongoing	Teachers, administration, families	4/19/2012	145SQI1E163	Teachers communicate regularly with parents concerning student progress and formal meetings are scheduled as needed.	N/A			0	$0.00
The identification process for students with disabilities is timely. IEP goals are understood by students' teachers and communication between the teaching staffs is ongoing.	Student Performance	Special Education	Ongoing	Teachers, RS staff, Administration and families.	4/19/2012	145SQI1E162	Student progress is discussed in ongoing formal and informal meetings.	N/A			0	$0.00
Project based small group projects enhance instruction and engagement opportunities for target	Student performance	FBB, BB and BAS	Ongoing	Principal, staff and consultants	4/19/2012	145SQI1E920	Project based enhancements	7090-EIA - SCE	4310-SUPPLIES		0	$5,484.61

students.												

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

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.
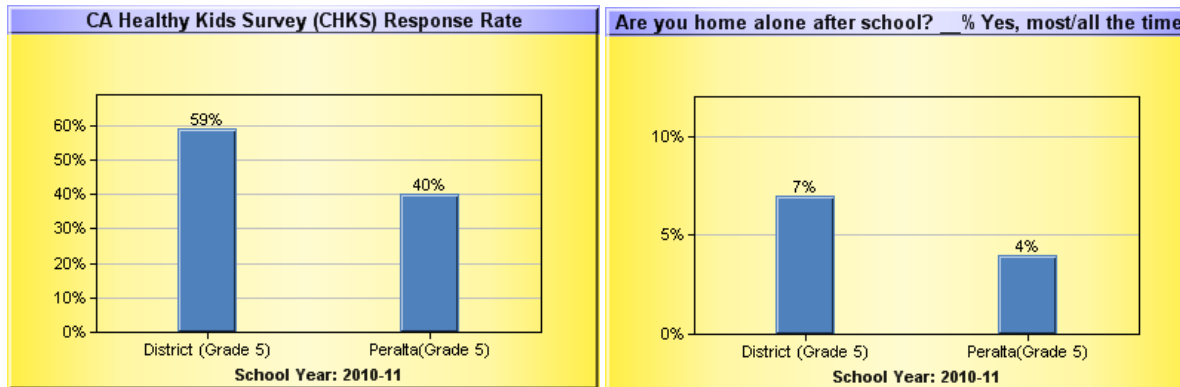
School Data

- After-school program serves approximately 200 students.

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Before school tutorial is provided on a limited basis for target students.	Multiple measures of student performance	FBB, BB and BAS	Ongoing	Consultant, Teachers, Families	1/10/2012	145SQI1F84	Consultant support	N/A			0	$0.00

Before school tutorial is provided on a limited basis for target students.	Multiple measures of student performance	FBB, BB and BAS	Ongoing	Consultant, Teachers, Families	1/10/2012	145SQI1F85	Teacher extended contract	N/A			0	$0.00
Students are encouraged to participate in the after-school program that provides a range of activities and academic supports.	Student performance	All Students	Ongoing	After school staff, academic liasion, teachers, administrator	1/10/2012	145SQI1F86	After school program funds help maintain the program.	N/A			0	$0.00
Students are encouraged to participate in the after-school program that provides a range of activities and academic supports.	Student performance	All Students	Ongoing	After school staff, academic liasion, teachers, administrator	1/10/2012	145SQI1F87	Custodial support maintains a clean environment.	N/A			0	$0.00
Students are encouraged to participate in the after-school program that provides a range of activities and academic supports.	Student performance	All Students	Ongoing	After school staff, academic liasion, teachers, administrator	1/10/2012	145SQI1F127	Academic Mentor align classroom and afterschool programs to better address student needs.	N/A			0	$0.00
The importance of regular attendance is discussed and supported with visual cues.	Attendance targets	All Students	Ongoing	Teachers, Staff, Administration and Parents	1/10/2012	145SQI1F335	Use multiple strategies to support attendance goals	N/A			0	$0.00
After School Staff participates seamlessly with school staff to mirror the welcoming and inclusive learning community.	Student and Parent evaluations	All Students	Ongoing	After School and Regular Staff and Parents	1/10/2012	145SQI1F336	Onoing comminication supports all aspect of afterschool program alignment.	N/A			0	$0.00

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

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

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

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%

% receiving one or more out-of-school suspension — District (Grades K-5): 2.8%, Peralta (Grades K-5): 0% — School Year: 2010-11

# of DHPs — District (Grades K-5): 14, Peralta (Grades K-5): 0 — School Year: 2010-11

% feeling safe at school all of the time — District (Grade 5): 49%, Peralta (Grade 5): 54% — School Year: 2010-11
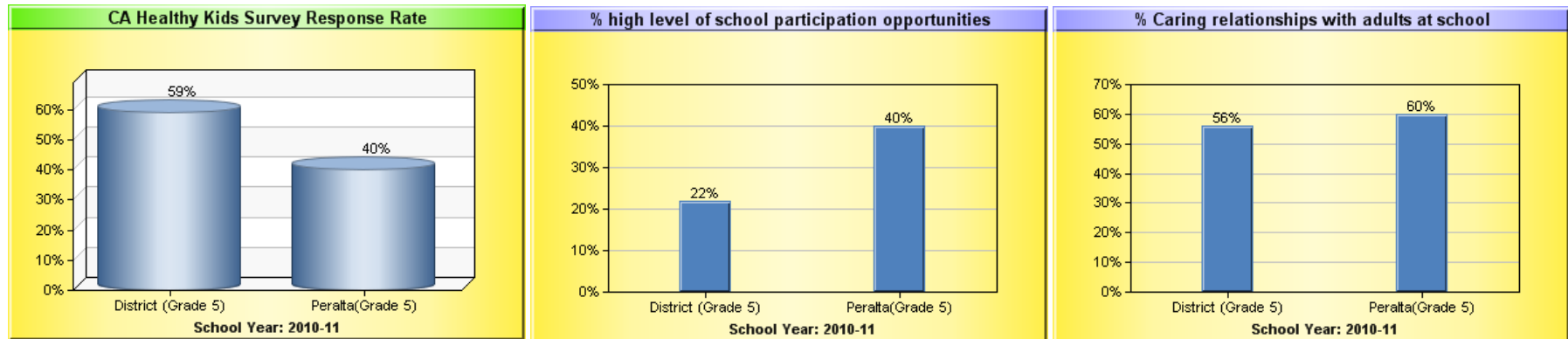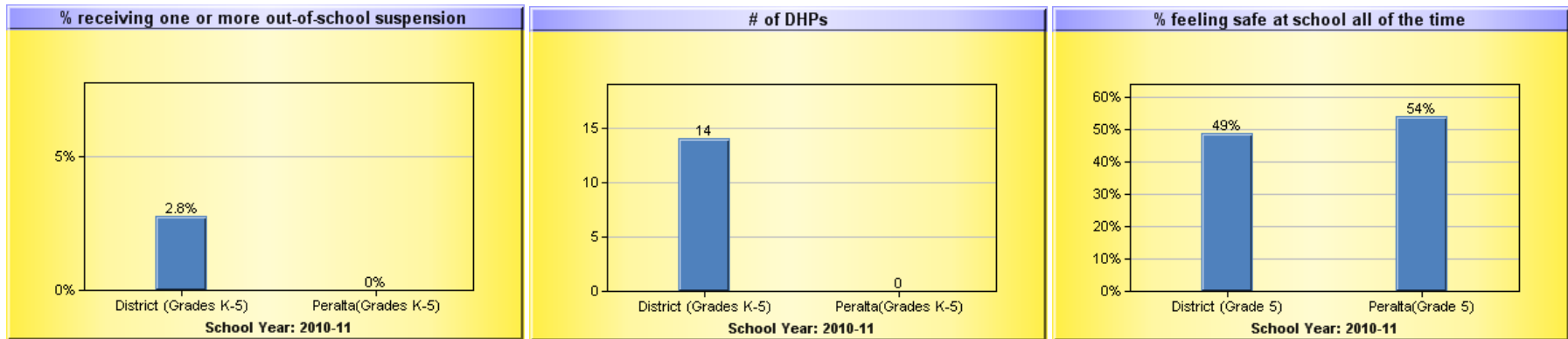
Theory Action

- If Peralta is a seamless culture of learning leaders characterized by trust, respect and maintaining the highest standards for our individual and collective growth,
- if we can create an honest and vibrant culture that builds on the interests and potential of all its members, and is a culture that thrives on learning and initiative, a culture that doesn't wait to be told how to, but figures it out,
- then, the school culture is providing the very best role model for our students to engage meaningfully with their learning and their world.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Culture of learning exists for everyone.	Attendance for everyone	All Students	Ongoing	All members of the community.	1/10/2012	145SQI2A50	School Pledge and Vision statement indentify the commitment to indiividual and collective learning.	N/A			0	$0.00
Permeable communication membrane exists between all members of the Peralta Community allowing for ongoing access, reciprocity and trust that we are working for the common good.	Attendance	All Students	ongoing	All members of the community	1/10/2012	145SQI2A136	Copiers facilitate communication and publications.	N/A			0	$0.00
Permeable communication membrane exists between all members of the Peralta Community allowing for ongoing access, reciprocity and trust that we are working for the common good.	Attendance	All Students	ongoing	All members of the community	1/10/2012	145SQI2A138	Materials and supplies support communication	N/A			0	$0.00
Permeable communication membrane exists between all members of the Peralta Community allowing for ongoing access, reciprocity and trust that we are working for the common good.	Attendance	All Students	ongoing	All members of the community	1/10/2012	145SQI2A139	Substitute support for conferencing is essential.	N/A			0	$0.00

Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and bring out experiences together to create peace, unity and equity.	Participation in all activites	All Students	Ongoing	All staff and families	1/10/2012	145SQI2A51	Materials and supplies are needed for displays	N/A			0	$0.00
Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and bring out experiences together to create peace, unity and equity.	Participation in all activites	All Students	Ongoing	All staff and families	1/10/2012	145SQI2A52	Teacher extended time for after school planning and parent education events.	N/A			0	$0.00
Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and bring out experiences together to create peace, unity and equity.	Participation in all activites	All Students	Ongoing	All staff and families	1/10/2012	145SQI2A132	Assemblies and classroom presentations support multiple aspects of appreciation for others.	N/A			0	$0.00
Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and bring out experiences together to create peace, unity and equity.	Participation in all activites	All Students	Ongoing	All staff and families	1/10/2012	145SQI2A134	Consultant support for parent education events.	N/A			0	$0.00
Provide opportunities to celebrate and grow our diversities as we learn to honor each other's uniquenesses and bring out experiences together to create peace, unity and equity.	Participation in all activites	All Students	Ongoing	All staff and families	1/10/2012	145SQI2A137	Custodial support is needed for evening events.	N/A			0	$0.00
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.	Student achievement on a range of measures	All Students	Ongoing	All staff, students and consultants	1/10/2012	145SQI2A53	Consultants support multiple aspects of art integration, instruction and professional development.	N/A			0	$0.00
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.	Student achievement on a range of measures	All Students	Ongoing	All staff, students and consultants	1/10/2012	145SQI2A54	Materials, books and supplies are essential for projects	N/A			0	$0.00
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.	Student achievement on a range of measures	All Students	Ongoing	All staff, students and consultants	1/10/2012	145SQI2A55	Study tour transportation and admission extend classroom learning.	N/A			0	$0.00
Use art integration to develop students' intellectual character, deepen their subject matter understanding	Student achievement on a range of measures	All Students	Ongoing	All staff, students and consultants	1/10/2012	145SQI2A56	Computers and technology help shape many of the media projects.	N/A			0	$0.00

and invest in their world.												
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.	Student achievement on a range of measures	All Students	Ongoing	All staff, students and consultants	1/10/2012	145SQI2A57	Assemblies and classroom presentions extend classroom learning.	N/A			0	$0.00
Use art integration to develop students' intellectual character, deepen their subject matter understanding and invest in their world.	Student achievement on a range of measures	All Students	Ongoing	All staff, students and consultants	1/10/2012	145SQI2A133		N/A			0	$0.00
Students and families contribute to the community beyond the campus - their art displayed in hospitals, local displays, transitional housing. Students visit local adult day care facilities.	Student performance		Ongoing	Students, Teachers, Adminsitration, Consultants and Administration	1/10/2012	145SQI2A58	Consultants to support the development and implementation of community based projects	N/A			0	$0.00
Students and families contribute to the community beyond the campus - their art displayed in hospitals, local displays, transitional housing. Students visit local adult day care facilities.	Student performance		Ongoing	Students, Teachers, Adminsitration, Consultants and Administration	1/10/2012	145SQI2A59	Materials and supplies are essetial to project develeopent.	N/A			0	$0.00
Students and families contribute to the community beyond the campus - their art displayed in hospitals, local displays, transitional housing. Students visit local adult day care facilities.	Student performance		Ongoing	Students, Teachers, Adminsitration, Consultants and Administration	1/10/2012	145SQI2A131	Administration connects with community partners.	N/A			0	$0.00
Students and families contribute to the community beyond the campus - their art displayed in hospitals, local displays, transitional housing. Students visit local adult day care facilities.	Student performance		Ongoing	Students, Teachers, Adminsitration, Consultants and Administration	1/10/2012	145SQI2A135	Study tours extend classroom instruction.	N/A			0	$0.00
Implement a range of programs from Second Step to Welcoming Families	Student performance	All Students	Ongoing	Teachers, Administration, Families, Students	1/10/2012	145SQI2A60	Books and supplies are needed to support diversit programs.	N/A			0	$0.00
Implement a range of programs from Second Step to Welcoming Families	Student performance	All Students	Ongoing	Teachers, Administration, Families, Students	1/10/2012	145SQI2A129	Substitute support for teacher release time to collaborate and plan.	N/A			0	$0.00
Implement a range of programs from Second Step to Welcoming Families	Student performance	All Students	Ongoing	Teachers, Administration, Families, Students	1/10/2012	145SQI2A130	Extended time for teachers to work with families and provide parent education opportunities.	N/A			0	$0.00

Recess and yard staff enhance the social skills program and consistently extend implementation to the playgroud.	Student behavior and performance	All Students	Ongoing	Noon Supervisors	1/10/2012	145SQI2A73	Noon Supervisors provide supports that align with school protocols and enhance student collaboration and confidence.	N/A			0	$0.00

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

Strategic Priority B. Health & Wellness

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

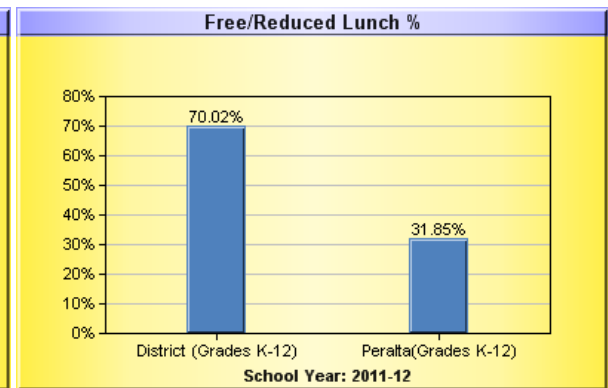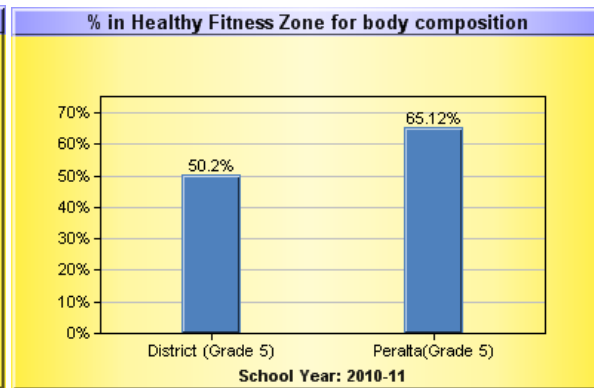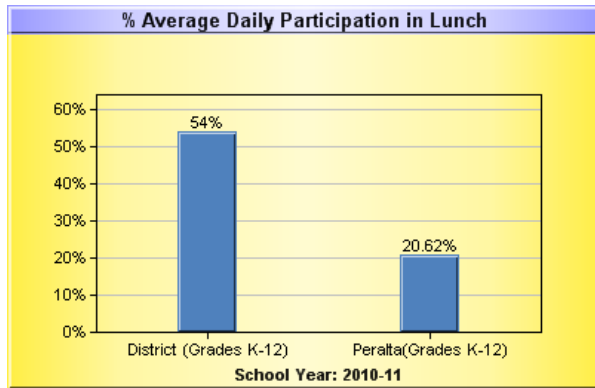**School Quality Standards relevant to this Strategic Priority**

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.

CA Healthy Kids Survey (CHKS) Response Rate
- District (Grade 5): 59%
- Peralta (Grade 5): 40%
- School Year: 2010-11

Did you eat breakfast this morning? _% No.
- District (Grade 5): 17%
- Peralta (Grade 5): 8%
- School Year: 2010-11

% Average Daily Participation in Breakfast
- District (Grades K-12): 18%
- Peralta (Grades K-12): 0%
- School Year: 2010-11

31

% Average Daily Participation in Lunch

	Percentage
District (Grades K-12)	54%
Peralta(Grades K-12)	20.62%

School Year: 2010-11

% in Healthy Fitness Zone for body composition

	Percentage
District (Grade 5)	50.2%
Peralta(Grade 5)	65.12%

School Year: 2010-11

Free/Reduced Lunch %

	Percentage
District (Grades K-12)	70.02%
Peralta(Grades K-12)	31.85%

School Year: 2011-12

days/week exercise, dance, or play sports? _% 6 or 7 days.

	Percentage
District (Grade 5)	45%
Peralta(Grade 5)	55%

School Year: 2010-11

% drinking alcohol in past month

	Percentage
District (Grade 5)	8%
Peralta(Grade 5)	0%

School Year: 2010-11

School Data

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

Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Social emotional learning is part of the	Student	All	ongoing	All Staff	12/14/2011	145SQI2B61	Materials and supplies	N/A			0	$0.00

weave of the school.	performance	Students					support this focus.					
Social emotional learning is part of the weave of the school.	Student performance	All Students	ongoing	All Staff	12/14/2011	145SQI2B62	Consultants provide intervention, professional developement and parent outreach.	N/A			0	$0.00
Social emotional learning is part of the weave of the school.	Student performance	All Students	ongoing	All Staff	12/14/2011	145SQI2B63	Books support both staff and student knowledge enhancement.	N/A			0	$0.00
Social emotional learning is part of the weave of the school.	Student performance	All Students	ongoing	All Staff	12/14/2011	145SQI2B64	Assemblies and classroom presentations provide opportunites to extend classroom learning.	N/A			0	$0.00
Community Mental Health partner-providers have time referrals and extend support to families.	Student performance and behavior		Ongoing	All staff and counselors	12/14/2011	145SQI2B65	Consultants assist with scheduling, parent outreach and faciitation of services.	N/A			0	$0.00
Community Mental Health partner-providers have time referrals and extend support to families.	Student performance and behavior		Ongoing	All staff and counselors	12/14/2011	145SQI2B67	Copiers address duplication needs.	N/A			0	$0.00
Nutrition and Healthly Foods are part of the curriculum.	Student performance	All Students	Ongoing	Consultants, Teachers, Parents, Administration	12/14/2011	145SQI2B68	Consultant support to enhance the integration of hands on nutrition studies with the curriculum.	N/A			0	$0.00
Nutrition and Healthly Foods are part of the curriculum.	Student performance	All Students	Ongoing	Consultants, Teachers, Parents, Administration	12/14/2011	145SQI2B69	Study tours to local farmers' markets support instruction.	N/A			0	$0.00
Nutrition and Healthly Foods are part of the curriculum.	Student performance	All Students	Ongoing	Consultants, Teachers, Parents, Administration	12/14/2011	145SQI2B141	Supplies support classroom cooking presentations	N/A			0	$0.00
Puberty Education is part of the 5th grade program.	Student performance	All Students	Spring Trimesters	Students, families and staff	12/14/2011	145SQI2B70	Materials and supplies are needed for the presentation.	N/A			0	$0.00
Puberty Education is part of the 5th grade program.	Student performance	All Students	Spring Trimesters	Students, families and staff	12/14/2011	145SQI2B140	Consultant support for puberty education	N/A			0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

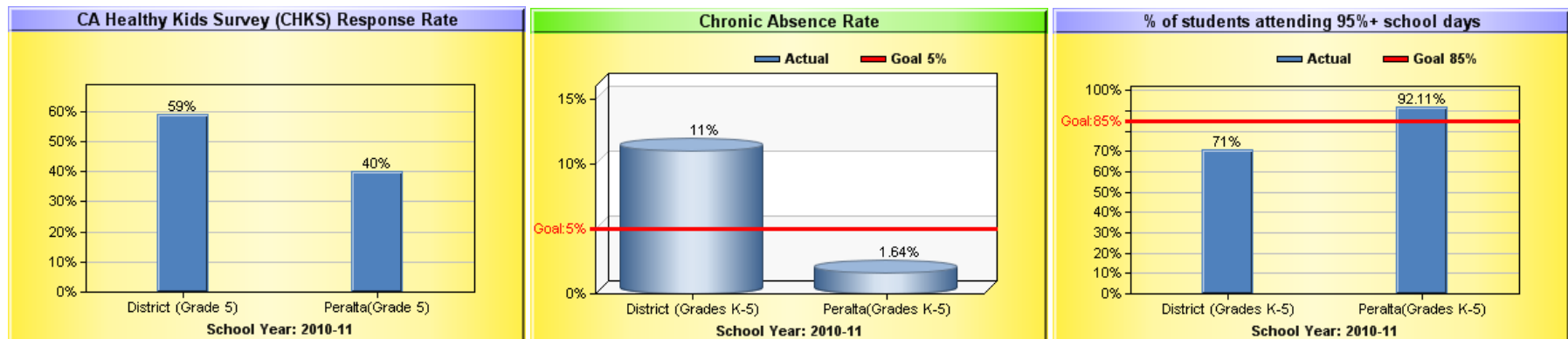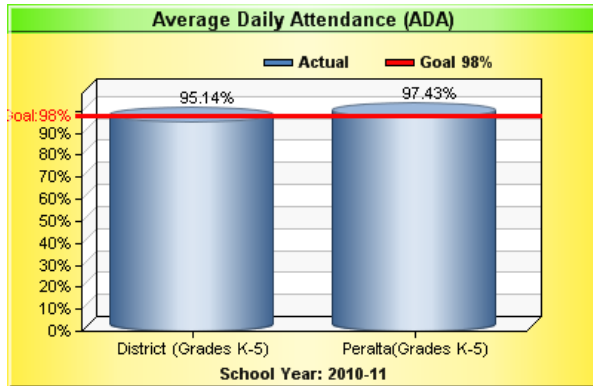**School Quality Standards relevant to this Strategic Priority**
A quality school...

- 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)

Average Daily Attendance (ADA)

District (Grades K-5): 95.14%
Peralta(Grades K-5): 97.43%
Goal: 98%
School Year: 2010-11

Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a welcoming school with meaningful instruction and attention to every child and family.	Attendance	All Students	ongoing	Teachers, Administrator, Attendance Clerk	12/14/2011	145SQI2C199	All componets of budget align with this strategy.	N/A			0	$0.00
Implement SST and SART meetings in a timely manner.	Student performance and attendance rates.	All Students	Ongoing	Teachers, Adminstration, Families	12/14/2011	145SQI2C200	Teacher extended contract may suport meeting attendance.	N/A			0	$0.00
Accurate attendance accounting and phone calls to families.	Student attendance	All Students	Ongoing	Attendance Clerk, Teachers, Administration	12/14/2011	145SQI2C72	Attendance Clerk provides necessary services.	N/A			0	$0.00

35

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

**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
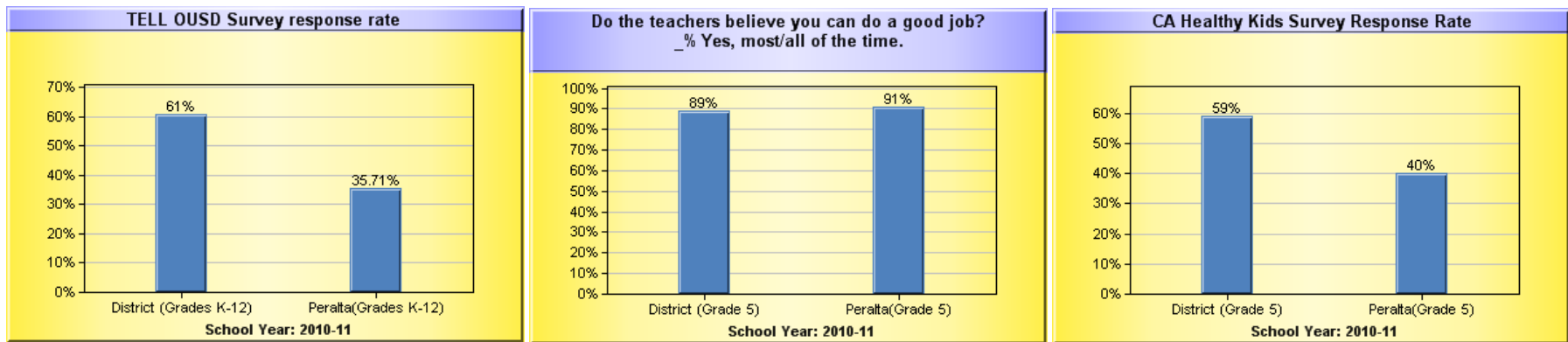
Theory Action

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

our students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop and sustain a community of learners. leaders.	Student performance and teacher retention	All Students	Ongoing	Teachers, Administrator	12/14/2011	145SQI3A74	Substitute time for collaboration	N/A			0	$0.00
Develop and sustain a community of learners. leaders.	Student performance and teacher retention	All Students	Ongoing	Teachers, Administrator	12/14/2011	145SQI3A75	Materials and supplies for program design and implementation.	N/A			0	$0.00
Develop and sustain a community of learners. leaders.	Student performance and teacher retention	All Students	Ongoing	Teachers, Administrator	12/14/2011	145SQI3A76	Books for all learning leaders are required.	N/A			0	$0.00
Develop and sustain a community of learners. leaders.	Student performance and teacher retention	All Students	Ongoing	Teachers, Administrator	12/14/2011	145SQI3A77	Copiers address duplication needs.	N/A			0	$0.00
Develop and sustain a community of learners. leaders.	Student performance and teacher retention	All Students	Ongoing	Teachers, Administrator	12/14/2011	145SQI3A78	Counselors provide one on one and small group intervention support as well as guidance for staff.	N/A			0	$0.00
Develop and sustain a community of learners. leaders.	Student performance and teacher retention	All Students	Ongoing	Teachers, Administrator	12/14/2011	145SQI3A79	Consultants support all aspects of professional development and innovative program design.	N/A			0	$0.00
PD is determined collaboratively and address classroom and schoolwide needs.	Student Performance	All Students	Ongoing	Teachers, Staff, Administration	12/14/2011	145SQI3A80	Substitute support for collaboration.	N/A			0	$0.00
PD is determined collaboratively and address classroom and schoolwide needs.	Student Performance	All Students	Ongoing	Teachers, Staff, Administration	12/14/2011	145SQI3A81	Consultants support for focus area expansion, implementation, and revision.	N/A			0	$0.00
PD is determined collaboratively and address classroom and schoolwide needs.	Student Performance	All Students	Ongoing	Teachers, Staff, Administration	12/14/2011	145SQI3A82	Materials, books and supplies for all apects of the school program.	N/A			0	$0.00
PD is determined collaboratively and address classroom and schoolwide needs.	Student Performance	All Students	Ongoing	Teachers, Staff, Administration	12/14/2011	145SQI3A83	Copiers for communication and lesson implementation.	N/A			0	$0.00
As a community of learners, assessment and reflection on practice are ongoing.	Student Performance	All Students	Ongoing	Teachers, Staff, Administration	12/14/2011	145SQI3A142	Substitute support for collaboration and reflection.	N/A			0	$0.00
As a community of learners, assessment and reflection on practice are ongoing.	Student Performance	All Students	Ongoing	Teachers, Staff, Administration	12/14/2011	145SQI3A144	Consultant support for expanded knowledge, and reflection guidance.	N/A			0	$0.00
Trust underlies collaboration and enables us to identify and share our strenghts with each other as well as our needs.	Student Performance	All Students	Ongoing	Teachers, Staff, Administration	12/14/2011	145SQI3A143	Ongoing communication is embedded in the school culture.	N/A			0	$0.00
Professional Developemnt is meaningful and teacher	Staff morale and student	All Students	Ongoing	Teachers, administrator,	12/14/2011	145SQI3A202	Consultant support is utilized to implement professional development	N/A			0	$0.00

leadership is essential.	performance			all staff			opportunities.					
Professional Developemnt is meaningful and teacher leadership is essential.	Staff morale and student performance	All Students	Ongoing	Teachers, administrator, all staff	12/14/2011	145SQI3A203	Teacher extended time supports professional developement leadership.	N/A			0	$0.00
Professional Developemnt is meaningful and teacher leadership is essential.	Staff morale and student performance	All Students	Ongoing	Teachers, administrator, all staff	12/14/2011	145SQI3A204	Collaboration and peer observtion are embraced strategies.	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

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).

Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Staff is reflecting on sensitivity to famiiles of various cultures and augmenting our understanding and sensitivity with relevant book studies and professional development.	Student Performance	All Students	Ongoing	Staff and Administration	2/13/2012	145SQI4A146	Books for professional growth.	N/A			0	$0.00
Staff is reflecting on sensitivity to famiiles of various cultures and augmenting our understanding and	Student	All	Ongoing	Staff and	2/13/2012	145SQI4A148	Consultant support for professional development and	N/A			0	$0.00

sensitivity with relevant book studies and professional development.	Performance	Students		Administration			parent education activities.				
Community is focusing on improving our listening skills.	Student Achievement	All Students	Ongoing	Staff, Families and Administration	2/13/2012	145SQI4A149	Consultant support for professional development and parent education activities.	N/A		0	$0.00
Community is focusing on improving our listening skills.	Student Achievement	All Students	Ongoing	Staff, Families and Administration	2/13/2012	145SQI4A150	Assemblies and clasroom presentations	N/A		0	$0.00
Meeting schedules are made to accommodate family needs.	All students	All Students	Ongoing	Teachers, administration and families	2/13/2012	145SQI4A205	Substitute support is utilized to support conferencing with families.	N/A		0	$0.00
Implement strategies to facilitate communication with target families.	Participation rates	FBB, BB	Ongoing	Admnistration, staff and parents	2/13/2012	145SQI4A650	Site distributions will be made more effectient.	9901-Title I - Parent Participation	4310-SUPPLIES	0	$804.85

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Peralta Elementary   **Principal:** ROSETTE COSTELLO

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.
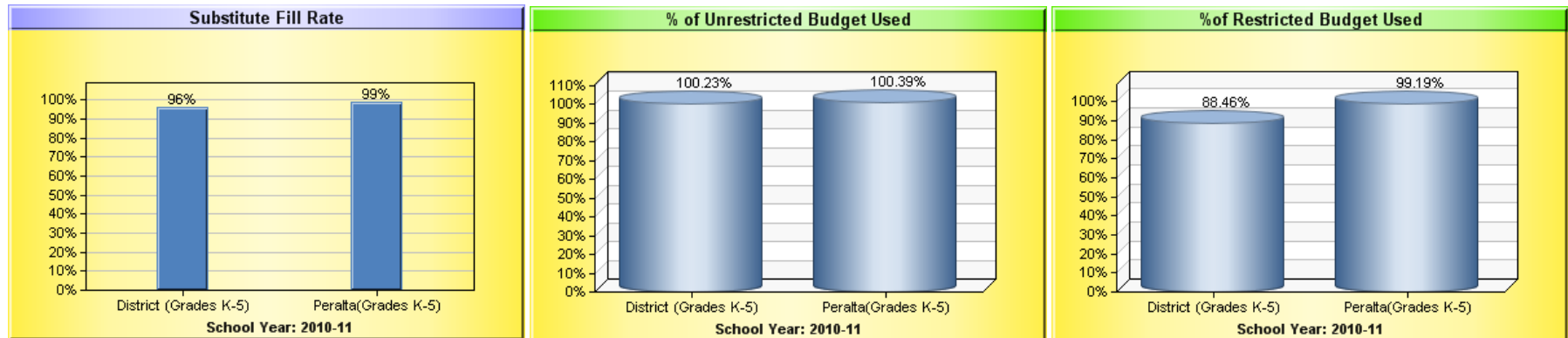
Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Staff and SSC discuss all aspects of site budget allocations and determine priorities.	Student performance	All Students	Ongiong	Principal, Staff and Familieis	12/12/2011	145SQI5A152	Meeting to enable staff and communtiy to voice program and budget prioirites	N/A			0	$0.00
Ongoing assessment of allocation effectiveness.	Student Performance	All Students	Ongoing	Principal, Staff and Families	12/12/2011	145SQI5A151	Meeting to support the SSC and Staff review of practice effectiveness	N/A			0	$0.00

ASSURANCES
2012-2013

School Site: Peralta
Site Number: 145

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.

2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on N/A.

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 11/9/11, 1/4/12, 2/15/12, 2/28/12, 4/4/12, 4/24/12.

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:

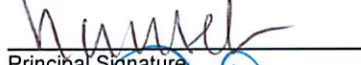|		
(signature)	Pamela Lucker	4-24-12
SSC Chairperson's Signature	SSC Chairperson's Name (printed)	Date
ELAC Chairperson's Signature	ELAC Chairperson's Name (printed)	Date
(signature)	Rosette Costello	4/24/12
Principal Signature	Principal's Name (printed)	Date
(signature)	Mia Settles-Tidwell	5/14/12
Executive Officer's Signature	Executive Officer's Name (printed)	Date
(signature)	Susana Ramirez	6/7/12
Director, State & Federal Compliance Signature	Director, State & Federal's Name (printed)	Date
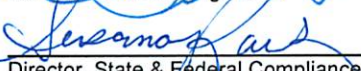
School Site Council Membership Roster – Elementary School

School Name: Peralta   **School Year** 2011-12

Chairperson: Pam Lucker	**Vice Chairperson:** Sepee Zabala
Secretary: Lisa Cloud Hickey	**DAC Representative:** Sepee Zabala

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Pam Lucker	232 Mather Street Oakland		x		
Linda Lathrop	130 Echo Ave. Oakland		x		
Rosette Costello	2511 Acton St. Berkeley	x			
Paul Andrews	2036 Damuth Street Oakland			x	
Natasha Tabasa	621 Valle Vista Ave. #4 Oakland		x		
Darryl Cobb	6457 Irwin Ct. Oakland 94609				x
Janine Mixon	9724 Mountain Blvd #12 Oakland				x
Betsy Merzenich	531 Valle Vista Oakland				x
Lisa Cloud Hickey	298 Euclid Ave Oakland				x
Sepee Zabala	346 45th St. Oakland				x
DAC Representative	Sepee Zabala				
Home Ph.415-283-7973	Email: sepee@hotmail.com				

Meeting Schedule	**1st Wednesday of the Month and as needed**

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.

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community
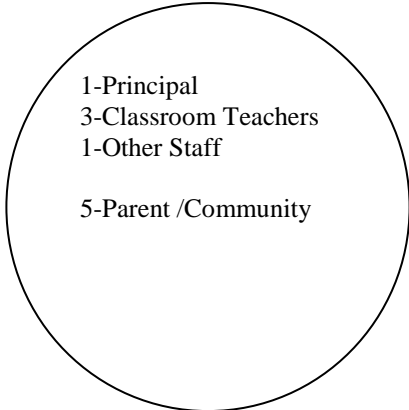
Title I School Parental Involvement Policy 2012 - 2013

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

Involvement of Parents in the Title I Program

Peralta School) agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan. Parents are informed in a timely manner about all meetings in a variety of formats that include written communication, e mail and phone calls.   The Parent Involvement Policy is developed jointly in a language and format appropriate and accessible for all families.

- Peralta offers a flexible number of meetings for parents and includes a range of both formal and informal formats and includes small and large group settings as well as individual meetings. Our strength as a community is marked by respecting the contributions off all members and every effort is made to support participation. For example, childcare services are provided in an effort to support participation.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Parents are informed of meetings in a wide variety of formats that include the distribution of a school wide calendar the first of school, monthly bulletins, postings throughout the school, e mail and phone calls. Initial information concerning Title 1 Programs and the Parent Involvement Policy/Compact is distributed the Title 1 Meeting in the fall. At that time, re-writes or revision of these documents take place. Parent-teacher and Parent-principal conferences are ongoing and highlight aspects of Title 1 services as they relate to student progress. In these conferences, as well as information about student progress, parents are informed about Title 1 support and their input is welcome and utilized to evaluate program effectiveness

- Provides parents of Title I students with timely information about Title I programs. Again, Parents are informed of meetings in a wide variety of formats that include the distribution of a school wide calendar the first of school, monthly bulletins, postings throughout the school, e mail and phone calls.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. An overview of curriculum expectations and assessment is provided at the initial Title 1 meeting. This information is re-visited continually during group and individual conferences with teachers and administration. Grade level standard goals are provided monthly to parents and are posted throughout the school. Parent-teacher and parent- administration conferences are ongoing and review curriculum, assessments and student proficiency levels.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Meeting are ongoing and

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

    An overview of curriculum expectations and assessment is provided at the initial Title 1 meeting. This information is re-visited continually during group and individual conferences with teachers and administration. Grade level standard goals are provided monthly to parents and are posted throughout the school. Parent-teacher and parent- administration conferences are ongoing and review curriculum, assessments, student proficiency levels and intervention supports that are in place. After school program also aligns with school day program to identify and support student needs.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. The importance of parent-school communication cannot be overstated. Staff provides a range of support for families that include specific strategies, suggestions for organizational supports, extra materials or books for use at home and partnering ideas for families.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Administration, peer and consultant expertise is used to explore strategies to facilitate ways to work with parents as partners.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Providing a welcome and non-threatening environment is essential to encourage parents to more fully participate in the education of their children. The manner in which staff presents their concern for and commitment to the well being of students is essential. Timely communication and responsiveness to parents is one major component of developing trust.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents

understand. Parents are informed in a timely manner about all meetings in a variety of formats that include written communication, e mail and phone calls. Parent translators are used when needed.

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

Accessibility

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

Adoption

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

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

_____   _____

(Principal's Signature)   (Date)

Peralta 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