

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for La Escuelita Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for La Escuelita Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: La Escuelita Elementary

6096523

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

La Escuelita was founded in 1975 by the parents of children from the child development center, Centro Infantil de la Raza. We are currently a K-5 elementary school with 307 students, with plans to grow and include grades K-8. On our site we have 13 general education classrooms, a computer lab, and library. We offer Bilingual classes in k, 1, and 2. In addition we have 1 Special Day Class for primary students. In keeping with our mission to prepare young people to reach their full academic potential and be confident, creative, responsible contributors to a multi-cultural society, we have leadership opportunities for students through service on our traffic patrol and through Playworks as Junior Coaches. These leadership roles build confidence, and supports creating a culture older students serve as role models for younger students. In the spirit of the founding families, this community has continued to advocate for the children of La Escuelita. The La Escuelita Educational Complex opened August 2012. Our opening of this new site will strengthen our vision and continue to foster and grow the community partnerships thorough shared community resources with Metwest and Dewey to support families. The Youth Heart Health Center serviced through La Clinica will support wellness and health for students. The La Escuelita Education center has the Oakland Unified School District Reading Clinic, a full cafeteria Kitchen, Greatroom/Cafeteria and future Farmer's Market.

VISION

Our Mission is to prepare young people to reach their full academic potential and be confident, creative, responsible contributors to a multi-cultural society.

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

*SSC and ELAC: At monthly SSC Meetings, the SSC will monitor the progress of the school according to indicators of success. We will review CST, Benchmark Data and CELDT data to make adjustments to strategies and/or support provided to improve student progress. The Healthy Kids Survey will be discussed and used to support planning around school climate, community partnerships through the Youth Heart Health Clinic, and school safety. *PTA (Parent Teacher Association): Establishing *Data will be shared, discussed, and analysed to supports plans for instructional strategies and programs. Parent-Teacher conferences will occur twice a year to review student progress. *Instructional Leadership Team: An Instructional Leadership Team (ITL) will be established to review benchmark data within the ILT and/or in Professional Learning Communities with faculty to plan and share best practices. *Principal Check-in Meetings: The Principal will meet the After School Program Coordinator to discuss enrollment, program, and ways to connect school day programs and strategies into the after school program. Check-in Meetings with the Reading Clinic Teachers, Health Clinic, School Nurse, Community Schools Manager, and Principals from Metwest and Dewey Schools to monitor progress and coordinate services.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

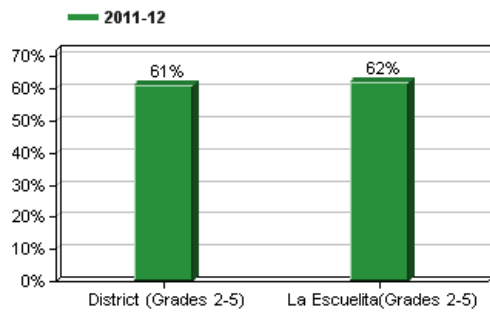
School Quality Standards relevant to this Strategic Priority

A quality school...

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

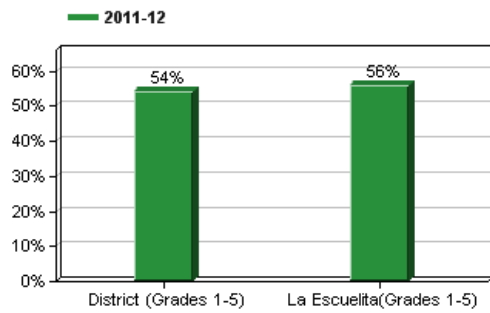
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



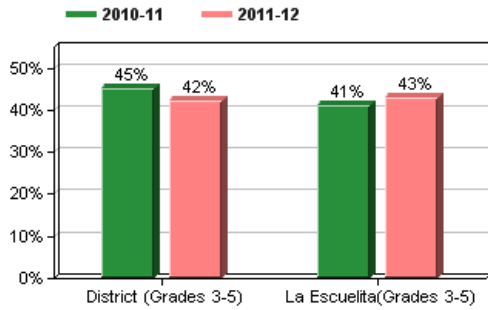
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

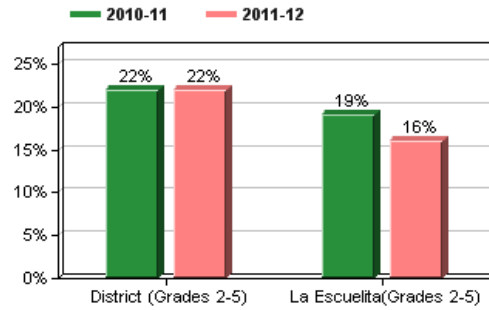


CST

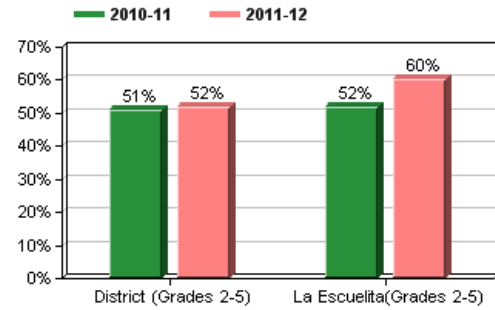
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

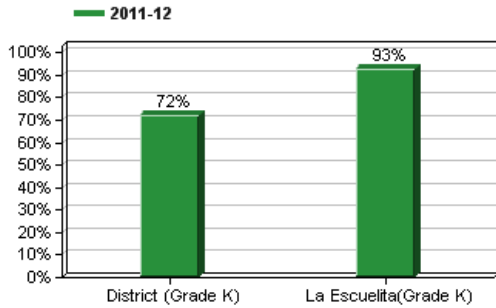


CST/CMA ELA % Prof/Adv

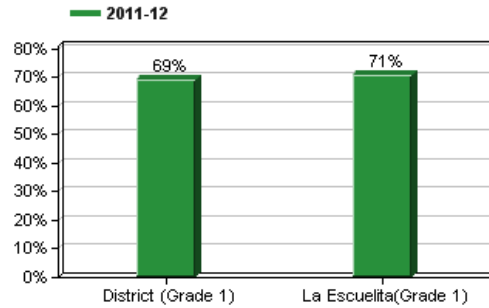


DIBELS

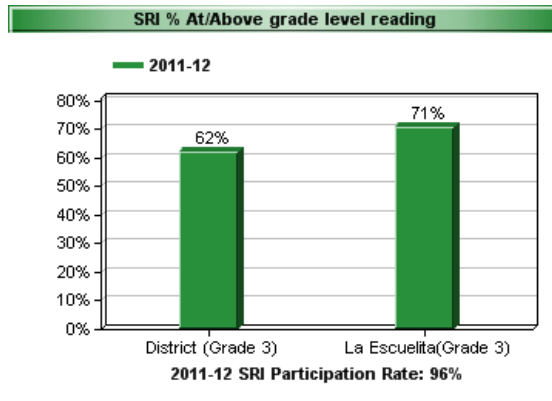
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- GRADES 2-5: Fluency Average Words Per Minute at risk some risk low risk 9% 14% 77% ELA all grades 42% at/above benchmark SRI .5 Reading Grade Level increase from Fall to Mid-Year School-wide 54%, African American 56%, Asian 76%, Latino 46%, White 66%, English Learners 50%, African American Males 77%
- GRADES K-1: Fall ELA Kindergarten Dibels: 67% Letter Naming 47% First Sound Kindergarten Idel: 39% Letter Naming 0% Phoneme Segment First Dibels: 55% Letter Naming 62% Phoneme Segment 66% Nonsense Words First Idel: 56% Letter Naming Phoneme Segment 22% Nonsense Words 44%

Data Analysis

- SRI Most growth Asian Students 75%, African American 56%, African American Male 77%. Lowest growth Latino 46%, English Learner 50% We should look at end of year for more growth and to determine root causes for increases, flat, decreases.
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Theory of Action

- We believe that if we provide teachers with Professional development opportunities on the Common Core Standards, and Balanced Literacy strategies, and provide them with time to collaborate with their peers through PLCs, then students will receive
- a well-balanced curricular program that will increase proficiency rates in Language Development.
- We further believe that if we assess students reading levels using SRI and other tools to progress monitor their reading development in the areas of fluency and comprehension
- then students will receive appropriate differentiated instruction and reading interventions.
- If we use leveled readers and rich literature that is culturally relevant then students will be able to make connections instilling in them a love for reading and discussion of great books.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students will use the computer as a problem solving/higher order thinking tool using Achieve 3000 or Fast Forward.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	5/15/2013	121SQ11A164	Computer Prep/Intervention teacher to provide intervention to students using software designed to accelerate English language proficiency.	7090-EIA - SCE		TCEEIP0011	0.3	\$30,473.37
Professional Development focused on a balanced literacy approach looking at guided reading and Common Core Standards as it relates to our target subgroups such as English Language Learners and FBB, BB and Basic students.					3/15/2013	121SQ11A1428	Consultant Contract to support PD	N/A			0	\$0.00
Purchase leveled texts to support fluency, comprehension, language development and a love for reading.	SRI	All Students	Monthly	Principal	4/2/2013	121SQ11A569	Leveled Readers	7090-EIA - SCE			0	\$2,411.94
Purchase leveled texts to support fluency, comprehension, language development and a love for reading.					4/2/2013	121SQ11A1431	Leveled Readers	N/A			0	\$0.00
Purchase supplies to support learning.	Other (OCR, etc)	FBB, BB and BAS	Monthly	Principal	4/2/2013	121SQ11A1454	Purchase classroom materials	3010-Title I	4310-SUPPLIES		0	\$2,805.92
Purchase supplies to support ELD (English Language Development).	CELDT	English Learners	Monthly	Principal	4/2/2013	121SQ11A1456	Purchase Supplies	7091-EIA - LEP	4310-SUPPLIES		0	\$6,319.67
Professional Learning Communities(PLC)- Teacher will meet weekly in their PLC to analyze data, use data to drive instruction, share best practices, collaborate and plan guided reading lesson					4/17/2012	121SQ11A2271		N/A			0	\$0.00
Surplus funds TBD.	CELDT	English Learners		Principal	5/21/2013	121SQ11A5192	Surplus funds TBD.	7091-EIA - LEP			0	\$2,331.95
Provide reduced class size bilingual classrooms to support differentiated instruction for ELL students.	CELDT	English Learners	Weekly	Principal	5/15/2013	121SQ11A6137	Partially fund a bilingual teacher to decrease classroom size.	7091-EIA - LEP		TCHBIL0060	0.2	\$17,072.78

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

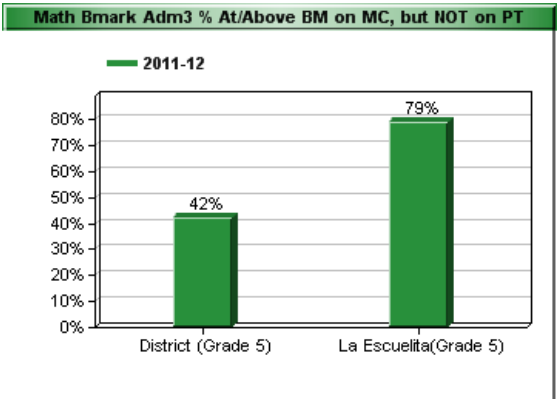
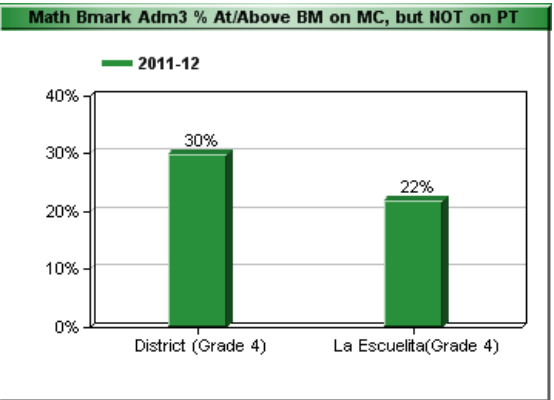
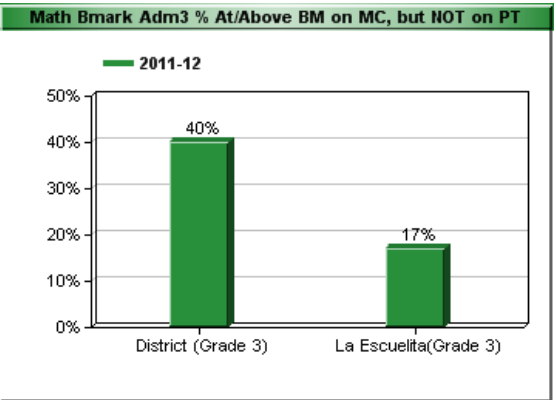
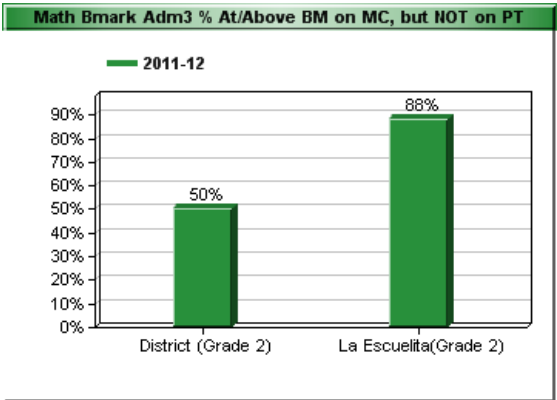
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

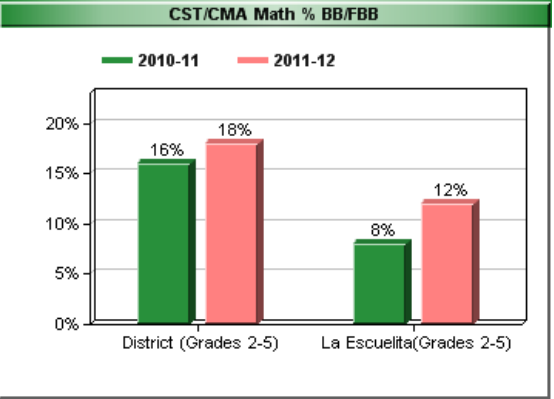
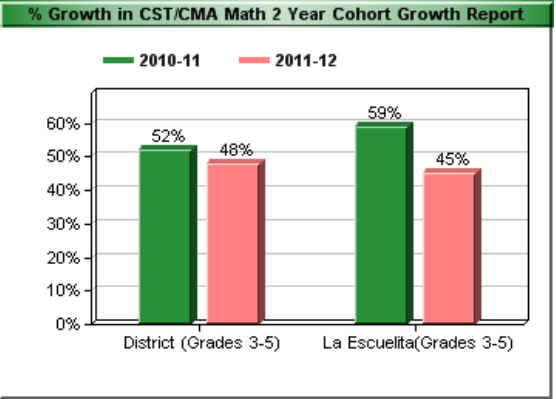
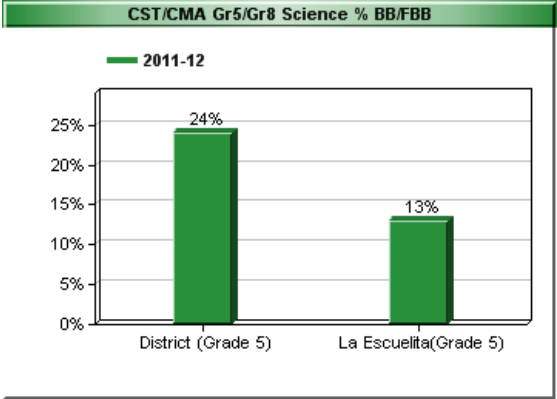
A quality school...

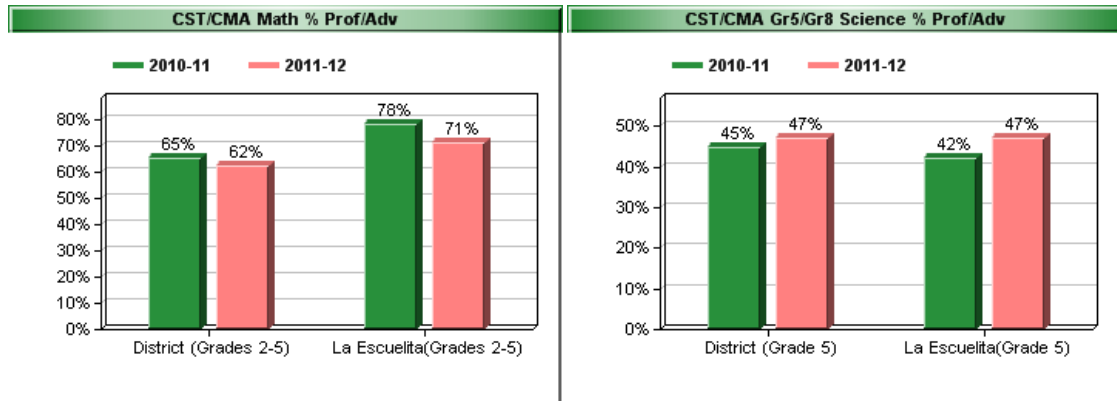
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST





School Data

- Math Grades K-5: Fall 77% at/above proficient Mid-year at/above proficient
- Performance Tasks: K 88% at/above 12% approaching/below 1 73% at/above 27% approaching/below 2 41% at/above 59% approaching/below 3 67% at/above 33% approaching/below 4 39% at/above 61% approaching/below 5 68% at/above 32% approaching/below

Data Analysis

- As students move up in the grades, tasks performance is lower. We will need to do more performance tasks activities that include student discussion and showing of student work.
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Theory of Action

- We will use science instruction to build language and thinking skills.
- We will host school-wide science fair to celebrate math/science and to encourage school-wide student and parent involvement.
- If we continue to have Science as one of our school wide Foci, this will support the transition to the Common Core Standards and SWT (Science Writing Tasks).
- If we have professional development around performance based tasks, it will ease teachers transition to the Common Core Standards and performance expectations.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide reduced class size bilingual classrooms to support differentiated instruction for ELL students.	CELDT	English Learners	Weekly	Principal	5/15/2013	121SQI1B6137	Partially fund a bilingual teacher to decrease classroom size.	7091-EIA - LEP		TCHBIL0060	0.2	\$17,072.78
Teachers will provide Foss instruction on School wide Science Fridays with a focus on notebooking to support language development and critical thinking.					5/18/2012	121SQI1B2274		N/A			0	\$0.00
School-wide participation in Science Fair.					5/18/2012	121SQI1B2273		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

School Data

- This is an area in need of tracking in terms families attending.
- Areas to be developed during K-8 expansion: Academic and social transition plans for teachers, students, and families. Systems needed to evaluate progress of transitioning to a PreK-8

Theory of Action

- If we provide opportunities for transitional activities for Transitional Kindergarteners (TK), Kindergarteners, and New Families we will ensure that our students and families will have success during transition.
- If we expand our school to K-8, then we will provide students and families with a consistent academic and social pathway, leading to high school and college.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Career and college awareness activities to support college and career readiness.					3/29/2012	121SQ11C2278		N/A			0	\$0.00
Funds needed to purchase classroom supplies	Other (OCR, etc)	All Students	Every Semester	Principal	4/16/2013	121SQ11C5820	Purchase classroom supplies to support mathematics and language arts.	7090-EIA - SCE	4310-SUPPLIES		0	\$2,158.12
Provide opportunities for transitional activities for Transitional Kindergarteners (TK), Kindergarteners, and New Families to ensure that our students and families will have success during transition.	Attendance	Pre-Kindergarten	End of Year	Principal	5/15/2013	121SQ11C6139	Hold meet and greet meetings for incoming kindergarten students and families in the spring and prior to school opening in August to provide information and set expectations for transition to school.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

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

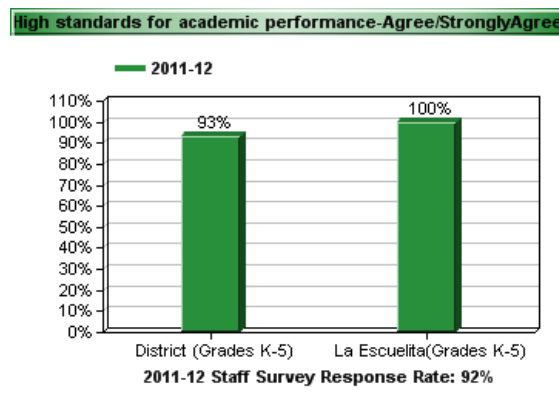
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

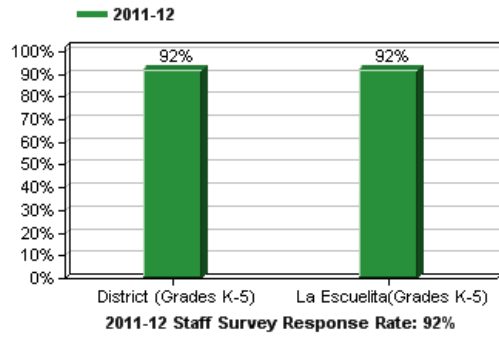
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

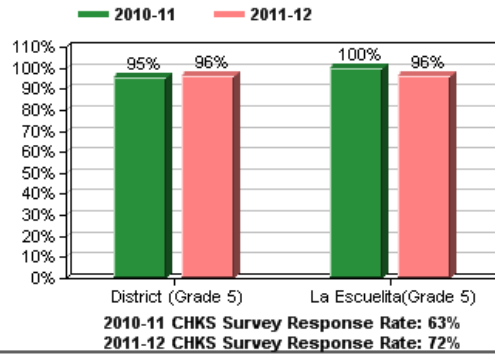


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



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



Theory of Action

- If we provide students with exposure to college life through field trips, our school will establish a college-going culture TK-8.
- Provide students with learning opportunities outside the classroom.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Field Trips to support college going culture and community learning experiences.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/2/2013	121SQI1D244	Chartered bus to Stanford, museums, etc	3010-Title I	5826-NON-CONTRACT SERVICES		0	\$3,700.00
Field Trips to support college going culture and community learning experiences.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/2/2013	121SQI1D1443	Admission Costs	3010-Title I	5829-ADMISSION FEES		0	\$500.00
Field Trips to support college going culture and community learning experiences.					4/2/2013	121SQI1D5190		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: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- This year our Focal 15 students receive weekly reading sessions from Succeeding by Reading Volunteer Program.
- During computer preparation periods students in grades K-5 have access to computer programs that support skill building.

Theory of Action

- Targeted interventions like Achieve 3000 and Fast Forward will support focus students through specific strategies, review, and reteach.
- Challenge activities will provide GATE students with the opportunities to further develop their academic talents.
- If English Language Learners receive front loading and vocabulary development, comprehension and access to literature will be strengthened through workshop.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional Development focused on a balanced literacy approach looking at guided reading and Common Core Standards as it relates to our target subgroups such as English Language Learners and FBB, BB and Basic students.					5/18/2012	121SQ1E2280		N/A			0	\$0.00
60% of a Bilingual Instructional Assistant will support classroom instruction for English Language Learners by working with small groups to provide language support and the induction of new comers.	CELDT	English Learners	Weekly	Principal	4/2/2013	121SQ1E1459	Bilingual Assistant to support English Language Learners.	7091-EIA - LEP		IABIL0009	0.6	\$35,020.16
60% of a Bilingual Instructional Assistant will support classroom instruction for English Language Learners by working with small groups to provide language support and the induction of new comers.					4/2/2013	121SQ1E5197		N/A			0	\$0.00
60% of a Bilingual Instructional Assistant will support classroom instruction for English Language Learners by working with small groups to provide language support and the induction of new comers.					4/2/2013	121SQ1E5198		N/A			0	\$0.00
20 % of a Bilingual Instructional Assistant to provide classroom support for FBB, BB, Basic students through small group instruction, one to one tutoring as needed.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/2/2013	121SQ1E1460	Bilingual Instructional Assistant	7090-EIA - SCE		IABIL0009	0.2	\$11,673.39
Students will receive targeted interventions and differentiated instruction during workshop in English Language Arts and math.					4/2/2013	121SQ1E2281		N/A			0	\$0.00
							Provide high-interest and challenging					

Implement differentiated instruction for GATE students.		GATE			4/12/2013	121SQ1E4748	extension activities integrated into classroom instructional program.	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

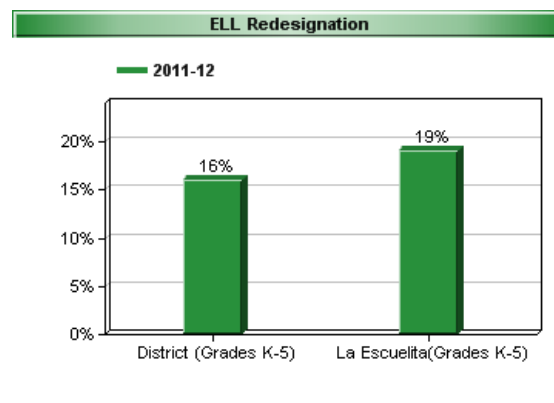
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

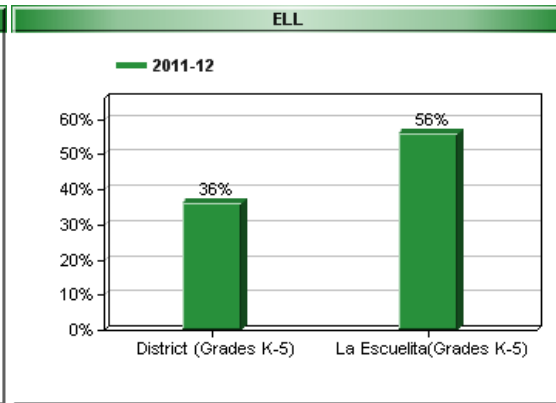
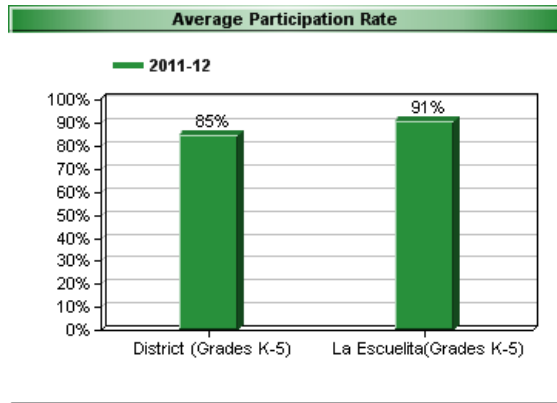
A quality school...

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

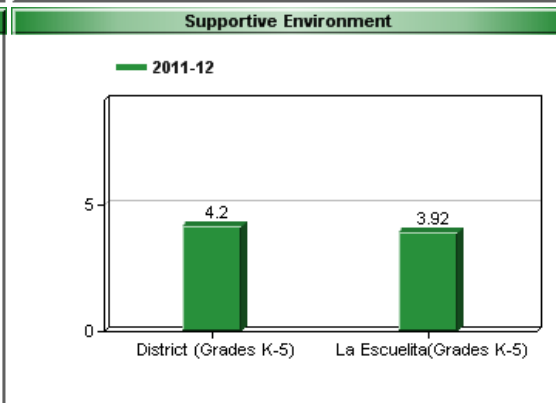
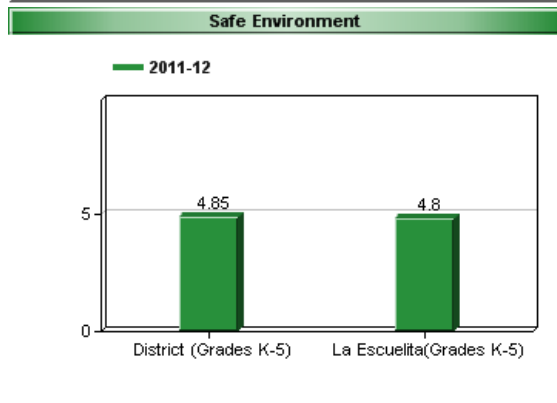
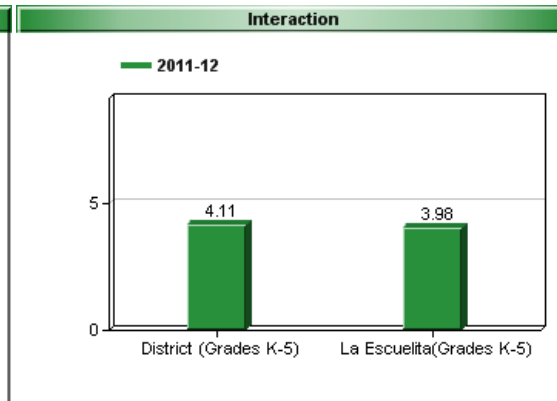
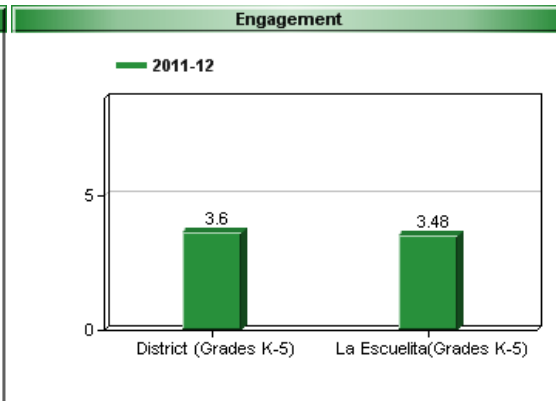
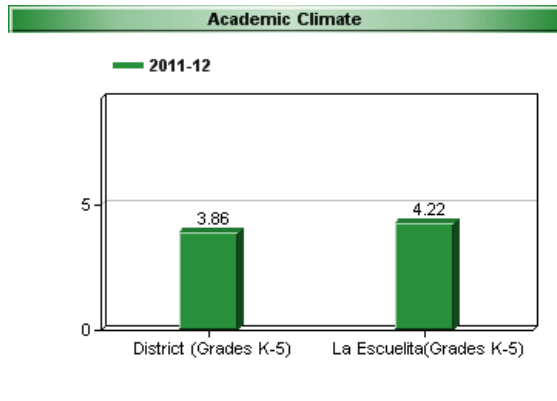
After School Program- Student Impact



After School Program- Participation



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



School Data

- Approximately 80 students are enrolled in the after school program.

Data Analysis

- Demand for after school is high, with a waitlist.

Theory of Action

- If students are provided with academic supports beyond the school day , students will further develop academically and socially.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Contract with EBAYC Afterschool program to provide academic interventions,arts/sports/science enrichment, and homework support.		FBB, BB and BAS			4/12/2013	121SQ1F646	EBAYC After school Program	N/A			0	\$0.00

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

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

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: To increase student engagement during the school day and beyond; reduce bully behavior.

- Strategy 1.1: Teach monthly character traits and hold discussions to help with problem solving.
- Strategy 1.2: Train 10-15 Junior Coaches to assist with recess game time.

Goal 2: To increase physical activity and play to support sportsmanship and leadership.

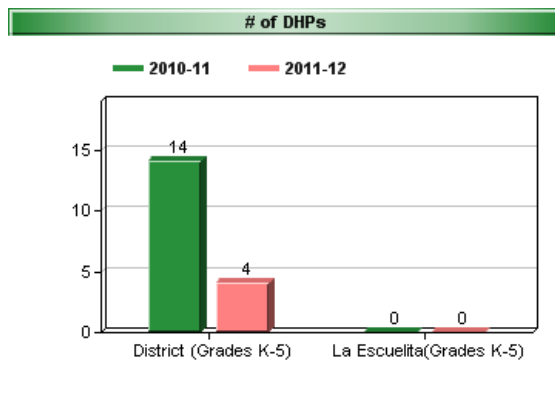
- Strategy 2.1: Classes will participate in organized class game time every other week to learn games that will promote sportsmanship and leadership skills that will transfer to recess play.
- Strategy 2.2:

School Quality Standards relevant to this Strategic Priority

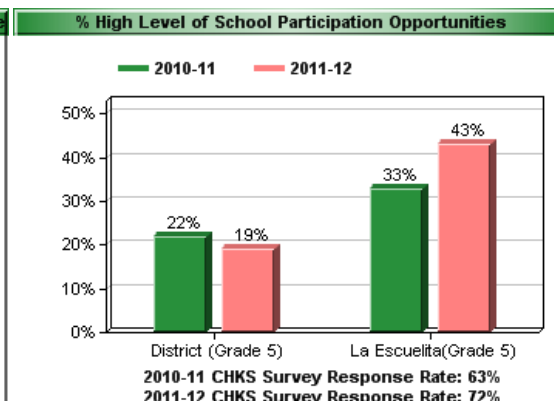
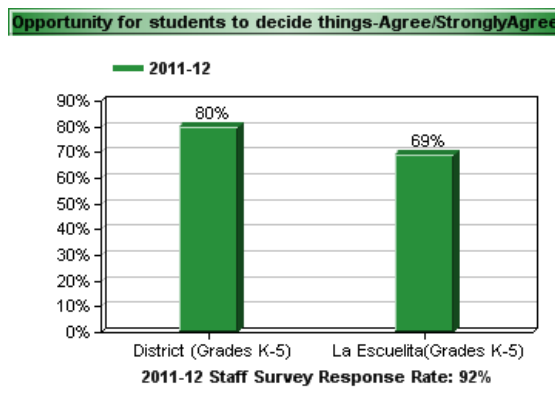
A quality school...

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

DHP

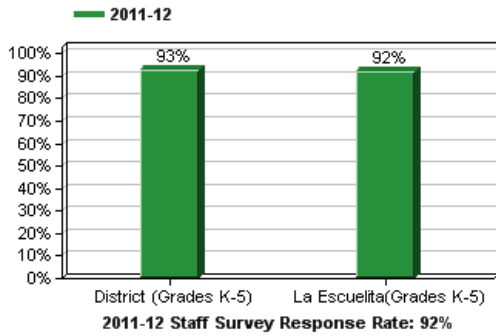


Survey - Engagement

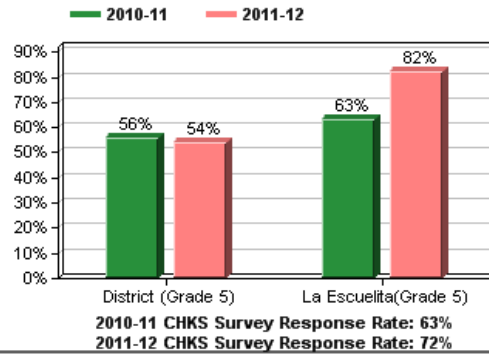


Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

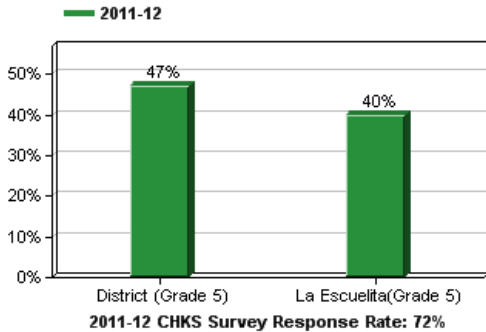


% High Level of Caring Relationships with Adults at School

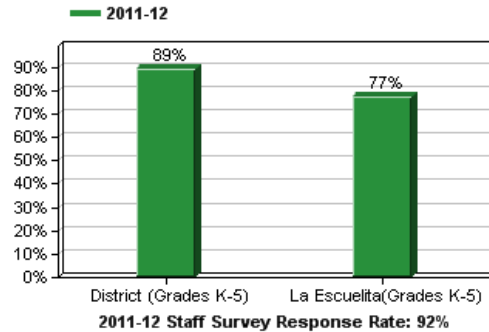


Survey - Safety

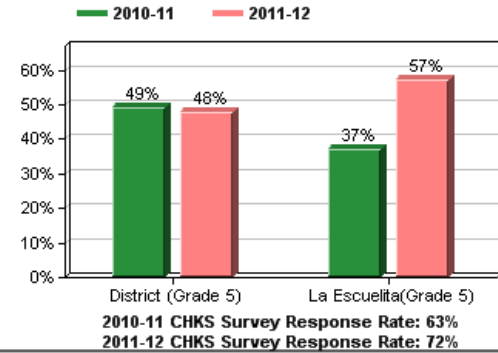
% Hit or pushed by other kids at school



This school is a safe place for students. % Agree/Strongly Agree

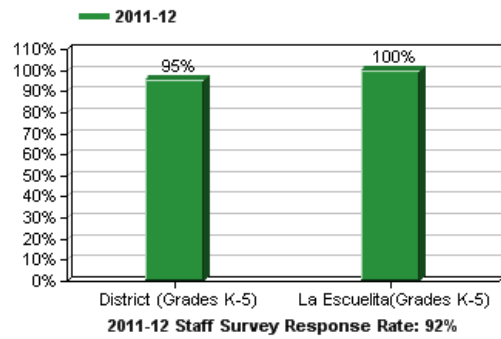


% feeling safe at school all of the time



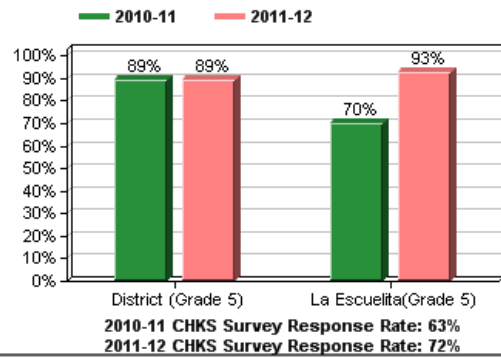
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree

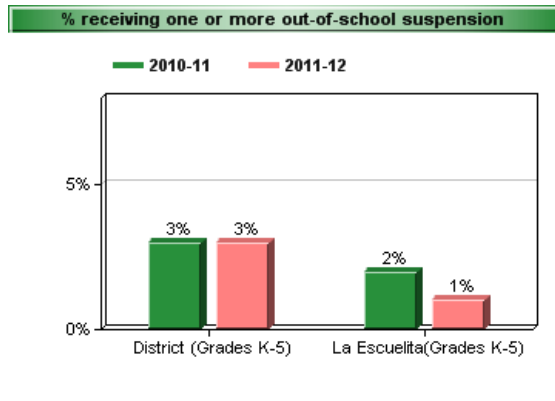


Survey- Beliefs

Most/All the time teachers believe you can do a good job.



Suspensions



School Data

- All teachers are paired with another buddy class, participating in activities throughout the year.

Data Analysis

- Continue to have buddy classes to welcome new students, providing activities to strengthen school climate and culture.
- Continue to have class meetings to engage students in discussions to support problem solving.

Theory of Action

- *If we have cross-grade buddy classes, students will have the opportunities to meet and learn about other students to build a strong, supportive peer community based on mutual respect.
- *If students participate in monthly award recognition assemblies, a climate of high expectations and celebration of achievements is established.
- *If students have the opportunity to engage through play, they will develop team building and problem solving skills

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students will be engaged in class meetings to support problem solving throughout the school.					4/2/2012	121SQI2A2283		N/A			0	\$0.00
School protocols and systems will be established to set expectations for how students move through the hallways and other areas in our school.					4/2/2012	121SQI2A2282		N/A			0	\$0.00
80%Bilingual Assistant position to support students FBB,BB,B	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/3/2013	121SQI2A5200	Bilingual Assistant Position	3010-Title I		IABIL0017	0.8	\$42,124.70

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

Strategic Priority B. Health & Wellness

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

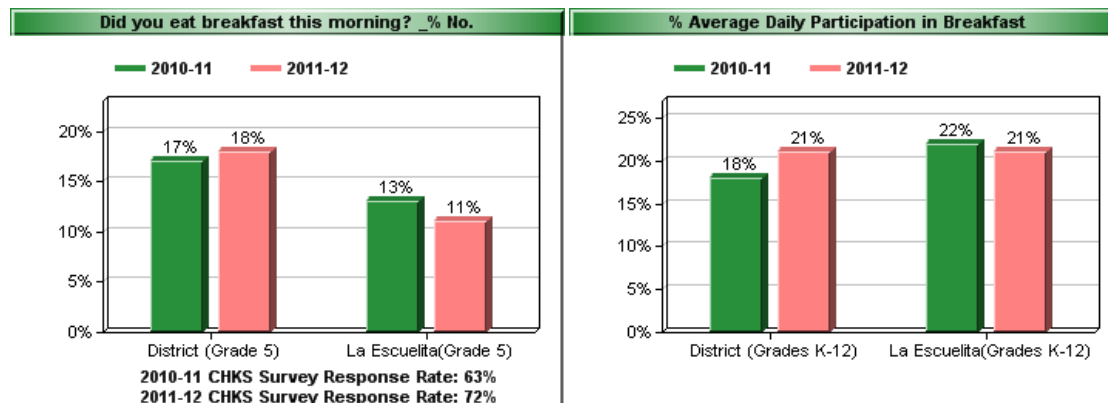
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

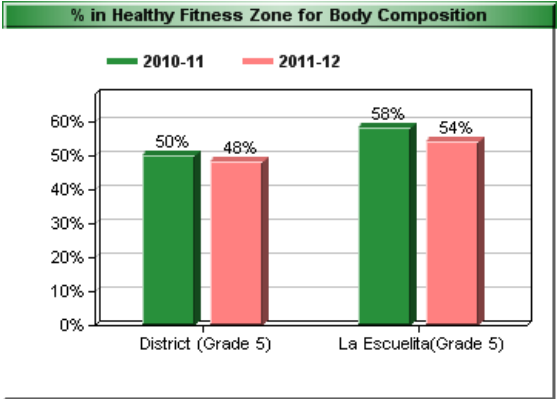
A quality school...

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

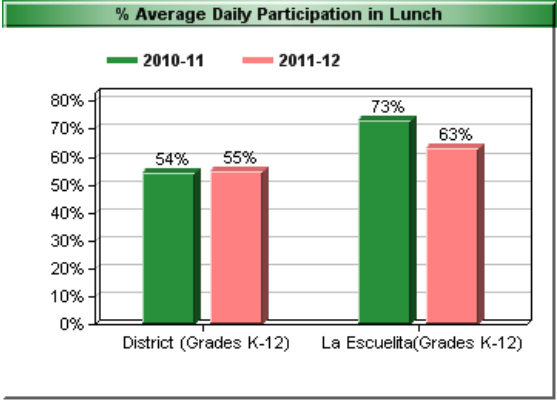
Breakfast



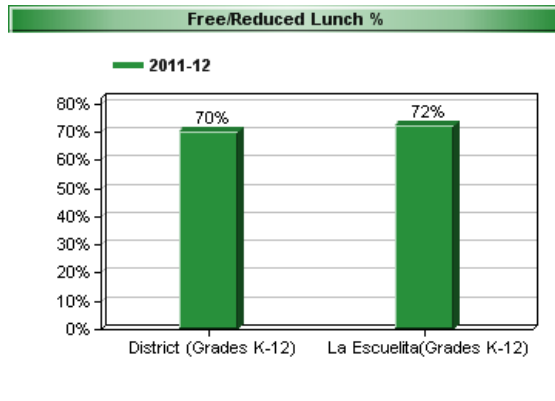
Fitness



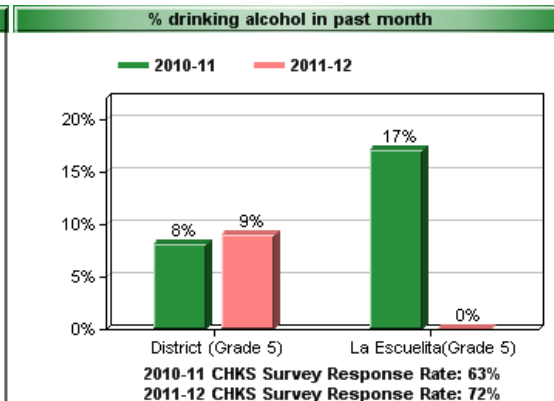
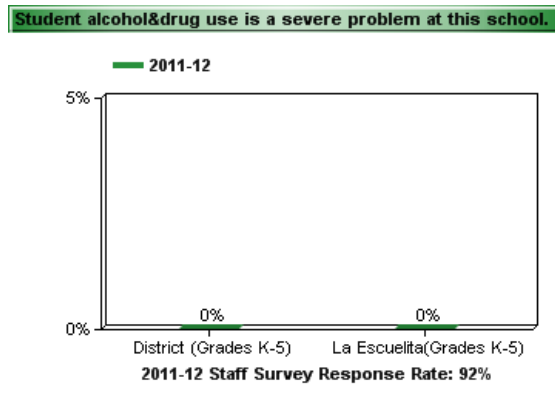
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- Students participated in the Lens Crafters Vision Program this year.
- Increase participation in "Free Breakfast" program school-wide.

Data Analysis

- Data and surveys needed to inform and support the work of the Health Clinic.
- Our Nurse will continue to do vision screening for all students.

Theory of Action

- Regular exercise will promote wellness, physical coordination, and sportsmanship among students.
- Participation in the Harvest of the Month program will expose students to a variety of fruits and vegetables.

- Coordination of services by Community Schools Manager will support health and wellness to families and community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Utilize the support of Playworks to build student leadership and support engagement in recess play activities.					4/2/2012	121SQI2B2285		N/A			0	\$0.00
Coordination of health services through the Metwest/Dewey collaborative through the support of our shared Community Schools Manager, La Clinica (Health Center Provider, and shared site school nurse and COST team.					3/15/2013	121SQI2B3117		N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

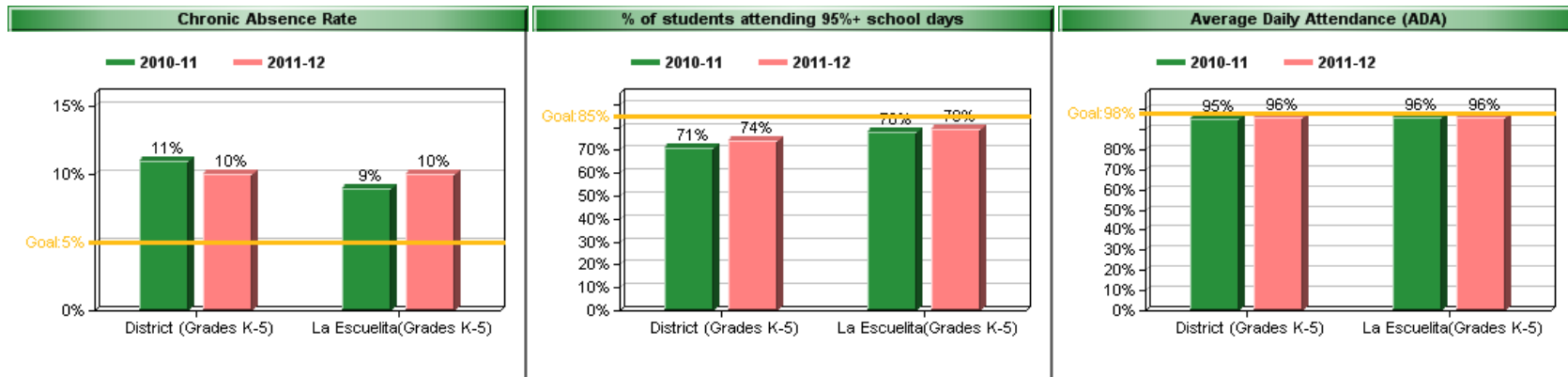
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



School Data

- Last year 96.7% Attendance Rate and 25 students with chronic absences. This year Attendance with 36 students with chronic absences.

Data Analysis

- Continue to make calls and coordinate SART meetings to interrupt chronic absences.

Theory of Action

- If families are aware of the importance of school attendance, attendance will improve and students will be more engaged in learning.
- In our 2nd year of COST we will refine ways to address attendance through COST (Coordination of Services Team).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire attendance clerk to make daily calls and coordinate SART meetings.					3/29/2012	121SQI2C649		N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

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

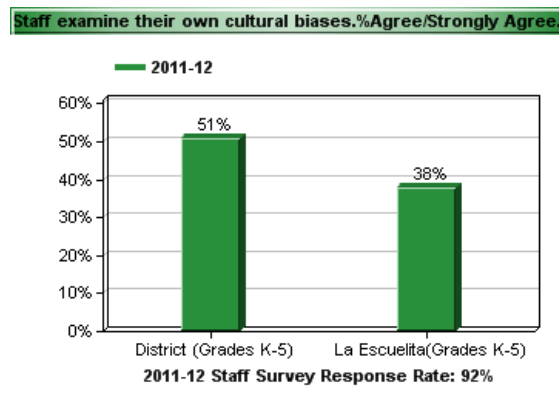
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



School Data

- Continue to provide opportunities for staff sharing of best practices.

Theory of Action

- If opportunities are created for staff to share best practices during Professional Learning Communities (PLC's), peer support is strengthened.
-

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional Development focused on balanced literacy and leadership development through the K-8 Incubation Process.					4/2/2012	121SQI3A2292		N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

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

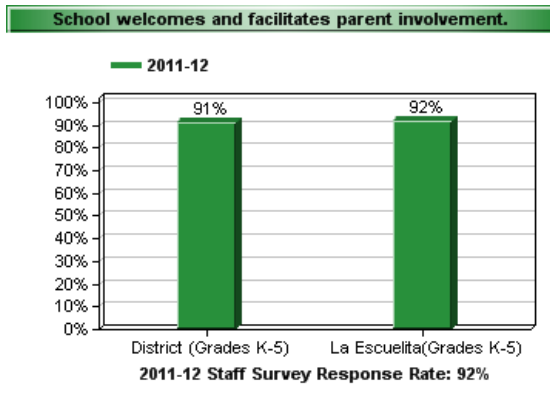
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- Parent engagement through PTA, SSC, and ELAC meetings.

Data Analysis

- Data needed to track student outcomes and success of the program.

Theory of Action

- If parents participate in literacy classes at school, they will learn more skills to support children at school and in the community.
- If parents engage in twice a year parent -teacher conferences they will be aware of school expectations and learn ways to support children at home.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Funds needed to purchase classroom supplies	Other (OCR, etc)	All Students	Every Semester	Principal	4/16/2013	121SQI4A5820	Purchase classroom supplies to support mathematics and language arts.	7090-EIA - SCE	4310-SUPPLIES		0	\$2,158.12
Provide opportunities for transitional activities for Transitional Kindergarteners (TK), Kindergarteners, and New Families to ensure that our students and families will have success during transition.	Attendance	Pre-Kindergarten	End of Year	Principal	5/15/2013	121SQI4A6139	Hold meet and greet meetings for incoming kindergarten students and families in the spring and prior to school opening in August to provide information and set expectations for transition to school.	N/A			0	\$0.00
Parent-Teacher conferences to communicate standards and student progress.					4/2/2013	121SQI4A1453	Provide Substitute Coverage	N/A			0	\$0.00
Encourage parent participation in school/family communication around student academic progress.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	5/15/2013	121SQI4A1457	Provide Translators for parent conferences to facilitate communication.	9901-Title I - Parent Participation	2225-CLASSSUPPT SALARIES OVERTIME		0	\$1,050.00
Encourage parent participation in school/family communication around student academic progress.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	5/15/2013	121SQI4A6138	Provide parents with informational handouts during parent conferences.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$25.66

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: La Escuelita Elementary

Principal: TAMMY ROSE

From OUSD Strategic Plan:

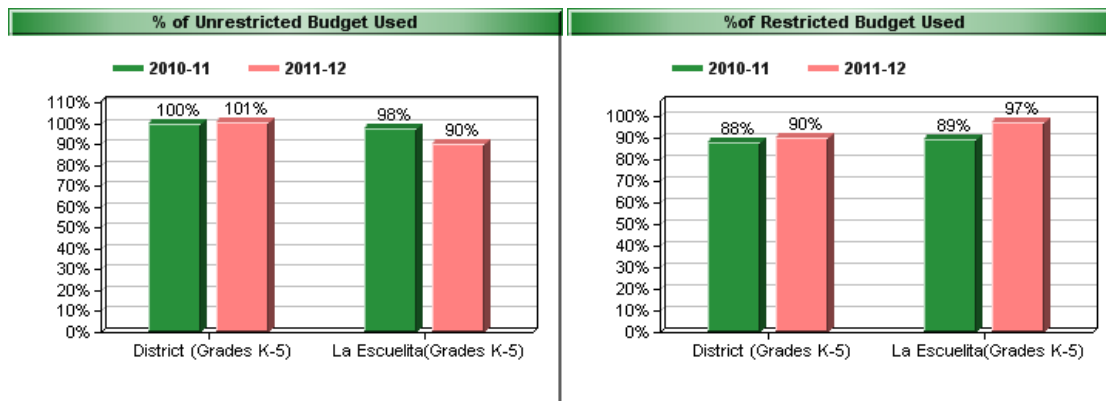
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

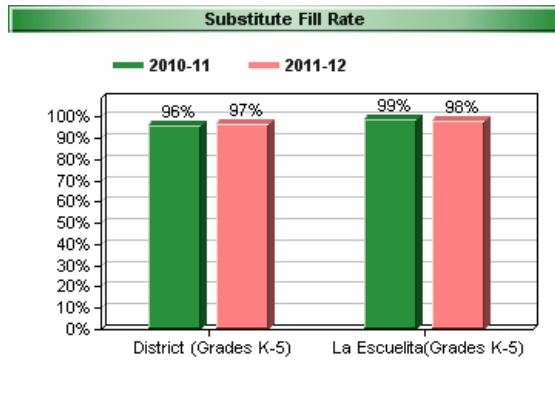
A quality school...

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

Budget



Sub Fill Rate



Theory of Action



- By creating systems to support our community school and education center, we will create pathways for families to utilize the Youth Heart Health Center (La Clinica)



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for staff to learn and share strategies in grade levels and cross-grades to support teaching and learning.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/2/2013	121SQI5A2293	Hire substitute to release teachers for professional development.	3010-Title I	1154-TEACHERS SUBS FOR RELEASETIME		0	\$3,000.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs:

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$46,716.82	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$60,744.56	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$107,461.38	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$52,628.53	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,249.93	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$53,878.46	

Appendices

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

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: La Escuelita Elementary School

Site Number: 121

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 10/16/13. 11/13/13 during SSC Meetings
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/2/13
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



 SSC Chairperson's Signature



 ELAC Chairperson's Signature



 Principal's Signature



 Executive Officer's Signature



 Director, State & Federal Compliance Signature

Azucena Solano
 SSC Chairperson's Name (printed) 5-2-13
Date

Carmen Graciliano
 ELAC Chairperson's Name (printed) 5/07/13
Date

Tammy Rose
 Principal's Name (printed) 5/6/13
Date

Janette Hernandez
 Executive Officer's Name (printed) 5/10/13
Date

Susana Ramirez
 Director, State & Federal's Name (printed) 6/4/13
Date

School Site Council Membership Roster – Elementary School

School Name: La Escuelita

School Year 2012-13

Chairperson: Azucena Solano	Vice Chairperson: Mauricio Rivas
Secretary: Mary Casanga	DAC Representative:

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Baltasar Setien					X
Mauricio Rivas					X
Azucena Solano					X
Mary Casanga					X
Damon Thompson					X
Marta Moreno					X
Rhonda James			X		
Patrice Yau			X		
Carmen Sabalza			X		
Margarita Garcia			X		
Tammy Rose		X			
Rosita Cruz				X	
DAC Representative					
Home Ph.	Email:				

Meeting Schedule

- 1-Principal
- 3-Classroom Teachers
- 1-Other Staff

- 5-Parent /Community

SSC Legal Requirements:

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community members;

School-Parent Compact

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

- **Students and Parents will follow school rules and school expectations.**
- **Students will wear the school uniform as a way to unify us as a school.**

Building Parent Capacity for Involvement

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

- 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
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. ***ELAC/SSC Meetings, *Parent-Teacher Conferences. *Homework with nightly reading will support practice at home.**
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. ***School Data reviews and suggestions for how parents can help at home at ELAC/SSC Meetings, *Parent-Teacher Conferences.**
- 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. ***Parent, Teacher, Association (PTA) support from families and teachers.**
- 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. ***Regular school communication about programs and school events.**
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. ***Provide translations for parents.**

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. Provide written and verbal translations during meetings.

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 3/19/13 and will be in effect for the 2013-2014 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. The La Escuelita Elementary School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

(Date)

La Escuelita Elementary School Compact 2013-2014

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 K-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:

- Send my child to school each day on time in school uniform.
- 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

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