

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1283
Introduction Date: 6/27/18
Enactment No.: 18-1091
Enactment Date: 6/27/18
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To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for East Oakland Pride Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, 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 SPSA 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 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for East Oakland Pride Elementary School.

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2018-2019 Single Plan for Student Achievement (SPSA)

School: East Oakland PRIDE Elementary School
CDS Code: 1612590115600
Principal: Michelle Cox Grant
Date of this revision: 4/20/2018

The Single 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: Michelle Cox Grant	Position: Principal
Address: 8000 Birch Street Oakland, CA 94621	Telephone: 510-636-8217 Email: michelle.grant@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: East Oakland PRIDE Elementary School **Site Number:** 107

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single 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 Single 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: MAY 16, 2018

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:

Michelle C. Grant
Michelle Cox Grant, School Principal

Michelle C. Grant
Signature

5.16.18
Date

Shantai Briggs
Print name of SSC Chairperson

Shantai Briggs
Signature

05.16.18
Date

Monica Thomas
Monica Thomas, Network Superintendent

Monica Thomas
Signature

5.18.18
Date

Marla Williams
Marla Williams, Officer, State and Federal Programs

Marla Williams
Signature

6/1/18
Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: East Oakland PRIDE Elementary School

Site Number: 107

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/24/2018	SELLS	SELLS will take up priorities set at final meeting of 2017-18 school year: English classes for parents, improving students' cafeteria experience, parent-teacher communication about student progress. Elect SELLS representatives for SSC and for DELLS.
2018-2019	SSC	SSC will continue the work from the 2017-2018, which will involve how we will use the Title one funding to support student learning.
2018-2019	Instructional Leadership Team	We will use data to determine if the Big Rocks that we have identified on the SPSA are correct or if we need to make changes to them.
mid-January 2019	Faculty / Staff	Solicit input from staff on their funding priorities for 2019-20 at monthly staff meeting.
#REF!	#REF!	#REF!
mid-January 2019	SELLS, AAPA, and SSC combined	Budget training and review budget summary including planned strategies & activities for 2019-2020. It will be a combined meeting with workshops in two languages.
#REF!	#REF!	#REF!
mid-March 2019	Faculty, SELLS, AAPA, and SSC combined	Solicit feedback on near-final SPSA in a combined meeting with breakouts in two languages.

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$57,050.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$227,870.69	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.01	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$490,439.39	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$82,135.30	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,020.05	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$84,155.35	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: East Oakland PRIDE Elementary School	School ID: 107
School Description	
At East Oakland PRIDE we are proud of our cultures, community and education. We are respectful of ourselves and others. We are intelligent in our personal and academic choices. We are determined to set and reach goals for ourselves. We are empowered to make a difference in our communities.	
School Mission and Vision	
East Oakland Pride Elementary prepares scholars to be global citizens that are passionate problem-solvers, college and career ready and are socially and emotionally competent with a life-long desire for learning.	
Through effective collaboration and caring and nurturing community, all adults challenge students with high academic expectations and rigorous instruction that will empower them as learners and inspire all students to reach their full academic, social- emotional, and physical potential.	
Family & Student Engagement	
Large majorities (70-85%) of students responded positively ("always" or "sometimes") to our in-house survey on belonging and school culture. We have a cohesive, coherent approach to social-emotional skills development in our Restorative Justice prep period. Teachers are given PD to support teachers in building culture in the classroom. Leadership Team meets with a girls group to build community in the upper grades.	

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	Targeted PD for teachers based on ELD and ELA for multiple cycles throughout the year. Small group work targeting standards with students, taught by administration team. Give standards based assessments, more closely aligned to the rigor of the SBAC, through Illuminate in addition to those mandated to the district. Use CORE Multiple Measures Assessments and Sourcebook to guide teacher practice in small group instruction based on data.	Assessments that are not common core aligned. Teachers who have not had any training. What does mastery understanding look like within the district. Students coming to school unprepared to learn and our need to support that development.	Teacher teams are not documenting student progress nor using data to determine next steps and needs. Inconsistent implementation of literacy strategies that support growth: guided reading, readers' workshop, phonics and phonemic awareness instruction, writers' workshop etc. Teachers lack adequate training for using data to guide reading instruction.
STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)	Lesson study for integrating Science and ELD instruction significantly improved our SIRA scores. Adopting Engage NY for our math curriculum and having a 6 week cycle focused on improving direct instruction and academic discussion. Growth in SBAC scores.	Teachers using lessons based on product or ease of instruction and not based in grade level standards. Teachers lesson planning without addressing the standard. Teachers who prefer using a script to teach. Teachers who do not meet the rigorous standards of Oakland Teaching Framework to be able to teach students to meet the CCSS.	Teacher capacity and teacher turnover. Veteran teachers hesitant to try new things. Assesments that are not standards based and do not guide instruction. Teachers not being adequately trained to deliver rigorous instruction that provides students with the necessary skills to grow. Special Education inclusion not supported in the general education classrooms.

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;"><i>(CULTURE & CLIMATE)</i></p>	<p>Large majorities (70-85%) of students responded positively ("always" or "sometimes") to our in-house survey on belonging and school culture. Culture building PD in August. Support from PBIS. Restorative Justice classes for students.</p>	<p>There are pockets of negative culture around the school that are making some students feel unsafe (e.g. 5th-grade girls taunting each other)</p> <p>Nearly all teachers have adequate classroom management skills such that their classes are functional and learning can happen. More than half of teachers have warm, engaged class cultures. A few teachers (~2) have classroom management problems that interfere with learning.</p>	<p>Students who have experienced trauma. Students who come to school ill prepared. Teachers who struggle with classroom management because of cultural bias. Lack of student engagement.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p style="text-align: center;"><i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>Improved literacy instruction school-wide has improved our ELs' performance overall. "Distance from 3" on the SBAC ELA has improved for the group "EL+RFEP4" over the last three years, from -101.2 in 2015 to -90.8 in 2016 to -70.0 in 2017. Math scores have improved over the same period for the same population, but there is less overall improvement than for ELA. The percentage of ELs scoring "Standard Not Met" declined from 80.4% in 2016 to 72.4% in 2017.</p>	<p>Reclassification rates declined for the last two years. The state's measure of EL progress indicates that EL progress "declined significantly" between 2016 and 2017.</p>	<p>Until this school year, we had dropped our focus on EL strategies and English acquisition. Some teachers were using strategies to support ELD and ELs' content learning, but many were not.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: East Oakland PRIDE Elementary School

School ID: 107

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Reading	Decrease our SBAC ELA Distance from Standard Met by at least 7.5 points over 2017-18.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-75.3	-67.8	-60.3
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	F&P growth & achievement, SBAC interims, SRI growth & achievement, in-class ELA performance tasks, MAP testing, writing on-demands				
Theory of Action for Language & Literacy Priority:	If all lessons heavily emphasize giving students opportunities to use academic language in meaningful contexts, including discussion and writing, then we will see increased performance on the SBAC ELA and will improve reclassification rates. Teachers must provide direct instruction in grade-level standards.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will use assessment data to guide teaching objectives for reader's and writer's workshop, SIPPS, WTW, and Making Meaning Comprehension and Vocabulary. Teachers will incorporate ELD strategies and engage students in daily academic discussions.	1.Create site assessment calendar based on the curriculum used on site and aligned with district calendar. 2.Hold teachers accountable for entering data in tracker or illuminate during PLC or PD. 3. Look for evidence of formative assessments in weekly lesson plans. 4. Coaches will engage grade level teams in monthly cycles of inquiry providing a well documented plan for meeting the needs of struggling students (including data conferences). 5. Schedule time during PD to score student writing and calibrate across grade levels after Narrative, Informational, and Opinion writing units. 6. Plan and facilitate professional development for using SBAC interims to support literacy instruction.	Assess all students using F&P Reading Assessments and CORE Assessments and SRI (3-5), WTW spelling inventory (2-5), SIPPS mastery assessment, Pre/Post Writing Assessments (K-5), IGD/FAST Assessments (TK) and formative assesments. Analyze student data to guide future planning. MAP Assessments

1-2	Big Goal setting with students (all students will grow 1 year in reading; students below will move 1.5 years; growth trackers (F&P for K-1; SRI for 2-5) should be present in classrooms. Individual skill related goal setting during reading and writing conferences, followed up by quarterly progress monitoring at parent conferences and between quarterly assessments.	Create a data tracker for additional site based assessments such as writing about reading performance tasks and monthly informal running records. Provide PLC planning time, vertical planning time across grade levels.	Data tracker with F&P scores, Core Assessments
1-3	Daily Independent Reading and Writing Instruction (Reading & Writing Workshop), including: -Clear, lesson objective (teaching point including "what," "why," and "how") -Explicit modeling of strategy or skill (how) -Whole-group guided practice aligned with modeling (how) -Independent practice with output (assessment) aligned with objective	Provide observation, feedback and resources to improve effectiveness of literacy look-fors. Access to Chromecarts, Raz Kids/Reading A to Z.	Record Weekly walkthrough data using google doc and IASpire, Weekly lesson plans
1-4	Intervention through small-group instruction and conferring, informed by data analysis and on-going progress monitoring. Differentiated instruction for low -performing students.	Provide differentiated PD in identified practices (backwards mapping to literacy assessments, lesson design, progress monitoring) ITL and ECCTL will provide small group Leveled Literacy Instruction for low performing students 4 days a week.	F&P, LLI Progress
1-5	-Improve language instruction through GLAD Techniques -Create daily content language objectives across content areas	Provide PD for best teaching practices for getting students to speak and write using more complex sentences. EL's Intervention support for focal students during Guided Reading or Phonics Workshop.	ELPAC reclassification numbers
1-6	Support Tech Literacy through: -SBAC Interims, key boarding strategies	Leadership will make a Chrome cart schedule. Provide access to Chrome carts. Support teaching around technology use. Teachers supplement the blended learning with Reading A-Z mini lessons that support students with improving vocabulary acquisition, comprehension, and writing about reading.	SBAC Interim Scores

1-7	Align Science & Social Studies Units with Reading And Writing Plans for ELD during long-term planning to allow teachers to reinforce reading and writing skills in response to complex text	Provide GLAD training. Allow time for teachers to long term plan.	SIRA, Writing Performance Tasks, science journals, academic conversation checklists
1-8	Provide staff with time to peer-observe one another to identify and learn from best practice and to provide one another with critical feedback	Lesson Study on Academic Discussion: Provide teachers with opportunity to meet with each other and then go into one another's classrooms and then give each other feedback about what they have seen.	SIRA, Writing Performance Tasks, science journals, academic conversation checklists
1-9	Academic Liaison aligns afterschool school day program literacy priorities with academic content	ITL will schedule meetings with ASP coordinator to align literacy instruction	Calendar
1-10	Provide culturally responsive instruction for African American	Provide PD on how to use students' background knowledge and cultural experiences as the foundation for instruction.	F&P progress, SBAC ELA progress
1-11	Provide culturally responsive instruction for Latino Students	Provide PD on how to use students' background knowledge and cultural experiences as the foundation for instruction.	F&P progress, SBAC ELA progress
1-12	Small-group ELA instruction and conferring, informed by data analysis and on-going progress monitoring for Students with Disabilities	Monitor progress of students with disabilities during data cycles.	Progress on IEP goals.
1-13	Provide opportunities for advanced guided instruction and independent learning for GATE students	Provide PD on differentiating instruction, including giving students access to above-grade-level content as needed	F&P progress, SBAC ELA progress
1-14	Low-Income Students: draw on students' funds of knowledge from their life experiences as the starting point for instruction	Provide necessary supplies/materials for learning (e.g. breakfast, pencils). Provide PD on how to use students' background knowledge and cultural experiences as the foundation for instruction.	F&P progress, SBAC ELA progress
1-15	Teachers will provide educational expectations and regular communication for Transitioning Students/Families into School for TK or Kindergarten.	Before school starts, host school BBQ to which all families are invited.	CHKS survey results TK/K attendance

1-16	Teachers will develop foster students' conversational skills as a way to develop academic language and thinking in a discipline	Provide PD on academic conversation	weekly walk-throughs and observations
1-17	Teachers will develop homeless students' conversational skills to develop their academic language and thinking in a discipline	Provide PD on academic conversation	weekly walk-throughs and observations

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-95.5	-85.5	-75.5
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Mid-Module Assessment, MAP Mid Year Assessment, SBAC Interim Scores, End of Module Assessment Scores, SMI				
Theory of Action for Standards-Based Instruction Priority:	If we use End of Module and SBAC interim assessments to inform daily instruction, then students will increase their proficiency on grade level CCSS. If we provide high level coaching, and we support continuous growth and development of teachers using an asset focused evaluation and we provide evidence based feedback to teachers that improves their practice for students, then students will receive hands-on, student centered and language rich instruction.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Teachers will use both formative and summative assessments to guide daily teaching objectives	Create a calendar site based and district mandated assessments 2. Create lesson plans based on assessment data during PLC 3.Dedicate PD time for entering data in tracker		Use standards-aligned assessments: Engage NY for formative assessments; use SBAC interims, MAP assessment	
2-2	Share year-long teaching calendar & assessments based on Engage NY Math and MAP assesment	Provide teachers with support in planning & assessing with Engage NY Math. Provide weekly reminders about assessment due dates in the Epistle.		Data Tracker	
2-3	Input assessment results into common school-wide tracker. Input Illuminate test results into Illuminate.	Create school-based data tracker. Set aside time to enter data during weekly planning. Devote one early PD to inputting Illuminate data.		Data Tracker	

2-4	Use fluency routines embedded in Engage NY Math to increase students' fluency with learned concepts and procedures.	Demonstrate how to implement routines through guest teaching. Observe fluency routines and provide feedback (something to target on weekly rounds). Devote at least one PD to using Engage NY fluency routines. Schedule times to observe fluency practice into weekly rounds (e.g. one week, ask teachers to move math time to a certain hour so we can check).	Weekly walkthroughs, lesson plans, sprints
2-5	Facilitate peer-to-peer academic discussions around math problems, especially word problems (to develop "concepts & procedures" and "application" components of rigor).	In multiple PDs, train teachers in specific strategies for facilitating math discussions. Coaches will demonstrate math discussions in classrooms (STIP sub will release one other teacher so two can observe at once). Coaches will observe discussions and provide feedback. Plan PD calendar to include training for strategies on facilitating math discussions. Schedule times to observe math discussions in weekly rounds.	Mid-Module and End of Module Assessments
2-6	Turn in weekly lesson plans that reflect I/We/You or You/We/You lesson structure and include regular time for fluency and academic discussions, with a focus on meeting the needs of children in foster care.	Coaches sit with PLCs for planning time. Include planning time in weekly PDs.	electronic copies of weekly plans
	Turn in weekly lesson plans that reflect I/We/You or You/We/You lesson structure and include regular time for fluency and academic discussions, with a focus on meeting the needs of homeless children.	Coaches sit with PLCs for planning time. Include planning time in weekly PDs.	electronic copies of weekly plans
2-7	Use strong strategies for student engagement in their lessons, particularly during guided practice.	Sit with PLCs to plan weekly lessons and help teachers incorporate student engagement strategies. Provide PD on active engagement protocols for teachers to use during guided practice. Instruct teachers on different levels of student engagement. During weekly walk-throughs, observe levels of student engagement and strategies being used to increase engagement.	Weekly walkthroughs, lesson plans

2-8	Teachers will analyze student exit tickets in PLCs to determine next-steps in instruction (challenge, reteaching) before end-of-unit assessments. Teachers will recognize low-performing students who need intervention in small group work.	Coaches support teachers to analyze data & plan next steps during PLCs.	End Of Module Assessments
2-9	Provide culturally responsive instruction for African American	Provide PD for community building, cooperative learning, and academic conversations	SBAC and math progress Give culture surveys to students
2-10	Provide culturally responsive instruction for Latino Students	Provide PD for community building, cooperative learning, and academic conversations	SBAC and math progress Give culture surveys to students
2-11	Provide Small group differentiated instruction Students with Disabilities	Provide academic materials and PD support to differentiate instruction	Progress on IEP goals
2-12	Provide opportunities for advanced guided instruction and independent learning for GATE students	Provide access to materials for advanced learning	SBAC and math progress
2-13	Low-Income Students: draw on students' funds of knowledge from their life experiences as the starting point for instruction	Provide feedback on lesson plans.	SBAC and math progress
2-14	Teachers will provide educational expectations and regular communication for Transitioning Students/Families into School for TK or Kindergarten.	Invite all families to Back to School Night.	TK/K attendance

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Culture & Climate	Students behave safely and abide by school expectations as measured by no more than 50 referrals per year by 2020. AA students will be proportionally represented in these referrals.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Suspension Rate	All Students	2.0%	1.8%	1.6%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	URF's ISS & OSS Suspensions, Attendance, Site based Culture Survey, Site based Staff Culture Survey				
Theory of Action for Conditions for Student & Adult Learning Priority:	If staff implement school wide positive behavioral interventions and supports (PBIS) to support the development of social emotional competencies in students and staff, then we will see an increase in pro-social response to conflicts. This will lead to the opportunity for teachers to teach and thereby increasing academic achievement in our students.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Teachers will use precise directions and positive narration when giving any directive (procedural, classroom assignment, etc)	Leadership Team will provide classroom management professional development, observation and feedback as needed.		PBIS Tiered Fidelity Inventory, weekly walk throughs	
3-2	Teachers will consistently implement positive consequences and negative consequences (when appropriate) in classrooms and common areas (including redirection before and restorative conversations after negative consequences)	Leadership Team will provide observation, feedback and resources to improve effectiveness of classroom culture. COST and school psychologist will collaborate to support Tier 2 and 3 students in demonstrating successful behaviors. COST (OUSD Behavioral Health department Program Manager and PBIS Coach) will provide professional development on pre-referral interventions and how to complete the URF.		PBIS Tiered Fidelity Inventory, weekly walk throughs	
3-3	Teachers will backwards map year long SEL lessons to occur during class meetings. Teachers will facilitate practice of SEL skills related to: self-awareness, self-management, empathy (specifically targeting anti-bullying messaging and reporting), problem-solving during class meetings. SEL skills will be revisited throughout the year proactively after breaks and as needed based on observed student conduct.	Leadership Team will provide professional development and PLC planning time		Lesson plans, class meetings, weekly walk throughs	

3-4	Development of meaningful relationship building and behavior support plans for students who require more intensive behavior support.	COST will facilitate creation and implementation of behavior support plans as needed. COST will assign students to Higher Ground caseload for individual and/or group support. Leadership Team will facilitate weekly Girls' Group for 4th/5th grade girls.	Student Survey PBIS Tiered Fidelity Inventory
3-5	Implementation of relevant and engaging curriculum to invite student interest and develop motivation	ITL and ECCTL will lead the development and support of PLCs in developing cycles of inquiry and consultancy protocols to address challenges in culture plan implementation. Provide afterschool program with enrichment opportunities to increase positive engagement with school and develop social skills through healthy risk-taking.	Student Survey, lesson plans, weekly walk throughs
3-6	Teachers will teach classroom and school wide procedures and expectations for the first 2-4 weeks of school. Culture Rounds will be conducted and after Thanksgiving, Winter, and Spring Breaks. Teachers will teach the procedures explicitly with a direct instruction model.	Leadership Team will provide Culture Guide and review with teachers at beginning of year retreat. Leadership Team will create schedule and check list for Culture Rounds. Provide adequate common space and playground supervision as well as playground game instruction	Culture Round checklists, PBIS Tiered Fidelity Inventory
3-7	Teachers will teach core values during first week of school and follow-up with monthly lessons around core value based on value of the month. Teachers will recognize students for exhibiting core values (to be celebrated at end of month with core value and academic awards assembly)	Leadership Team will conduct beginning of school year assemblies to teach core values and emphasize that they are essential to our school and monthly PRIDE assemblies. PBIS team will provide Shout-outs for school-wide student recognition.	Monthly PRIDE assemblies, PBIS Tiered Fidelity Inventory, PRIDE Shout-outs
3-8	Teachers will demonstrate knowledge of behavior escalation cycle by de-escalating students (or not further triggering them) while in the non-productive periods of escalation	COST (Behavioral Health Program Manager) will lead Professional Development on de-escalation. Higher Ground will model for teachers with students on caseload.	Decreased URFs, Higher Ground caseload for individuals and groups
3-9	Provide culturally responsive instruction for African American	Offer PD for building classroom culture, academic conversations, and groupwork	culture Round checklists, PBIS Tiered Fidelity Inventory
3-10	Provide culturally responsive instruction for Latino Students	Offer PD for building classroom culture, academic conversations, and groupwork	culture Round checklists, PBIS Tiered Fidelity Inventory

3-11	Teachers will provide explicit behavioral expectations and incorporate SEL in to lesson planning for Students with Disabilities	Provide feedback on weekly lesson plans	Decreased referrals
3-12	GATE students Teachers will provide differentiated instruction during Math, Science, ELD, and ELA	Facilitate planning for small group instruction during PLC	District mandated assessments
3-13	Low-Income Students: Teachers will implement relevant and engaging curriculum and draw on students' funds of knowledge from their life experiences as the starting point for instruction.	ITL and ECCTL will lead the development and support of PLCs in developing cycles of inquiry and consultancy protocols to address challenges in culture plan implementation.	Student Survey, lesson plans, weekly walk throughs
3-14	Teachers will teach procedures and behavior expectations and share that with Transitioning Students/Families into School for TK or Kindergarten	Hold Back to School Night and Beginning of year BBQ.	Decreased referrals
3-15	Build caring classroom communities with predictable routines and limited discipline problems for foster children.	Provide necessary supplies/materials for learning (e.g. breakfast, pencils). Provide PD on how to use students' background knowledge and cultural experiences as the foundation for instruction.	culture surveys
3-16	Build caring classroom communities with predictable routines and limited discipline problems for homeless students.	Provide necessary supplies/materials for learning (e.g. breakfast, pencils). Provide PD on how to use students' background knowledge and cultural experiences as the foundation for instruction.	culture surveys

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	English Learner Progress	By June 2021, at least 50% of ELs will progress one level each year on the ELPAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Progress	English Learners	34.6%	38.0%	41.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<p>The above rates refer to growth in EL levels, with CELDT 2016-17 growth as the baseline (from the CELDT growth/flat/slide measure). We prefer to measure growth rather than reclassification so we can keep an eye on all our ELs, including our increasing newcomer population. We understand that the goals may need to change as we learn about how the ELPAC works and how our kids tend to do on it.</p> <p>Other indicators: F&P progress, progress on the Conversation Analysis Tool from Jeff Zwiers, Language Analysis Framework for Writing (from Rita)</p>				
Theory of Action for English Language Learners Priority:	If we provide daily English language development, focused on academic language used in context of content study, to all students every day, then ELs will show steady growth on the ELPAC and in reclassification.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	Teachers will provide daily designated ELD instruction for all students. Teachers will prioritize lessons for supporting students with the expanding and enriching ideas in addition to teaching the other California ELD Standards. Teachers will use academic content from other subject areas as the basis for language study.	1-2 data cycles will be devoted to ELD. During PD, teachers will learn techniques for promoting language acquisition that are aligned with the ELD standards (instruction provided by coaches, Rita). They will also use PLC time to develop designated ELD lessons/units. Walk-throughs during these cycles will focus on designated ELD.		EL students will show progress on SRI, F&P, and writing on-demand tasks. We will drill down to put special focus on EL-AR and LTEL students.	
4-2	Newcomers will receive daily specialized ELD instruction, provided by the ELD TSA.	ELD TSA will develop individual schedules for newcomers based on their assessed needs, and will design and deliver ELD units aligned to the standards for "emerging" ELs.		Unit-based performance assessments in listening, speaking, reading and writing, aligned to ELD standards.	
4-3	Teachers will use GLAD strategies to teach academic content, in order to ensure simultaneous content learning and language acquisition for all students (integrated ELD).	As Erica is now a certified GLAD trainer. We will provide some on-site GLAD training, coaching and feedback. We also may send untrained teachers to the district-led trainings.		All ELs, including EL-REC (recent ELs), will show progress in mastery of academic content, including math and SIRA assessments.	

4-4	African American Students: all students, including EO, IFEP and RFEP students, will receive both designated and integrated ELD. We believe our African-American students can benefit from the same strategies, as they are mostly language minority students even if they're not ELs.	All teachers will use ELD strategies will all students across subjects.	When we do data analyses, we will disaggregate AA students' progress.
4-5	Students with Disabilities: students with disabilities will receive daily designated and integrated ELD instruction	RSP & SDC teachers will attend all PDs with GenEd teachers on EL strategies.	When we do data analyses, we will disaggregate the progress of students with disabilities.
4-6	GATE students: teachers will use the ELD standards to push GATE ELs to higher and more complex levels of English development.	PD on EL support will give teachers the opportunity to analyze the ELD standards and the ELD/ELA framework.	When we do data analyses, we will disaggregate the progress of high-performing students.
4-7	Low-Income Students: draw on students' funds of knowledge from their life experiences as the starting point for instruction	Provide necessary supplies/materials for learning (e.g. breakfast, pencils). Provide PD on how to use students' background knowledge and cultural experiences as the foundation for instruction.	Disaggregate the progress of low SES students in analyzing EL progress data.
4-8	Teacher will provide communication in home lanuguage when possible for Transitioning Students/Families into School for TK or Kindergarten	Provide translation services	Monitor TK/K attendance of EL students
4-9	Teachers will use Constructive Classroom Conversations strategies (Zwiers) to promote English development through student-to-student interaction across content areas.	ELD TSA will provide PD on constructive classroom conversations, and we will include a focus on productive student conversations across content areas.	Data cycles will include sampling of student conversations through the Conversation Analysis Tool.
4-10	Teachers will develop foster students' conversational skills as a way to develop academic language and thinking in a discipline	Provide PD on academic conversation	weekly walk-throughs and observations
4-11	Teachers will develop homeless students' conversational skills as a wayto develop academic language and thinking in a discipline	Provide PD on academic conversation	weekly walk-throughs and observations

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 107

School: East Oakland PRIDE Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Culture & Climate	A1.6 After School Programs	5825				107-1
\$11,145.33	General Purpose Discretionary	Stipends	Reading	A4.4 Teacher Professional Development focused on English Learners	1120				107-2
\$8,668.59	General Purpose Discretionary	Subs	Reading	A4.4 Teacher Professional Development focused on English Learners	1150				107-3
\$10,000.00	General Purpose Discretionary	Books other than texts	Reading	A2.3 Standards-Aligned Learning Materials	4200				107-4
\$12,736.08	General Purpose Discretionary	Supplies	Culture & Climate	A2.3 Standards-Aligned Learning Materials	4310				107-5
\$11,000.00	General Purpose Discretionary	Copier	Reading	A2.3 Standards-Aligned Learning Materials	5610				107-6
\$3,500.00	General Purpose Discretionary	Site licenses	Reading	A3.2 Reading Intervention	5846				107-7
\$24,302.00	LCFF Concentration	School Psych	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5734				107-8
\$9,000.00	LCFF Concentration	Contract- Intervention Teacher	Reading	A3.2 Reading Intervention	5825				107-9
\$4,899.47	LCFF Concentration	Purchase site licenses for Reading A-Z as a supplement to the classroom library books.	Reading	A3.2 Reading Intervention	5846				107-10
\$27,833.73	LCFF Concentration	EEIP to expand PEP grant-funded position so that all students can be engaged in physical activity classes.	Culture & Climate	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.30	107-11
\$33,964.81	LCFF Concentration	STIP	Reading	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0506	0.75	107-12

\$18,984.54	LCFF Supplemental	Purchase Eureka math books.	Mathematics	A2.3 Standards-Aligned Learning Materials	4200				107-13
\$62,500.00	LCFF Supplemental	Community Schools Manager	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5730				107-14
\$40,000.00	LCFF Supplemental	SEL Support Higher Ground	Culture & Climate	A6.5 Academic Parent-Teacher Communication & Workshops	5825				107-15
\$46,386.15	LCFF Supplemental	Surplus	n/a	n/a	4399				107-16
\$60,000.00	LCFF Supplemental	Setaside to hire .5 ITL to coach teachers and provide PD in Literacy as well as Responsive Classroom classroom management strategies.	Reading	A3.2 Reading Intervention	1119	11 MONTH CLASSROOM TSA	C11TSA0386	0.50	107-17
\$11,321.60	Title I: Basic	STIP	Reading	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0506	0.25	107-18
\$1,459.73	Title I: Basic	Surplus	n/a	n/a	4399				107-19
\$69,353.97	Title I: Basic	TSA	Reading	A4.3 Newcomer Programs	1119	10 MONTH CLASSROOM TSA	C10TSA0017	0.80	107-20
\$2,020.05	Title I: Parent Participation	Surplus	n/a	n/a	4399				107-21



East Oakland
PRIDE
Elementary

EOP Title I School Parental Involvement Policy

2017-18

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 East Oakland Pride Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:

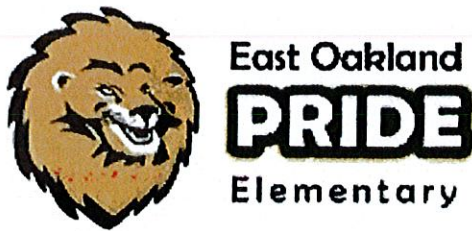
1. Inform parents of their school's participation in the Title I Program.
2. Explain the requirements of the Title I Program.
3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
4. The parents' right to participate in the development of the District's Title I Plan.

Parents are notified of rights and invited to join SSC to develop a plan for improvement at annual Back to School Night & Title I meeting. Parents are invited to SSC meeting throughout the year through flyers, automated calls, and announcements at whole school morning meeting.

- Offer a flexible number of meetings for parents.

SSC meetings are held once a month on a regular date that is decided upon by SSC members and participants. In addition, parent engagement meetings occur on a monthly basis in Family Resource Center. Lastly, parents are welcome to join any site-based committees which work to execute our school site plan.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning,



Review Title I programming occurs at every SSC meeting. We discuss progress towards strategic actions and develop new strategies during those meetings.

- Provides parents of Title I students with timely information about Title I programs.

SSC meetings are consistently held on a consistent day of the month, time and location. This allows our SSC to regularly discuss, in person, updates on Title I programming and developments.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

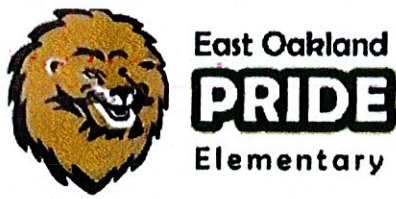
This occurs regularly at our SSC meetings as part of our progress monitoring practice.

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

This is a core function of our SSC model.

School-Parent Compact

East Oakland Pride: 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

East Oakland Pride: 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

We generally review academic expectations at Back to School Night and review progress three times a year during parent-teacher conferences. In addition, we are developing a series of workshops to support parents in supporting the school and its students in its site-based goals for the year.

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

This year, we have partnered with Oakland Parents Together to engage families in a series of workshops to review protective factors of healthy families. We've also partnered with Oakland Reads 2020 to equip families with age appropriate strategies to promote literacy. Finally, we've partnered with First Teacher to support TK/K families with early literacy in the 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.

We are currently in the process of developing long-term efforts to increase opportunities to train classroom teachers on how to engage with and maximize relationships with all families. Meanwhile, we ask teachers to promote family facing initiatives and opportunities during Professional Development and Staff Meetings, when possible.

- 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.

Because 99% of our population qualifies for free or reduced lunches, all parental involvement activities are integrated and open to all parents and families.

- 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.

Communications are sent home in English and Spanish 3-5 days in advance of a scheduled activity.

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

This is a function of the SSC that allows for regular opportunities for parent input in regards to needs and requests.



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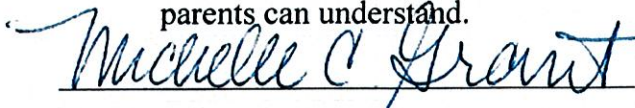
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Documents, communications and meetings are regularly translated for parents whose first language is not English.

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 East Oakland Pride School Site Council on 12/6/2017 and will be in effect for the 2017-18 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. East Oakland Pride'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.

 12/6/2017

Michelle Grant, Principal



EAST OAKLAND PRIDE SCHOOL COMPACT

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

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 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.

Michelle Grant
9/21/17



East Oakland
PRIDE
Elementary

- 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
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_____.



2017-2018

School Site Council Membership Roster – Elementary

School Name: East Oakland Pride

Chairperson : Shantai Briggs
Vice Chairperson: Leigh Ann Bliss
Secretary: Erin Ronhovde

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Michelle Grant	X			
Ellen Stufflestreet		X		
Leigh Ann Bliss		X		
Erin Ronhovde		X		
Amapola Obrera			X	
Petrona Martin				X
Ernestine Cornelius				X
Celestine Cornelius				X
Shantai Briggs				X
Petrona Aguilar				X

Meeting Schedule (day/month/time)	4th Thursday each month @ 3:30 pm
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SSC Legal Requirements: (Ed. Code 52852)

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

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