

Board Office Use: Legislative File Info.	
File ID Number	19-1321
Introduction Date	6/26/19
Enactment Number	19-1168
Enactment Date	6/26/19 er



# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Howard Elementary School

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Howard Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

Legislative File Id. No. 19-1321  
Introduction Date: 6/26/19  
Enactment No.: 19-1168  
Enactment Date: 6/26/19  
By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Howard Elementary School  
**CDS Code:** 1612596001713  
**Principal:** Nikki Williams  
**Date of this revision:** 5/7/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Nikki Williams  
**Address:** 8755 Fontaine Street  
Oakland, CA 94605

**Position:** Principal  
**Telephone:** 510-639-3244  
**Email:** nikki.williams@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2019*

*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

# 2019-2020 School Plan for Student Achievement Recommendations and Assurances

**School Site:**

Howard Elementary School

**Site Number:** 166

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                    |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/7/19

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
  Announcement at a public meeting
  Other (notices, media announcements, etc.)

**Signatures:**

Nikki Williams

Principal

[Signature]

Signature

5/7/19

Date

Jonathan Kael

SSC Chairperson

[Signature]

Signature

5-7-19

Date

Monica Thomas

Network Superintendent

[Signature]

Signature

5-7-19

Date

MURDO OTIS

Officer, State and Federal Programs

[Signature]

Signature

5/30/19

Date

**2019-20 SPSA ENGAGEMENT TIMELINE****School Site:** Howard Elementary School**Site Number:** 166

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/8/2018	Teachers	Review 17/18 data and 18/19 goals
8/22/2018	School Staff	Review 17/18 data and 18/19 goals
8/28/2018	SSC	Review 17/18 data and 18/19 goals
1/9/2019	School Staff and Teachers	Reviewed year to date data and progress to goal.
1/29/2019	SSC	Reviewed year to date data and discussed big rocks for the 19/20 school year.
2/13/2019	Teachers	Reviewed year to date data and discussed big rocks for the 19/20 school year.
3/12/2019	SSC	Reviwed proposed 19/20 site plan
3/18/2019	FC	Reviewed proposed 19/20 site plan

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$50,618.26
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$320,696.26

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$49,663.83	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$22,113.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$954.43	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$113,093.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$50,618.26</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$271,127.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$321,745.26</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**1A: ABOUT THE SCHOOL**

**School:** Howard Elementary School

**School ID:** 166

**School Description**

Charles P. Howard Elementary is a small inclusive school located in a serene area with dazzling views of the Bay Area. Our close-knit community nurtures and supports student learning. We believe in educating the whole student and all students have access to a computer lab, music class, a library and hands-on science classes. We also have a garden project and a weekly Farmers' Market, which has inspired healthy eating and wellness in our community. In addition, we partner with the Ann Martin Center to support the mental health needs of our students and their families. Howard provides a caring and positive environment that engages families and believes that students come first!

**School Mission and Vision**

Howard is an inclusive community where everyone is valued. Howard scholars will grow socially, academically and emotionally. They will develop pride in themselves, their communities and their work. Our mission is educate the whole child by understanding that we must support our students academic and social development.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
Decrease in DF3 from Fall Literary Text (-72) to Midyear Informational Text (-56)	Focus on student response to complex text
Midyear to midyear, we are ahead of where we were this time last year (31.4% vs 26.4%) and on our way to meeting our goal of 45% at/above grade level	Focus on daily student engagement with complex text
Implementation of PBIS expectations and practices	Consistent messaging and expectations
Latino Students mid year SRI scores show a 15.3% decrease from the beginning of the year in the number of students multiple years below grade level (38.5% vs 53.8%) which exceeds our end of the year goal of 40% of students multiple years below.	Targeted whole group instruction aligned to assessment data
<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
Chronic absence has increased every year and currently we are above our end of the year goal.	Lack of accountability for families around attendance
Significantly decreasing the number of students multiple years below on the SRI	Lack of in class small group instruction

African American students mid year SRI scores show only a 3.6% decrease from the beginning of the year in the number of students multiple years below grade level (50.8% vs 54.4%) which is significantly above our end of the year goal of 40% of students multiple years below.	Lack of targeted skill instruction in small groups
---	--

**1C: 19-20 STUDENT GOALS & TARGETS**

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

<b>School Goal:</b>	<b>All students will feel connected and engaged in learning which will result in a decrease in chronic absence.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	65.00%	70.00%	75.00%
Suspensions	African-American Students	-2pp	0.00%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	32.28%	19.00%	15.00%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	<b>All African-American students will continuously grow toward meeting or exceeding standards on the ELA SBAC as demonstrated by a 20% point increase in distance from standard.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-75.9	-60	-45
ELA SBAC	Students with Disabilities	+20 points DF3	-107.6	-87.6	-67.6
ELA SBAC	African-American Students	+20 points DF3	-88	-68	-48

***District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	<b>All students will continuously grow towards meeting or exceeding standards on the Math SBAC as demonstrated by a 20% increase in distance from standard.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target

Math SBAC	All Students	+15 points DF3	-67.6	-52	-37
Math SBAC	Students with Disabilities	+20 points DF3	n/a	n/a	n/a
Math SBAC	African-American Students	+20 points DF3	-82.1	-62.1	-42.1

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

**School Goal: English Learner students will continuously develop their english language skills and will reach English fluency in 4 years.**

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	10.53%	n/a	16.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	n/a	25.00%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

**School Goal: All students will grow a year or more in reading each year with 50% of students scoring at or above grade level on the SRI and 50% of Kinder and 1st grade students reading at or above benchmark on the F&P.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	44.94%	41.00%	50.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	47.19%	40.00%	35.00%
K at or above Benchmark	All Kindergarten Students	+5pp	44.44%	49.44%	60.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	32.61%	37.61%	50.00%

#### 1D: IDENTIFIED NEED

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.



**1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>School:</b> Howard Elementary School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Literacy</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		By June 2021, 30% of students will score proficient on the ELA SBAC.			
<b>Theory of Action for Language &amp; Literacy:</b>		If we provide data-based, standards-driven reading and writing instruction aligned to the common core shifts and provide students with opportunities to read and write across the curriculum then students will demonstrate increasing proficiency on ongoing assessments such as F&P, SRI, Writers Workshop assessments and will test on proficient on the ELA SBAC.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		All Students		-77	-75.9
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
We have implemented data based cycles of inquiry focused on complex text, academic discussion and evidence based writing. Teacher meet weekly In PLCs to develop standards based lesson plans. Teachers received professional development and observation and feedback aligned to the cycle focus.					
<b>What evidence do you see that your practices are effective?</b>					
We saw a decrease in DF3 from Fall Literary Text (-72) to Midyear Informational Text (-56).  Midyear to midyear, we are ahead of where we were this time last year (31.4% vs 26.4%) and on our way to meeting our goal of 45% at/above grade level.					
<b>What are some possible implications for your 2019-20 SPSA?</b>					
Honed focus on complex text and text based writing. Development of school wide instructional norms.					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Mathematics</b>			
<b>June 2021 Standards-Based Instruction Goal:</b>		By June 2021, 35% of students will be proficient on the Math SBAC			
<b>Theory of Action for Standards-Based Instruction:</b>		If we provide small and whole group targeted instruction aligned to formative assessment data, then we can accelerate student groups to meet grade level standards.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math		All Students		-66.3	-67.6
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					

Teachers were able to implement targeted whole group math instruction aligned to student assessment data but experienced difficulty implementing small group instruction. Blended learning programs were utilized to accelerate student learning. Teachers received professional development and observation and feedback around math and blended learning programs.

**What evidence do you see that your practices are effective?**

Winter Math IAB data DF3 is -63 with 3rd grade at -43 and 4th grade at -57

**What are some possible implications for your 2019-20 SPSA?**

Provide teacher support in implementing small group instruction.

<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Chronic Absence</b>		
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	By June 2021, student chronic absence rate will be 10%.		
<b>Theory of Action for Conditions for Student &amp; Adult Learning:</b>	If we implement strong Tier 1 MTSS, then students will feel more connected and successful at school, which will lower our level of students chronically absence.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence	All Students	19.8%	28%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

The focus is on developing strong Tier 1 practices through explicit teaching of expectations.

**What evidence do you see that your practices are effective?**

Students are able to articulate expectations and practices. Chronic absence rate has shown no movement at this time.

**What are some possible implications for your 2019-20 SPSA?**

Targeted interventions for students at risk for chronic absence. Increased focus on academic tier 1 practices.

<b>18-19 Conditions for English Language Learners Priority:</b>	<b>Reclassification</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	By June 2021, 50% of students will be reclassified and 50% of LTEL will be reclassified		
<b>Theory of Action for Conditions for English Language Learners:</b>	If we provide targeted language instruction to all students than all ELL students will be reclassified by 4th grade.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	18.0%	10.53%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Integrated eld practices were in place.

<b>What evidence do you see that your practices are effective?</b>
English Language Learner students showed gains on SRI, IAB and F&P
<b>What are some possible implications for your 2019-20 SPSA?</b>
Focus on designated ELD. Professional development for teachers.
<b>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</b>
<b>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</b>
Proposed budget included .8 FTE for intervention support specialist in supplemental. Estimated budget includes .25 FTE for intervention support specialist in supplemental. Funds were redistributed for teacher stipends and books other than then textbooks. Additional title 1 funds were allocated for technology.

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Howard Elementary School

**School ID:** 166

**3: SCHOOL STRATEGIES & PRACTICES**

[Click here for guidance on SPSA practices](#)

*District Strategy:* Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

**School Priority ("Big Rock"):** Chronic Absence

**School Theory of Action:** If we implement consistent academic and social emotional Tier 1 practices aligned to identified student needs, then students will feel connected and successful at school, which will reduce our chronic absence.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will consistently implement PBIS, reinforcement systems, direct teaching of expectations, common classroom practices (volume level, attention signals, agendas, and posted classroom expectations).	<p>ILT will assess and update the school climate and culture vision</p> <p>PBIS/COST team will develop a positive school culture plan that includes clear expectations, and steps for staff. Cycles of climate and culture inquiry aligned to academic cycles of inquiry.</p>	PBIS Tiered Fidelity Inventory
1-2	Teachers will use behavior and academic data to implement in class differentiation and if necessary refer students for additional intervention	<p>PBIS/COST team will lead PD around PBIS implementation including data reviews, implementation reflection and adjustment if necessary.</p> <p>School will engage parents in PBIS through a Family PBIS night and regular communication around implementation of PBIS.</p>	Referral Data Cost Referrals
1-3	Teachers will use formative assessments to plan targeted instruction and intervention that meets the needs of student	PBIS/COST team will develop lesson plans to teach behavior expectations the first two weeks of school and develop follow up lesson plans to be taught at the end of each cycle. Behavior matrices will be posted in all areas to reinforce behavior expectations	Lesson Plans

1-4	Teachers will communicate monthly with parents around both academic and behavior expectations highlighting the importance of attendance.	<p>ILT/PBIS/Cost Team will update parent handbook to include school instructional focus and norms and attendance pledge.</p> <p>School will host a beginning of the year orientation/registration meeting to educate parents on expectations and school policy and procedures.</p> <p>School in collaboration with the afterschool program will host family engagement events including family academic nights, family health days, and open house to engage families.</p>	Parent Newsletters Handbooks
1-5	Teachers will complete COST forms and participate in a beginning of the year and middle for the year COST meeting to identify students who require additional support.	<p>PBIS/COST team will identify foster students and refer for support.</p> <p>Cost Team will meet weekly to discuss COST referrals and at risk students.</p> <p>Cost/PBIS team will create a behavioral RTI pyramid that all staff understand and implement.</p>	Cost Tracker  Family Engagement calendar and flyers.
1-6	Teachers will implement aligned instructional practices: workshop, text based writing, daily complex text lessons, posted objectives and data guided differentiation.	ILT will provide professional development and observation and feedback around aligned instructional practices.	PL Agendas School Newsletters Observation Data
1-7	Teachers will complete COST forms and participate in a beginning of the year and middle for the year COST meeting to identify students who require additional support.	<p>PBIS/COST team will identify unhoused students and refer for support.</p> <p>Cost Team will meet weekly to discuss COST referrals and at risk students.</p> <p>Cost/PBIS team will create a behavioral RTI pyramid that all staff understand and implement.</p>	Cost Tracker  Family Engagement calendar and flyers.

<i>District Strategy:</i> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>			
<b>School Priority ("Big Rock"):</b>		Mathematics	
<b>School Theory of Action:</b>		If we provide small and whole group targeted instruction aligned to formative assessment data, then we can accelerate student groups to meet grade level standards.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will embed 30 minutes of whole class acceleration time into their daily schedule and provide targeted instruction based on student data.	<p>ILT will train and support teachers around progress monitoring expectations and objectives and provide professional development around how to utilize acceleration time after developing their knowledge of acceleration pre teaching, reteaching and strategic skill development.</p> <p>Develop master school schedule to include 30 minutes of acceleration time at the beginning of the school day to provide opportunities for preteach, reteach, and/or targeted skill practice.</p>	F&P SRI
2-2	Teachers will embed acceleration time in their daily schedules and will implement small group instruction to support students with disabilities	ILT will develop an acceleration cycle calendar including both summative and formative assessment aligned to the assessment calendar Systems and structures will be created for monitoring formative and summative assessment data including data conferences, data walls and student goal setting.	Schedules Assessment Data
2-3	Teachers will utilize data (SRI, F&P, Math assessments, running records, and reading foundational skills assessments) to create groups to receive acceleration pull out and/or in class small group instruction.	ILT and Principal will lead PD around Data Driven Instruction and creating acceleration grouping based on data. Reading Intervention TSA will focus on providing small group acceleration for K-2 students below grade level.	Data Trackers

2-4	Teachers will utilize enrichment time to pull small groups and provide focused acceleration focused on accelerating economically disadvantaged students	ILT will meet 2x monthly to discuss acceleration strategies and student grouping based on student data and identified needs. Instructional Teacher Leader will focus on providing small group acceleration for 3-5 students below grade level.	Small Group Schedules
2-5	Teachers will collaborate with special education and intervention teachers to ensure instructional practices are consistent across the programs and ensure students with disabilities have access to general education curriculum and standards.	ILT will plan emdedded ollaboration time between general education, special education staff and intervention teachers to ensure we are supporting all students to ases and master grade level standards.	Professional Learning Agendas
2-6	Teachers will utilize blended learning time in their weekly schedule to provided targeted instuction.	ILT will provide PD around blended learning programs including how to support students, utilize report data reports and include blended learning into their weekly schedule.  Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration	Weekly Clever Report ST Math Progress Report
2-7	Teachers will identify incoming Kindergartens who require intervention and collaboratively reveiw assesemnt data from early childhood programs	School will establish relationships with early childhood programs to facilitate transition to kindergarten by reaching out to onsite State PreK to identify students who may require additional support either academicy or socially to sucessfully transition to Kindergarten.	
2-8	Teachers will collaborate with the afterschool program to ensure acadmic alignment and that foster students receive additional support.	ILT will collaborate with After School Program with implementing targeted acceleration utilizing progress monitoring data and in collaboration with teachers to provide extended learning oportunites for students to master grade level curriculum.	
2-9	Teachers will identify GATE students through assessments and provide acceleration and extended learning opportunities.	Leadship Team will provided professional development to teachers on providing acceleration and extended learning opporunties	



2-10	Teachers will backwards plan each unit focusing on the the cognitive demands of the tasks within the core curriculum unit	ILT will provide PL around backwards planning and unpacking tasks of the unit	Unit Plans
------	---	---	------------

*District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum*

<b>School Priority ("Big Rock"):</b>	Literacy
<b>School Theory of Action:</b>	If we provide data-based, standards-aligned reading and writing instruction that provides students with daily opportunities to read complex text, engage in text based writing and text based academic discussion then students will demonstrate increasing proficiency on ongoing assessments such as F&P, SRI, Writers Workshop, IAB's assessments and will at or above standard on the ELA SBAC.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Teachers will develop common, school-wide reading and writing lessons that includes opportunities for students to read complex text and engage in text based writing and academic instruction.  Teachers will develop unit plans focusing on vertical alignment to strengthen our common core aligned academic program	ILT will plan PD to develop teachers competence with unit and lesson planning Establish common pacing of instructional units at each grade level.	Lesson and Unit Plans
3-2	Teachers will administer unit pre and post assesemtn to montitor student reading and writing progress and develop lesson plans aligned to student needs.	ILT will plan PD around student reading and writing using student exemplars and student work to align expectations, provide time for PLCs to analyze data and plan for corrective instruction and create shared planning time to develop curriculum.	Student work samples.

3-3	Teachers will analyze student data every 6 weeks to check progress towards goals and develop corrective instruction action plans to ensure students demonstrate proficiency	Principal & ILT will guide teams through the Data Driven Instruction writing and reading cycles and provide PD on running records and writing assessments. Develop a schedule and plan for teachers to regularly assess student's reading and writing using SRI, running records of focus students and Writers Workshop writers assessments.	Data trackers K-2 Sipps Assessment Data K-2 F&P Data 3-5 SRI Data 3-5 IAB Data Unit Pre and Post Assessments
3-4	Teachers will implement aligned instructional practices to support African American students.	ILT will meet 2x monthly to examine instructional practices, set and evaluate professional learning objectives and support the implementation of Common core instructional shifts. Materials will be purchased to support teachers in creating corrective instruction action plans and provided differentiated instruction as needed.	Lesson and Unit Plans
3-5	Teachers will implement aligned instructional practices to assist Latino students	Principal and ILT will observe and provide feedback to teachers on lesson rigor and alignment to common core instructional shifts and ensure teachers have the necessary supplies to implement instructional shifts.	Observation Notes
3-6	K-2 teachers will assess foundational skills at the beginning of the school year and administer sipps assessments for progress monitoring.  K-2 teachers will provide daily differentiated SIPPS instruction and in class phonics instruction.	ILT will ensure all K-2 teachers receive training on Sipps and ongoing professional development.  Principal will provide feedback on SIPPS lessons.	Sipps and F&P data

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Reclassification
--------------------------------------	------------------

<b>School Theory of Action:</b>		If we provide targeted language instruction that includes both designated and integrated ELD then all ELL students will be reclassified by 4th grade.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Intervention teacher will implement 30 minutes of daily designated language instruction to support newcomer and ELL students	ILT will review ELL data to identify students who require targeted intervention.	SRI F&P
4-2	Teachers will implement targeted academic language instruction aligned to common core standards.	ILT will plan and provide professional development on targeted language instruction	SRI F&P
4-3	Teachers will implement integrated ELD instruction to support all ELL Students	ILT will provide professional development around academic language instruction and observation and feedback	Observational Data

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 166

School: Howard Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Contract with afterschool provider	Goal 5: Students are engaged in school every day.	5825	Consultants		Enter position number at left.		Teachers will collaborate with the afterschool program to ensure acadmic alignment and that foster students receive additional support.	166-1
\$5,133.00	General Purpose Discretionary	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		Enter position number at left.		Teachers will use formative assessments to plan targeted instruction and intervention that meets the needs of student	166-2
\$15,000.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		If we provide data-based, standards-aligned reading and writing instruction that provides students with daily opportunities to read complex text, engage in text based writing and text based academic discussion then students will demonstrate increasing proficiency on ongoing assessments such as F&P, SRI, Writers Workshop, IAB's assessments and will at or above standard on the ELA SBAC.	166-3
\$2,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		Enter position number at left.		ILT will provide professional development and observation and feedback around aligned instructional practices.	166-4
\$5,199.00	LCFF Supplemental	TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	2363	10-Month Classroom TSA	0.05	ILT and Principal will lead PD around Data Driven Instruction and creating acceleration grouping based on data. Reading Intervention TSA will focus on providing small group acceleration for K-2 students below grade level.	166-5

\$60,314.00	LCFF Supplemental	TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	1210	10-Month Classroom TSA	0.50	ILT and Principal will lead PD around Data Driven Instruction and creating acceleration grouping based on data. Reading Intervention TSA will focus on providing small group acceleration for K-2 students below grade level.	166-6
\$48,316.43	LCFF Supplemental	Instructional Support Specialist	Goal 2: Students are proficient in state academic standards.	2105	Classified Instructional Aide Salaries		Enter position number at left.	0.70	Teachers will utilize enrichment time to pull small groups and provide focused acceleration focused on accelerating economically disadvantaged students	166-7
\$8,000.00	Measure G	Books Other Than Textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		Enter position number at left.		Teachers will develop common, school-wide reading and writing lessons that includes opportunities for students to read complex text and engage in text based writing and academic instruction.  Teachers will develop unit plans focusing on vertical alignment to strengthen our common core aligned academic program	166-8
\$14,000.00	Measure G	Technology	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		Enter position number at left.		Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration	166-9
\$8,000.00	Measure G	Furniture	Goal 3: Students are reading at or above grade level.	4432	Furniture < \$5,000		Enter position number at left.		Teachers will develop common, school-wide reading and writing lessons that includes opportunities for students to read complex text and engage in text based writing and academic instruction.  Teachers will develop unit plans focusing on vertical alignment to strengthen our common core aligned academic program	166-10

\$38,966.40	Title I: Basic	TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	2363	10-Month Classroom TSA	0.45	ILT and Principal will lead PD around Data Driven Instruction and creating acceleration grouping based on data. Reading Intervention TSA will focus on providing small group acceleration for K-2 students below grade level.	166-11
\$4,337.00	Title I: Basic	Instructional Support Specialist	Goal 2: Students are proficient in state academic standards.	2105	Classified Instructional Aide Salaries		Enter position number at left.	0.10	Teachers will embed acceleration time in their daily schedules and will implement small group instruction to support students with disabilities	166-12
\$4,928.00	Title I: Basic	Licenses	Goal 3: Students are reading at or above grade level.	5846	Licensing Agreements		Enter position number at left.		Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration	166-13
\$954.43	Title I: Parent Participation	Surplus	n/a	4399	Surplus		Enter position number at left.		n/a	166-14



## **Title I School Parental Involvement Policy 2018-19**

(Blue fonts indicate an area that needs to be completed)

**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**

Howard Elementary School \_\_\_\_\_ agrees to implement the following statutory requirements:

(Name of school)

- 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.  
(In the box below, briefly describe or bullet how this happens at your school.)

Title 1 Meetings are scheduled annually and SSC Meetings are schedule monthly. In addition, 4 Parent Engagement meetings are schedule throughout the school year.

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

SSC Meetings are scheduled monthly on the last Tuesday of the month. Additional meetings are scheduled as needed at a time convenient for the families.

- 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.  
(In the box below, briefly describe or bullet how this happens at your school.)

SSC agendas are developed in collaboration with the SSC chair the week prior to the meeting.



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

All agendas are posted in advance of meetings and all Title 1 and SSC information is available for review in the office.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly meetings, flyers, monthly calendar robo calls and text messages.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

Publicized monthly meetings.

### School-Parent Compact

(Name of school) Howard 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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.





### Building Parent Capacity for Involvement

(Name of school) Howard 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

(In the box below, briefly describe or bullet how this happens at your school.)

Family Nights (Back to School, STEAM Night, Literacy Night), SSC Meetings, School Website, parent newsletters, parent teacher conferences, IEP meetings, and report cards.

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Meetings, school website, Newsletters

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Weekly staff professional learning, monthly staff meetings, professional development days, one on one meeting, all staff data meetings.



- 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.

(In the box below, briefly describe or bullet how this happens at your schools.)

Focus on student achievement and growth by increasing the number of students proficient and decreasing the number of students below grade level. School site plan and family engagement activities are designed to increase student achievement in all content areas.

- 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.

(In the box below, briefly describe or bullet how this happens at your school.)

School website, robo calls and text messages, notices, monthly calenders.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Parent input and student needs guide all meeting agendas.

### 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.

(In the box below, briefly describe or bullet how this happens at your school.)

Translation is offered at parent meetings. Notificiations are sent home in multiple languages. Documents can be translated if requested.

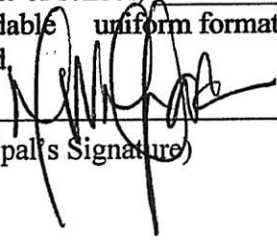


### Adoption

- 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) Howard Elementary School Site Council on (Date) 4/29/19 and will be in effect for the 2018-19 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 (Name of school) Howard 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)

4/29/19  
\_\_\_\_\_  
(Date)

# **Howard Elementary** Elementary School Compact

**School Name**

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.

## **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.**

---

Student signature

## **Parent/Guardian or Family Member 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.**

---

Parent/Guardian or Family member signature

**Teacher 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.**

---

Teacher signature

**We make a commitment to work together to carry out this agreement.**

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.



**2018-2019**  
**School Site Council Membership Roster – Elementary**

School Name: Howard Elementary

Chairperson : Jonathan “JJ” Kael
Vice Chairperson: Kellor Smith
Secretary: Brandi Owens

Member’s Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Brandi Owens				X
Jonathan “JJ” Kael				X
Vanessa Salsberry				X
Kellor Smith				X
Decole Pearson				X
Lydia Harding (alternate)				X
Kristina Molina (alternate)				X
Shaya Amanat		X		
Fredia Baker-Nash		X		
Frances Hammond		X		
Nikki Williams	X			
Maria Garcia			X	

Meeting Schedule (day/month/time)	Last Tuesday of Every Month at 5:00 p.m.
-----------------------------------	--

**SSC Legal Requirements:**  
**(Ed. Code 52852)**

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

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