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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** August 14, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

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



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

*Aimee Eng*

----- 8/15/19  
Aimee Eng  
President, Board of Education

*Kyla Johnson Trammell*

----- 8/15/19  
Kyla Johnson Trammell  
Secretary, Board of Education

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

**School:** East Oakland PRIDE Elementary School  
**CDS Code:** 1612590115600  
**Principal:** Michelle Cox Grant  
**Date of this revision:** 5/24/2019

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:** Michelle Cox Grant  
**Address:** 8000 Birch Street  
Oakland, CA 94621

**Position:** Principal  
**Telephone:** 510-636-8217  
**Email:** michelle.grant@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2019*

*The District Governing Board approved this revision of the SPSA on: 8/14/2019*

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

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

**School Site:**

East Oakland PRIDE Elementary School

**Site Number:** 107

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" 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: May 24, 2019

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:**

<p><u>Michelle C. Grant</u> Principal</p>	<p><u>Michelle C. Grant</u> Signature</p>	<p><u>5.24.19</u> Date</p>
<p><u>Shantai Briggs</u> SSC Chairperson</p>	<p><u>Shantai Briggs</u> Signature</p>	<p><u>05.24.19</u> Date</p>
<p><u>Monica Thomas</u> Network Superintendent</p>	<p><u>Monica Thomas</u> Signature</p>	<p><u>5.24.19</u> Date</p>
<p><u>[Signature]</u> Officer, State and Federal Programs</p>	<p><u>Mikael OTIS</u> Signature</p>	<p><u>6/18/19</u> Date</p>

## 2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
01/14/19	ILT	ILT met to work through teacher, leadership, and organization practices aligned to school goals.
01/28/19	ILT	Members of ILT met to work through English Learner Progress
01/30/19	ILT	ILT met to work through teacher, leadership, and organization practices aligned to school goals.
03/08/19	ILT	Update SPSA from feedback form
3/22/2019	SELLS	Share rationale and overview of site plan
4/8/2019	SSC	Share rationale and overview of site plan

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$95,876.94
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	\$483,418.28

### 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)	\$94,069.14	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$36,036.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,807.80	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$221,146.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	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>\$95,876.94</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$493,103.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$588,979.94</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:** 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.

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

<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
Improved SBAC DF3 scores in both ELA & Math for African American, ELL's, and Foster Youth	PLC and PD addressing rigor and guided practice
COST Team supporting Special Education students, English Language Learners, and Homeless Youth.	Providing support counseling, reading intervention, language support for newcomers, early identification of students who need IEPs
Coaching Staff/ Low Teacher Turnover	Teachers feel supported by administration and coaching staff. Student growth rates make teachers feel successful
Targeted PD for teachers based on cycles	PD cycles include input, implementation, reflection, observation
Holding teachers accountable for Assessment & Planning	PLC time with coaches and holding teachers accountable for assessments in trackers
<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
Staff for PLC release time, coordinating PLC calendar	Hiring STIP or other subs. Scheduling around testing and coaching schedules.
Teachers are not analyzing assessment data to inform and plan teaching.	Teachers are not given time to prepare students to be successful on assessments, to analyze the data, or to reteach. A disproportionate amount of time used to give assessments over preparing students, analyzing data and reteaching.



Tier 2&3 Students Social Emotional Learning support	Inconsistent services, staffing, and follow through from mental health provider exacerbates disruptive behaviors in classroom.
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**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 build relationships to feel connected and engaged in learning.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	71.58%	76.60%	81.60%
Suspensions	African-American Students	-2pp	0.00%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	1.37%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	26.25%	15.20%	13.20%

***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>Decrease our SBAC ELA Distance from Standard Met by at least 15 points over 2018-2019.</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	-64.6	-45	-35
ELA SBAC	Students with Disabilities	+20 points DF3	-129.8	-109.8	-89.8
ELA SBAC	African-American Students	+20 points DF3	-83.7	-63.7	-43.7

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

<b>School Goal:</b>	<b>Decrease our SBAC Math Distance from Standard Met by at least 15 points over 2018-2019.</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	-75.8	-60	-45
Math SBAC	Students with Disabilities	+20 points DF3	-133.3	-113.3	-93.3
Math SBAC	African-American Students	+20 points DF3	-93.6	-73.6	-53.6

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

<b>School Goal:</b>	<b>We will continue to reclassify at least 16% of our ELs each year, and will raise our reclassification rate of EL-AR and LTEL students to 25%</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
ELL Reclassification	English Learners	16%	18.18%	16.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	28.57%	25.00%	25.00%

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

<b>School Goal:</b>	<b>All students grow a year or more in reading each year.</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	45.21%	26.00%	50.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	44.15%	39.15%	34.15%
K at or above Benchmark	All Kindergarten Students	+5pp	56.52%	61.52%	66.52%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	59.26%	64.26%	69.26%

**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.

East Oakland PRIDE  
**School:** Elementary School

**SPSA Year Reviewed:** 2018-19

**SPSA Link:** [18-19 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)**

<b>18-19 Language &amp; Literacy Priority:</b>	<b>Reading</b>		
<b>June 2021 Language &amp; Literacy Goal:</b>	Decrease our SBAC ELA Distance from Standard Met by at least 7.5 points over 2017-18.		
<b>Theory of Action for Language &amp; Literacy:</b>	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.		
<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	-67.8	-64.6

**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.**

Implementation has been challenging because we were unable to hold monthly PLCs. We hired a STIP Sub. last December who will cover classes allowing teachers to meet in grade level teams for 2 1/2 hours monthly. Teachers will engage in cycles that start with learning strategies during Wednesday PD, then planning with an instructional coach during PLC, then being observed by the leadership team during weekly walkthroughs, and finally ending with teachers receiving feedback and doing some reflection the next Wednesday PD.

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

More teachers teaching SIPPS with fidelity, anecdotal evidence of better teaching, more consistent implementation of writing performance task, assessment data being entered into tracker by teachers, evidence of academic discussion from observations. Consistent phonics program in bilingual classes (Bookshop Fonetica and Estrellita).

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

Changing how teachers are able to submit lesson plans from weekly to unit plans, more implementation support for phonics programs in bilingual programs. We need to purchase science and social studies complex text for classroom libraries.

<b>18-19 Standards-Based Instruction Priority:</b>	<b>Mathematics</b>		
<b>June 2021 Standards-Based Instruction Goal:</b>	Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.		
<b>Theory of Action for Standards-Based Instruction:</b>	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.		

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-85.5	-75.8
<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 are not using MAP assessments for math.			
<b>What evidence do you see that your practices are effective?</b>			
Anecdotal evidence through observations and teacher feedback of increased academic discussion in math, most teachers putting assessments in tracker,			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
IABs not aligned with units being taught. Teachers are being asked to do SMI, Mid Module, End of Module, and IAB. Most of the assessments are not aligned with current instruction. The testing is time consuming and limits the amount of time teachers have for the instruction that enables students to perform well on the actual assessments. Next year will ask teachers to administer the IAB that correspond with the units they are teaching.			
<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Culture &amp; Climate</b>		
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	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.		
<b>Theory of Action for Conditions for Student &amp; Adult Learning:</b>	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Suspension Rate	All Students	1.8%	0
<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>			
PBIS and COST interventions and supports implemented. Students behave safely and abide by school expectations.			
<b>What evidence do you see that your practices are effective?</b>			
URF referrals under 50 for Tier 1 students. Students responding to PBIS and COST interventions and supports. Decrease in student conflicts.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
Students will continue to receive PBIS and COST interventions and supports as needed.			
<b>18-19 Conditions for English Language Learners Priority:</b>	<b>English Learner Progress</b>		

<b>June 2021 Conditions for English Language Learners Goal:</b>	By June 2021, at least 50% of ELs will progress one level each year on the ELPAC.		
<b>Theory of Action for Conditions for English Language Learners:</b>	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.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Progress	English Learners	38.0%	N/A: first ELPAC year
<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>			
Two cycles this year have focused or will focus on ELD, with support from Rita. Teachers have been learning about how to implement academic discussions in recent PDs, with a focus on text-dependent questions based on complex text. Many, but not all, teachers implement ELD at least 3 times per week. More of our teachers were GLAD trained over the summer, and are using GLAD strategies as part of their content instruction. One pitfall: because it took us several months to hire a STIP sub, we have barely had any PLC release time, so teachers have not had a chance to collaboratively plan designated ELD units. We have not yet done any PD on Jeff Zwiers Constructive Classroom Conversations. ELD TSA works only 80% time and has generally not been available for PD.			
<b>What evidence do you see that your practices are effective?</b>			
We had 23 students reclassify based on their ELPAC scores in 2017-18 plus reaching SRI basic skills cutpoints. Most of these students (16) were 4th or 5th graders who were tagged as LTEL or AR.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
We need to hire a STIP sub before the school year starts, so PLCs can start planning right away. Then we will have more organized designated ELD units. By the end of the year, we will have two ELPAC years to compare so we can monitor growth of all student populations, not just students poised to reclassify. We need to do more to ensure ALL students get designated ELD at least 4 times a week.			
<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>			
There will be staffing changes- bringing back Higher Ground, one less teacher based on what district is providing.			

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

**School:** East Oakland PRIDE Elementary School

**School ID:** 107

**3: SCHOOL STRATEGIES & PRACTICES**

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

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

**School Priority ("Big Rock"):** Culture & Climate

**School Theory of Action:** 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 PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	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
1-2	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
1-3	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

1-4	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
1-5	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
1-6	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
1-7	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
1-8	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
1-9	Provide culturally responsive instruction for African American students	Offer PD for building classroom culture, academic conversations, and groupwork	Culture Round checklists, PBIS Tiered Fidelity Inventory, Culture Survey
1-10	Provide culturally responsive instruction for Latino students	Offer PD for building classroom culture, academic conversations, and groupwork	culture Round checklists, PBIS Tiered Fidelity Inventory, Culture Survey

1-11	Teachers will provide explicit behavioral expectations and incorporate SEL into lesson planning for Students with Disabilities	Provide feedback on weekly lesson plans	Decreased referrals
1-12	GATE students Teachers will provide differentiated instruction during Math, Science, ELD, and ELA	Facilitate planning for small group instruction during PLC	District mandated assessments
1-13	Teacher volunteers will pilot a family-oriented homework policy. Use GLAD home-school connections, FOSS home-school connections, etc.	Open a conversation with teachers about rethinking homework, changing our policy to move away from worksheets that repeats classwork (no evidence that this is effective in elementary school) to school-family connection activities that 100% of our families can complete, regardless of language or literacy skills.	Pilot teachers keep track of homework completion vs. old system, provide anecdotal information about connections to families.
1-14	Prepare for community events, invite parents to attend (see right)	Host events focused on bringing parents into the school: Back to school night, family arts night, Community Dinner before Thanksgiving, community appreciation night (honoring volunteers)	Turnout numbers

<b>District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION</b>			
<b>School Priority ("Big Rock"):</b>	Mathematics		
<b>School Theory of Action:</b>	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.		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
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 assessments	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

2-7	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
2-8	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
2-9	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
2-10	Provide culturally responsive/culturally relevant (story, song, movement, repetition, student interest) instruction for African American. Teachers instruction and actions are informed by student cultural background and day-to-day reality outside of the classroom.	Provide PD for community building, cooperative learning, and academic conversations	SBAC and math progress Give culture surveys to students
2-11	Provide culturally responsive/culturally relevant (story, song, movement, repetition, student interest) instruction for Latinx Students. Teachers give ELLs time to process and think. Teachers instruction and actions are informed by student cultural background and day-to-day reality outside of the classroom.	Provide PD for community building, cooperative learning, and academic conversations	SBAC and math progress Give culture surveys to students
2-12	Provide Small group differentiated instruction Students with Disabilities	Provide academic materials and PD support to differentiate instruction	Progress on IEP goals

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

<b>School Priority ("Big Rock"):</b>	Reading		
<b>School Theory of Action:</b>	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 PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	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), IGDI/FAST Assessments (TK) and formative assessments. Analyze student data to guide future planning. MAP Assessments
3-2	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

3-3	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
3-4	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
3-5	-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
3-6	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 aquisition, comprehension, and writing about reading.	SBAC Interim Scores
3-7	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

3-8	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
3-9	Academic Liaison aligns afterschool school day program literacy priorities with academic content	ITL will schedule meetings with ASP coordinator to align literacy instruction	Calendar
3-10	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
3-11	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
3-12	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.

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	English Learner Progress		
<b>School Theory of Action:</b>	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.		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
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 NGSS Science, Social Studies, and ELA 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	Year 0 and Year 1 Newcomers will receive daily specialized ELD instruction, provided by the ELD TSA. Newcomers in Years 2+ will be placed in LLI groups, as appropriate given their assessed reading levels. Students with limited or no prior literacy instruction will receive additional pull-out in foundational skills, provided by 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. We will also monitor Newcomers' F&P progress and adjust interventions as appropriate.
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 hands on experiences with science, social studies, virtual & actual field trips, explicit teaching of domain specific vocabulary.	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 language 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 way to develop academic language and thinking in a discipline	Provide PD on academic conversation	weekly walk-throughs and observations



PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 107

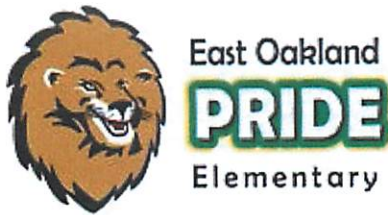
School: East Oakland PRIDE Elementary School

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
\$2,000.00	After School Education & Safety (ASES)	Contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Academic Liaison aligns afterschool school day program literacy priorities with academic content	107-1
\$2,000.00	General Purpose Discretionary	ET Attendance	Goal 5: Students are engaged in school every day.	2225	Classified Support Salaries: Overtime		n/a		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.	107-2
\$2,000.00	General Purpose Discretionary	OT for Admin Asst	Goal 2: Students are proficient in state academic standards.	2425	Clerical Salaries Overtime		n/a		Overall support for academic and social-emotional practices	107-3
\$15,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	107-4
\$11,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	107-5
\$3,500.00	General Purpose Discretionary	Site licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Teachers will provide differentiated instruction during Math, Science, ELD, and ELA	107-6
\$100,000.00	LCFF Concentration	Instructional Teacher Leader (ITL)	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.95	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.	107-7
\$20,384.87	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.30	Teachers will provide differentiated instruction during Math, Science, ELD, and ELA	107-8

\$5,047.41	LCFF Supplemental	Instructional Teacher Leader (ITL)	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.05	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.	107-9
\$12,378.00	LCFF Supplemental	Subs	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Leadership Team will provide professional development and PLC planning time	107-10
\$24,756.00	LCFF Supplemental	Teacher stipends	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Leadership Team will provide professional development and PLC planning time	107-11
\$10,000.00	LCFF Supplemental	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		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	107-12
\$20,000.00	LCFF Supplemental	Eureka Math	Goal 2: Students are proficient in state academic standards.	4200	Books other than Textbooks		n/a		Teachers will provide differentiated instruction during Math, Science, ELD, and ELA	107-13
\$65,000.00	LCFF Supplemental	Community Schools Manager	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Program Manager		n/a	0.50	Provide PD for community building, cooperative learning, and academic conversations	107-14
\$25,318.00	LCFF Supplemental	Psychologist	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a	0.20	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.	107-15

\$7,661.00	LCFF Supplemental	Contracts-surplus	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Intervention through small-group instruction and conferring, informed by data analysis and on-going progress monitoring. Differentiated instruction for low-performing students.	107-16
\$9,000.00	LCFF Supplemental	Contract- intervention Ms. Byrd	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Intervention through small-group instruction and conferring, informed by data analysis and on-going progress monitoring. Differentiated instruction for low-performing students.	107-17
\$21,600.00	LCFF Supplemental	Higher Ground contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		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.	107-18
\$20,000.00	Measure G	Library Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.20	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	107-19
\$10,373.00	Measure G	Surplus	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		n/a	107-20
\$70,338.56	Title I: Basic	Teacher on Special Assignment (TSA)	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.80	ELD TSA will provide PD on constructive classroom conversations, and we will include a focus on productive student conversations across content areas.	107-21

\$24,490.44	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	107-22
\$1,571.00	Title I: Parent Participation	Surplus	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		n/a		n/a	107-23



## **EOP Title I School Parental Involvement Policy**

**2018-2019**

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 1 Program.

3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.

4. The parents' right to participate in the development of the District's Title 1 Plan.

Parents are 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.

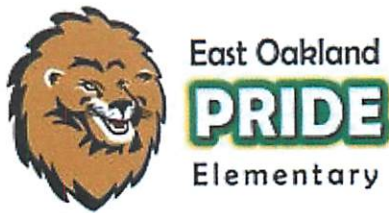
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

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.





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.





East Oakland  
**PRIDE**  
Elementary

### **Accessibility**

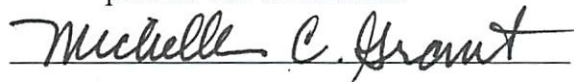
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

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 03/14/2019 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. 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.

 03/14/2019

Michelle Grant, Principal



## CONTRATO ESCOLAR DE EAST OAKLAND PRIDE

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a lograr altos estándares académicos. A través de este proceso que incluye maestros, familias, estudiantes, y representantes de la comunidad, los siguientes están de acuerdo en los roles y responsabilidades que nosotros como socios, llevaremos a cabo para apoyar el éxito del estudiante en la escuela y en su vida.

### Promesa del Estudiante

Me comprometo a practicar las siguientes responsabilidades:

- Venir a la escuela listo(a) para aprender y trabajar duro.
- Traer los materiales necesarios, las tareas completas.
- Saber y cumplir las reglas de la escuela y de la clase.
- Pedir ayuda cuando la necesite.
- Comunicarme regularmente con mis padres y maestros sobre mi experiencia escolar para que puedan ayudarme a ser exitoso(a) en la escuela.
- Limitar ver la TV y en vez, estudiar y leer cada día después de la escuela.
- Respetar la escuela, a mi compañeros de clase, a el personal y a las familias.

Firma del estudiante \_\_\_\_\_

### Promesa del Padre/Tutor

Me comprometo a llevar a cabo las siguientes responsabilidades:

- Proveer un lugar silencioso para hacer la tarea y monitorear el tiempo de ver TV.
- Leer a mi niño(a) ó motivar a mi niño(a) a leer cada día (20 minutos K-3, y 30 minutos para los grados 4-5).
- Comunicarme con el maestro ó la escuela cuando tenga una duda.
- Asegurarme que mi niño(a) asista a la escuela a tiempo todos los días, que se vayan a dormir a buena hora, atención médica regular y nutrición apropiada .
- Monitorear regularmente el progreso escolar de mi niño(a).
- Participar en las actividades de la escuela tales como la toma de decisiones escolares, ser voluntario/a y/ó asistir a las conferencias de padres y maestros.





East Oakland  
**PRIDE**  
Elementary

- Comunicar la importancia de la educación y el aprendizaje a mi niño(a).
- Respetar la escuela, a el personal, a los estudiantes, y a las familias.

Firma del Padre/Tutor \_\_\_\_\_

### Promesa del Maestro/a

Me comprometo a llevar a cabo las siguientes responsabilidades:

- Proveer plan de estudios e instrucción de alta calidad.
- Aspirar a motivar a mis estudiantes a aprender.
- Tener altas expectativas y ayudar a cada estudiante para desarrollar un amor al aprendizaje.
- Comunicarme regularmente con familias sobre el progreso del estudiante a través de conferencias, juntas de padres y maestro, reportes de progreso, y otros medios disponibles.
- Proveer oportunidades razonables a los padres para que sean voluntarios y participen en las clases de sus niños, y observen las actividades del salón de clases.
- Proveer un ambiente cálido, seguro, y cuidadoso de aprendizaje.
- Proveer tarea y asignaciones significativas para hacer cumplir y extender el aprendizaje (30 minutos para los grados 1-3 y 60 minutos para los grados 4-5).
- Participar en oportunidades de desarrollo profesional que mejoran la enseñanza y el aprendizaje y apoyan la formación de una asociación con las familias y la comunidad.
- Participar activamente en la toma de decisiones colaborativas y constantemente trabajar con las familias y mis colegas de escuela para hacer las escuelas accesibles y de lugares que den la bienvenida a las familias que ayudan a cada estudiante a lograr altos estándares académicos.
- Respetar la escuela, a los estudiantes, a el personal y a las familias.

Firma del maestro \_\_\_\_\_

Nos comprometemos a trabajar juntos para llevar a cabo este acuerdo.

Firmado el 13 de del. 2018.



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

School Name: East Oakland Pride Elementary

Chairperson : Shantai Briggs
Vice Chairperson: Ellen Stufflestreet
Secretary: Elnorse McLemore

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Shantai Briggs				X
Lissa Flowers				X
Eugenia Maluf		X		
Elnorse McLemore III				X
Kathy Seward				X
Amapola Obrera			X	
Nicole Adams				X
Nelly Alcantar		X		
Ellen Stufflestreet		X		
Michelle Grant	X			
Carmen Preuss (Alternate)		X		

Meeting Schedule (day/month/time)	Every 3 <sup>rd</sup> Monday of the Month
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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