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| <b>Board Office Use: Legislative File Info.</b> |                |
| File ID Number                                  | 21-2128        |
| Introduction Date                               | 10/13/21       |
| Enactment Number                                | 21-1627        |
| Enactment Date                                  | 10/13/2021 CJH |



## Board Cover Memorandum

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
 Sondra Aguilera, Chief Academic Officer  
**Board Meeting Date** October 13, 2021  
**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Oakland Academy of Knowledge (formerly Howard Elementary School)

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Oakland Academy of Knowledge (formerly Howard Elementary School).

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

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

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

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

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for formerly Howard Elementary School, now Oakland Academy of Knowledge.



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Howard Elementary School  
**CDS Code:** 1612596001713  
**Principal:** Nikki Williams  
**Date of this revision:** 6/15/2021

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:

|   |  |
|---|--|
| <b>Contact:</b> Nikki Williams                            | <b>Position:</b> Principal   |
| <b>Address:</b> 8755 Fontaine Street<br>Oakland, CA 94605 | <b>Telephone:</b> 510-639-3244<br><b>Email:</b> <a href="mailto:nikki.williams@ousd.org">nikki.williams@ousd.org</a> |

*The School Site Council recommended this revision of the SPSA for Board approval on: 6/15/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Howard Elementary School

**Site Number:** 166

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input checked="" 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"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          |   |

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 and 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:** 6/15/2021

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

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|--|---|---|

**Signatures:**

|   |                                    |                              |
|---|------------------------------------|------------------------------|
| Nikki Williams<br><i>Principal</i>                            | <u>Nikki Williams</u><br>Signature | <u>6/15/2021</u><br>Date     |
| <b>Tamara Forte</b><br><i>SSC Chairperson</i>                 | <u>Tamara Forte</u><br>Signature   | <u>6/15/2021</u><br>Date     |
| Monica Thomas<br><i>Network Superintendent</i>                | <u>[Signature]</u><br>Signature    | <u>June 18, 2021</u><br>Date |
| Lisa Spielman<br><i>Director, Strategic Resource Planning</i> | <u>Lisa Spielman</u><br>Signature  | <u>6/21/21</u><br>Date       |

**2021-22 SPSA ENGAGEMENT TIMELINE****School Site:** Howard Elementary School**Site Number:** 166

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date                     | Stakeholder Group | Engagement Description  |
|--------------------------|-------------------|---|
| 10/27/2020               | SSC               | Reviewed 20-21 Priorities   |
| 11/5/2020                | Design Team       | Determined 21-22 values and priorities of the redesigned school based on feedback from stakeholder groups |
| 12/3/2020                | Design Team       | Created profile a graduate  |
| 1/21/2021                | Design Team       | Developed draft mission, vision and values  |
| 2/2/2021                 | SSC               | Reviewed mid year data and provided input on draft mission, vision and values                             |
| 2/4/2021                 | Design Team       | Developed draft academic and culture and climate program  |
| 2/23/2021                | SSC               | Reviewed draft 21-22 site plan priorities and budget proposal   |
| 2/25/2021                | Design Team       | Finalize mission and vision   |
| 3/30/2021                | SSC               | Final 21-22 Title 1 budget allocation   |
| 5/13/2021 &<br>5/20/2021 | Design Team       | Reviewed 21-22 priorities and actions<br>Finalized 21-22 priorities and actions                           |
| 6/15/2021                | SSC               | Approved 21-22 SPSA   |

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## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

| Description   | Amount       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$86,510.00  |
| 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       | \$471,635.00 |

### 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)              | \$79,125.00        | TBD           | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)     | \$15,180.00         | TBD           |
| Title I, Part A: Parent Engagement Activities (Title I #3010)    | \$2,110.00         | TBD           | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)         | \$172,550.00        | TBD           |
| 21st Century Community Learning Centers (Title IV #4124)         | \$0.00             | TBD           | Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)       | \$30,450.00         | TBD           |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$5,275.00         | TBD           | After School Education and Safety Program (ASES #6010)                             | \$111,945.00        | TBD           |
| Comprehensive Support and Improvement (CSI #3182)                | \$0.00             | TBD           | Early Literacy Support Block Grant (ELSBG #7812)                                   | \$0.00              | TBD           |
|  |                    |               | Measure G Library Support (Measure G #9334)  | \$55,000.00         | 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>\$86,510.00</b> | <b>\$0.00</b> | <b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>                                      | <b>\$385,125.00</b> | <b>\$0.00</b> |

|  |                     |
|--|---------------------|
| <b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b> | <b>\$471,635.00</b> |
| <b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>     | <b>TBD</b>          |

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Howard Elementary School

**School ID:** 166

**School Description**

Roses in Concrete Community School and Charles P. Howard Elementary Schools are currently in the process of merging into one school site at 8755 Fontaine Street, Oakland, beginning August 2021. Both schools have been working collaboratively to create a new school that embodies the best of both communities.

**School Mission and Vision**

**DRAFT VISION:** Our community cultivates resilient, engaged, and self-determined scholars who demonstrate the integrity, hope, knowledge, and skills that support the pursuit of personal achievement, racial social justice, and wellness. Students will confidently master grade-level content and leave our school ready to take on the next steps in their academic journey and their future endeavors. They will know they matter and be empowered to maximize their potential to make changes in our school and world. They will be prepared to disrupt systems of oppression by honoring and celebrating our community’s cultures, histories, ancestries, experiences, abilities, and languages. Students, families, and staff will feel joy in knowing they belong to a community where everyone is loved, safe, seen, heard, and understood.

**DRAFT MISSION:** We are an inclusive community that welcomes and embraces the diversities of our staff, students, and families. At our school everyone develops leadership, collaboration, creativity, critical thinking, and problem solving skills. We learn from our experiences, both past and present, and reflect and take ownership for our future actions. Our curriculum is representative of who we are and supports real-world learning with a focus on both racial social justice and mastery of grade-level standards. Our school rituals and traditions elevate and honor learning, growth, and achievements, and celebrate our community’s cultures and identities.

**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

| <b>Focus Area:</b>              | <b>Priority Strengths</b>   | <b>Root Causes of Strengths</b>  |
|---------------------------------|---|--|
| <i>College/Career Readiness</i> | <p>Decrease in distance from standard of 5.3 from -73.9 (2018-2019) to -68.6 (2019-2020) on the ELA Literary IAB</p> <p>Decrease in the distance from standard of 42.5 from -64.3 (2018-2019) to -21.8 (2019-2020) on the ELA Informational IAB</p> | Focus on daily student engagement with complex text and text based questions |
| <i>Focal Student Supports</i>   | African American student sub group has the lowest percentage of students below grade level on the ELA IAB (16.3%)   | Targeted whole group focus standard instruction aligned to assessment data   |

|                                 |   |   |
|---------------------------------|---|---|
| <i>Student/Family Supports</i>  | Decrease in number of days absent for focal students.   | Individualized attendance incentives and supports   |
| <i>Staff Supports</i>           | Howard students performed above the cohort average on all dibels assessments (2019-2020 school year)  | Aligned foundational skills   |
| <b>Focus Area:</b>              | <b>Priority Challenges</b>  | <b>Root Causes of Challenges</b>  |
| <i>College/Career Readiness</i> | <p>Increase in distance from standard of 39.4 (1st administration) and 38 (2nd administration) on the Math IAB (2019-2020 school year)</p> <p>3rd grade distance from standard is -70 on the 2nd ELA IAB administration a difference of -68.5 from 4th(-1.5) and -67.5 from 5th(-2.5).</p> <p>19% of students are on grade level on the i Ready diagnostic literay reading domain mid year diagnostic</p> <p>17% of students are on grade level on the i Ready dignostic informational reading domain</p> | Lack of opportunities for students to consistently engage in rigorous complex text based writing and discussion tasks that allow students to engage in meaning making and problem solving resulting in a gap between foundational and comprehnesion skills. |
| <i>Focal Student Supports</i>   | <p>23.5% of Sped students vs 34.9% of non Sped students are at or near grade level on the ELA IAB (2019-2020 school year)</p> <p>52.9% of Sped students vs 77.6% of non Sped students are at or near grade level on the Math IAB</p> <p>Systems that support students across all settings</p>   | <p>Lack of targeted vocabulary instruction.</p> <p>Lack of vertical and horizontal alignment to support students across all content areas</p>   |
| <i>Student/Family Supports</i>  | <p>Lack of engagement and accountability for families around attendance Parent engagement and education</p> <p>Chronic absence has increased every year</p>   | Schools engage parents and community in different ways with each school having differing parent engagement structures.  |



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| <i>Staff Supports</i> | <p>Consistent data based professional learning communities that support staff professional development.</p> <p>Aligned instructional practices and definitions to support teacher planning resulting in vertical and horizontal alignment</p> | <p>PLCs do not result in improved instructional practices that lead to increased outcomes for all students.</p> <p>Lack of vertical and horizontal alignment needed to norm across two schools with differing PLC, staff and instructional structures.</p> |
|-----------------------|---|--|

**1C: 20-21 STUDENT GOALS & TARGETS**

**Goal 1: All students graduate college, career, and community ready.**

|                                  |  |
|----------------------------------|--|
| <b>School Goal for May 2024:</b> | All students will continuously grow toward meeting or exceeding standard, as demonstrated by a increase in the number of K-2 students reading at or above grade level and a decrease in distance from standard as measured by the ELA and Math SBAC. |
|----------------------------------|--|

***Instructional Focus Goal: All students experience success in the early years.***

| Measure                                 | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|---|----------------------|-------------------------|----------------------|--------------------|--------------------|
| K at or above Mid-Grade (i-Ready)       | All Students         | n/a                     | n/a                  | n/a                | tbd                |
| Grade 1 at or above Mid-Grade (i-Ready) | All Students         | n/a                     | n/a                  | n/a                | tbd                |
| Grade 2 at or above Mid-Grade (i-Ready) | All Students         | n/a                     | n/a                  | n/a                | tbd                |

***Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.***

| Measure  | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--|----------------------|-------------------------|----------------------|--------------------|--------------------|
| SBAC ELA Distance from Standard Met                | All Students         | +15 points DF3          | -66.5 (Spring 2019)  | n/a                | tbd                |
| Reading Inventory (SRI) Growth of One Year or More | All Students         | +5pp                    | n/a                  | Coming soon        | tbd                |

| IAB ELA Above Standard  | All Students         | n/a                     | 13.1%                | n/a                | tbd                |
|---|----------------------|-------------------------|----------------------|--------------------|--------------------|
| <b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science. |                      |                         |                      |                    |                    |
| Measure   | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| SBAC Math Distance from Standard Met  | All Students         | +15 points DF3          | -88.6 (Spring 2019)  | n/a                | tbd                |
| IAB Math Above Standard   | All Students         | n/a                     | 7.1%                 | n/a                | tbd                |
| CAST (Science) at or above Standard   | All Students         | n/a                     | 20.8% (Spring 2019)  | n/a                | tbd                |

**Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for May 2024:** All students with disabilities and African-American students will demonstrate accelerated growth resulting in a decrease in distance from standard as measured by ELA and Math SBAC.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

| Measure  | Target Student Group       | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| SBAC ELA Distance from Standard Met                      | Students with Disabilities | +20 points DF3          | -140.6 (Spring 2019) | n/a                | tbd                |
| SBAC ELA Distance from Standard Met                      | African-American Students  | +20 points DF3          | -78.9 (Spring 2019)  | n/a                | tbd                |
| IAB ELA Above Standard                                   | Students with Disabilities | n/a                     | 0.0%                 | tbd                | tbd                |
| IAB ELA Above Standard                                   | African-American Students  | n/a                     | 10.2%                | tbd                | tbd                |
| Reading Inventory (SRI) Multiple Years Below Grade Level | All Students               | -5pp                    | 38.1%                | Coming soon        | tbd                |

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

| Measure  | Target Student Group       | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| SBAC Math Distance from Standard Met   | Students with Disabilities | +20 points DF3          | -114.4 (Spring 2019) | n/a                | tbd                |
| SBAC Math Distance from Standard Met   | African-American Students  | +20 points DF3          | -98.7 (Spring 2019)  | n/a                | tbd                |
| IAB Math Above Standard  | Students with Disabilities | n/a                     | 0.0%                 | tbd                | tbd                |
| IAB Math Above Standard  | African-American Students  | n/a                     | 6.1%                 | tbd                | tbd                |
| <b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i> |                            |                         |                      |                    |                    |
| Measure  | Target Student Group       | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| ELL Reclassification   | English Learners           | Reclassify 16%          | 5.9%                 | n/a                | tbd                |
| LTEL Reclassification  | Long-Term English Learners | Reclassify 25%          | 0.0%                 | n/a                | tbd                |

**Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

**School Goal for May 2024:** Families and students will feel welcomed, safe, healthy and engaged in school learning, which will result in increased connectedness and decreased chronic absence.

**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

| Measure         | Target Student Group       | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|-----------------|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| Connectedness   | All Students               | +5pp                    | 68.9%                | n/a                | tbd                |
| Suspensions     | All Students               | -2pp                    | 0.0%                 | n/a                | tbd                |
| Suspensions     | African-American Students  | -2pp                    | 0.0%                 | n/a                | tbd                |
| Suspensions     | Students with Disabilities | -2pp                    | 0.0%                 | n/a                | tbd                |
| Chronic Absence | All Students               | -2pp                    | 29.3%                | n/a                | tbd                |

|                 |                           |      |       |     |     |
|-----------------|---------------------------|------|-------|-----|-----|
| Chronic Absence | African-American Students | -2pp | 30.9% | n/a | tbd |
| UCP Complaints  | All Students              | n/a  | n/a   | n/a | tbd |

**Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

**School Goal for May 2024:** tbd

| Measure                  | Target Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--------------------------|--------------|-------------------------|----------------------|--------------------|--------------------|
| Staff Satisfaction on PD | All Staff    | n/a                     | n/a [new metric]     | n/a                | tbd                |
| Teacher Retention        | All Teachers | n/a                     | 79% (Fall 2020)      | n/a                | tbd                |

**1D: IDENTIFIED NEED**

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: RESOURCE INEQUITIES**

Funding is distributed equitably.

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

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.

School: Howard Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Conditions for Student Learning Priority:**

**Consistent school-wide norms around parent communication and relationship-building based on parent feedback.**

**Theory of Change:**

If we develop family guided and centered communication and engagement based on student and parent need, then there will be an increase in two-way communication/relationship-building resulting in a stronger connection between the school and community.

**Related School Goal:**

All students build relationships to feel connected and engaged in learning.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We were able to norm our family communication practices based on parent feedback.

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

Parents reported feeling more informed

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Development of school wide communication norms to support students and engage families.

**20-21 Standards-Based Instruction Priority:**

**data driven standards-based math instruction.**

**Theory of Change:**

If we provide data-aligned small group instruction embedded in classrooms to develop students conceptual understanding of topics by leveraging EL Ed ALL block, Math Workshop and SIPPS groups, then we can accelerate student groups to meet grade level standards.

**Related School Goal:**

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We were able to implement small and whole group reading instruction based on assessment data. Students in grades K-4 receive small group reading foundational skills instruction. Teachers were able to implement targeted whole group ela and math instruction aligned to student assessment data but experienced difficulty implementing small group instruction. Blended learning programs were utilized to accelerate student learning. Teachers received professional development and observation and feedback around math and blended learning programs.

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

Students were able to demonstrate increasing mastery on reading foundational skills assessments. Teachers identified focus standards based on pre ELA pre assessment data and ELA post assessment data demonstrated an increase in proficiency levels for students.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Focus on implementing data based instruction with rigorous instructional tasks to support critical thinking skills.

|  |   |
|--|---|
| <b>20-21 Language &amp; Literacy Priority:</b> | <b>If 100% of classrooms provide grade-level, standards-aligned ELA instruction that provide students the opportunity to engage in academic writing and discussion through implementation of EL Education Modules and ALL block with integrity, then higher percentages of students will show significant gains on ongoing assessments such as F&amp;P, RI, Embedded curriculum performance tasks, IAB's assessments and will score at or above standard on the ELA SBAC.</b> |
|--|---|

|                          |  |
|--------------------------|--|
| <b>Theory of Change:</b> | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less. |
|--------------------------|--|

|                             |              |
|-----------------------------|--------------|
| <b>Related School Goal:</b> | All Students |
|-----------------------------|--------------|

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We implemented data based instructional cycles built around pre and post IAB data and focus standards. Our instruction focused on complex text based writing and supporting statements with evidence. Teacher meet weekly In PLCs to develop standards based lesson plans. Teachers received professional development and observation and feedback aligned to the cycle focus.

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

ELA IAB growth from pre to post assessments. Decrease in distance from standard of 5.3 from -73.9 (2018-2019) to -68.6 (2019-2020) on the ELA Literary IAB and a decrease in the distance from standard of 42.5 from -64.3 (2018-2019) to -21.8 (2019-2020).

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Continued honed focus on complex text, text based writing and discussion using text based questions. Focus on developing strong PLCs for instructional planning.

|   |  |
|---|--|
| <b>20-21 Conditions for Adult Professional Learning Priority:</b> | <b>Data Driven Professional Learning Communities</b> |
|---|--|

|                          |  |
|--------------------------|--|
| <b>Theory of Change:</b> | If we develop a strong ILT to facilitate data driven Professional Learning Communities that develop staff capacity to develop data driven rigorous lessons across all job categories then staff will develop the skills needed to accelerate student learning. |
|--------------------------|--|

|                             |   |
|-----------------------------|---|
| <b>Related School Goal:</b> | All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. |
|-----------------------------|---|

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

|   |  |
|---|--|
| We were able to implement weekly PLC groups across all grade levels.  |  |
| <b>What evidence do you see that your practices are effective?</b>  |  |
| Weekly PLCs that allowed for vertical alignment.  |  |
| <b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>  |  |
| Focus on grounding PLCs in student data to develop improved instructional strategies.   |  |
|   |  |
| <b>20-21 Conditions for English Language Learners Priority:</b>   | <b>If we focus on developing strong integrated ELD practices that uplift and to support language development of both our English learners and academic language learners then ELL students will be reclassified by 4th grade</b> |
| <b>Theory of Change:</b>  | English Learner students continuously develop their language, reaching English fluency in six years or less.   |
| <b>Related School Goal:</b>   | English Language Learners  |
| <b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>   |  |
| We have implemented designated ELD instruction for all newcomers and EL students. We continue to struggle with integrated ELD instruction in classrooms.  |  |
| <b>What evidence do you see that your practices are effective?</b>  |  |
| Newcomer students are receiving weekly designated ELD instruction and our K-2 EL students are now proficient and/or approaching on DIBELS early literacy measures.  |  |
| <b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>  |  |
| Focus on developing strong integrated ELD practices to support English and academic language learners   |  |
|   |  |
| <b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>   |  |
| <b>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</b>  |  |
| Due to an increase in enrollment we received additional funds not allocated in our original budget General Purpose funds based on enrollment, books other than textbook actual budget was decreased. Additional title 1 funds were allocated for student intervention and licenses. Additional Title 4 funds were allocated for social emotional curriculum and technology. |  |

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Howard Elementary School

**School ID:** 166

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority ("Big Rock"):** Family engagement and connectedness

**School Theory of Change:** If we provide an environment that promotes safety, wellness, and belonging, as well as family guided and centered celebrations, communication, and activities that support family wellness, engagement, education, and access to resources, then all students and families will feel connected to the school, which will result in a decrease in chronic absence and an increase in active student engagement in learning.

**Related Goal(s):** All students build relationships to feel connected and engaged in learning.

**Students to be served by these actions:** *All Students*

| #   | TEACHING ACTIONS  | LEADERSHIP ACTIONS  | EVIDENCE OF IMPLEMENTATION   | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|---|---|--|--|--|
| 1-1 | Staff will support the communication and involvement of families via newsletters, family conferences, and school-wide events. | The leadership team will identify two or three schoolwide practices based on community/family needs and develop systems that engage families daily, weekly, and monthly.                                      | Newsletters<br>Family conference sign-ups<br>OAK Instagram page and other Social Media Platforms |  | Tier 1                                     |
| 1-2 | Staff will collaborate internally and with outside partners to ensure families and students have access to what they need.    | The leadership team will develop and implement short and long-term plans for family and community engagement tailored to the community's needs and focused on wellness, resources, engagement, and education. | List of partnerships<br>Community Calendar<br>Family Engagement Plan                             |  | Tier 1                                     |



|     |   |   |   |  |        |
|-----|---|---|---|--|--------|
| 1-3 | Staff will engage with families to support participation and feedback collection.   | The leadership team will gather and review family and community engagement data to track and analyze whether the community and families feel connected to the school. | Family surveys<br>Participation Rates<br>Instagram page               |  | Tier 1 |
| 1-4 | Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard. Relationship building will include consistent wellness checks through morning greetings, phone calls, texts, home visits, emails. | Leadership will organize and provide professional development for staff to develop relationship-building practices.   | Youth wellness index<br>CHKS survey<br>Teacher family engagement logs |  |        |

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

|  |   |
|--|---|
| <b>School Priority ("Big Rock"):</b>           | Data driven instruction   |
| <b>School Theory of Change:</b>                | If all classrooms provide data-driven focal standard instruction through rigorous tasks that allow students to engage in collaborative meaning-making, then we can accelerate all student groups to meet grade-level standards and increase the number of students who show mastery on assessments. |
| <b>Related Goal(s):</b>                        | All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.     |
| <b>Students to be served by these actions:</b> | <i>All Students</i>   |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|------------------|--------------------|----------------------------|--|--|
|---|------------------|--------------------|----------------------------|--|--|

|     |   |  |                                |  |        |
|-----|---|--|--------------------------------|--|--------|
| 2-1 | Teachers will collect and utilize multiple measures to assess student progress, including standardized assessments, curriculum embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets), and culturally responsive measurements that focus on student wellness. | The leadership team will create an assessment calendar including both formal and informal assessments.                               | Assessment calendar            |  | Tier 1 |
| 2-2 | Teachers will engage in inquiry cycles where they analyze student data, identify three focal standards based on assessment data, and plan rigorous tasks that allow students to engage in meaning-making aligned to the focal standards.  | The leadership team will guide PLCs through data-driven instruction inquiry cycles and data conferences to identify focal standards. | PLC and Data conferences notes |  | Tier 1 |

|     |   |   |   |  |        |
|-----|---|---|---|--|--------|
| 2-3 | Teachers will collaboratively plan rigorous tasks centered around focal standards that infuse ethnic studies and provides students with opportunities to develop critical thinking skills through real-world application. | <p>The leadership team will provide professional development in collaboration with an Ethnic Studies consultant to infuse Ethnic Studies into all content areas with the goal of developing Ethnic Studies standards</p> <p>The leadership team will provide professional development to norm on rigorous tasks to ensure vertical and horizontal alignment.</p> <p>The leadership team will provide observation and feedback around student tasks.</p> | PD calendar and agendas<br>Observation and feedback notes |  | Tier 1 |
|-----|---|---|---|--|--------|

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

| <b>School Priority ("Big Rock"):</b>           | Complex text grounded discussion and writing   |                    |                            |  |  |
|--|--|--------------------|----------------------------|--|--|
| <b>School Theory of Change:</b>                | If all classrooms provide standards-aligned ELA instruction that offers students opportunities to engage in rigorous academic writing and discussion grounded in culturally responsive complex texts, then all students will show significant gains on all literacy assessments. |                    |                            |  |  |
| <b>Related Goal(s):</b>                        | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.   |                    |                            |  |  |
| <b>Students to be served by these actions:</b> | <i>All Students</i>  |                    |                            |  |  |
| #  | TEACHING ACTIONS   | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |

|     |  |  |   |   |        |
|-----|--|--|---|---|--------|
| 3-1 | Teachers will plan for rigorous reading and writing tasks utilizing high-level text-based questions that allow students to develop critical thinking skills.                                   | The leadership team will provide professional development around high-level text-based questions.  | Teacher lesson plans<br>Observation notes and feedback<br>RI<br>IAB<br>iReady | <p>Increase in distance from standard of 39.4 (1st administration) and 38 (2nd administration) on the Math IAB (2019-2020 school year)</p> <p>3rd grade distance from standard is -70 on the 2nd ELA IAB administration a difference of -68.5 from 4th(-1.5) and -67.5 from 5th(-2.5).</p> <p>19% of students are on grade level on the i Ready diagnostic literacy reading domain mid year diagnostic</p> <p>17% of students are on grade level on the i Ready diagnostic informational reading domain</p> | Tier 1 |
| 3-2 | Teachers will implement four high-level, student collaborative, culturally and community responsive and strength-based instructional practices that support UDL aligned to common core shifts. | The leadership team will identify four school-wide instructional practices/norms aligned to the common core instructional shifts that support all students, including students with IEPs, accessing instruction. | Teacher lesson plans<br>Observation notes and feedback<br>RI<br>IAB<br>iReady |   | Tier 1 |
| 3-3 | Teachers will ensure students engage in daily academic writing and/or discussion grounded in culturally responsive texts and Ethnic Studies.   | The leadership team will provide professional development around ethnic studies and draft exemplar grade level schedules and curriculum  | Classroom schedules   |   | Tier 1 |

|     |  |   |  |  |  |
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| 3-4 | Staff will ensure that students learn about themselves and each other through sharing their personal narrative writing in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries. | The leadership team will provide professional development and collaboration time for the development of personal narrative writing tasks grounded in students' home languages, cultures, and ancestries | Teacher lesson plans<br>Observation notes and feedback<br>PD agendas |  |  |
|-----|--|---|--|--|--|

*District Strategy: Cultivating* **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

|  |   |
|--|---|
| <b>School Priority ("Big Rock"):</b>           | Student centered professional learning communities  |
| <b>School Theory of Change:</b>                | If we develop professional learning communities that build upon existing structures and center adult learning around both student results and educators' reflections on their biases and their expectations for students, then we will see a culture shift where PLCs improve teacher practice and lead to increased outcomes for students.   |
| <b>Related Goal(s):</b>                        | All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning. |
| <b>Students to be served by these actions:</b> | <i>All Students</i>   |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|------------------|--------------------|----------------------------|--|--|
|---|------------------|--------------------|----------------------------|--|--|

|     |   |   |  |  |        |
|-----|---|---|--|--|--------|
| 4-1 | All staff will engage in weekly student PLCs with clear outcomes, norms, and goals focused on student learning and growth.                        | The leadership team will train and support teachers to facilitate student data grounded PLCs with collaboratively developed norms, goals, and agenda..  | PLC Agendas and Meeting Notes<br><br>PLC visions, norms, and goals | Consistent data based professional learning communities that support staff professional development.<br><br>Aligned instructional practices and definitions to support teacher planning resulting in vertical and horizontal alignment | Tier 1 |
| 4-2 | All staff will engage in PLCs that result in improved instruction and vertical and horizontal alignment around rigor and instructional practices. | The leadership team will identify high-leverage instructional strategies that support instructional rigor.  | PLC Meeting Notes and next steps                                   |  | Tier 1 |
| 4-3 | All staff will participate in PLC inquiry cycles aligned to school data and Ethnic Studies principles.  | The leadership team will develop an inquiry cycle PLC calendar aligned to school instructional needs and assessment and observational data. The leadership team will develop inquiry questions rooted in Ethnic Studies principles. | PLC plan and calendar  |  | Tier 1 |

|     |  |  |                                  |  |  |
|-----|--|--|----------------------------------|--|--|
| 4-4 | All staff will participate in an anti-racist adult learning community, reflecting on their experiences and biases and collaborating to support all students' wellness and achievement. | The leadership team will provide professional development in collaboration with an Ethnic Studies consultant to facilitate educators' reflections about racism, white privilege, anti-Blackness, and their expectations for students of color. | PLC plan and calendar PD agendas |  |  |
|-----|--|--|----------------------------------|--|--|

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

|  |   |
|--|---|
| <b>School Priority ("Big Rock"):</b>           | Integrated ELD practices  |
| <b>School Theory of Change:</b>                | If we implement student centered designated and integrated ELD practices that honor and uplift students' home languages, support language development of our English learners and academic language learners and are aligned to ELD standards, then all ELL students will be reclassified by 4th grade. |
| <b>Related Goal(s):</b>                        | English Learner students continuously develop their language, reaching English fluency in six years or less.  |
| <b>Students to be served by these actions:</b> | <i>ELL Students</i>   |

| #   | TEACHING ACTIONS  | LEADERSHIP ACTIONS   | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|---|--|----------------------------|--|--|
| 5-1 | Teachers will implement targeted vocabulary and academic language instruction aligned to common core standards. | Leadership team will plan and provide professional development on vocabulary/language instruction. | RI<br>IAB<br>I Ready       |  | Tier 1                                     |

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|-----|--|--|---|--|--------|
| 5-2 | Teachers will implement integrated and designated ELD instruction including language dives and sentence unpacking to support all ELL and ALL students.   | Leadership team will provide professional development around language dives and sentence unpacking.<br><br>Leadership team will provide observation and feedback around integrated ELD instruction.                                  | Observational Data<br>Classroom Agenda<br>Lesson Plans                    |  | Tier 1 |
| 5-3 | Teachers and staff will provide students with speaking and listening opportunities that give children opportunities to showcase and celebrate their personal experiences, cultural backgrounds, ancestors, and home languages. | Leadership team will provide professional development and collaboration time focused on the development of speaking and listening tasks that are rooted in students' personal experiences, cultural backgrounds, and home languages. | Observational Data<br>Classroom Agendas<br>Lesson Plans<br>PD/PLC agendas |  |        |



PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 166

School: Howard Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE   | BUDGET AMOUNT | BUDGET RESOURCE                                 | OBJECT CODE | OBJECT CODE DESCRIPTION             | PCN  | POSITION TITLE                 | FTE  | RELATED LCAP GOAL  | RELATED SPSA ACTION   | BUDGET ACTION NUMBER |
|---|---------------|---|-------------|-------------------------------------|------|--------------------------------|------|--|---|----------------------|
| Afterschool program providing academics and enrichment                                    | \$111,945     | After School Education & Safety (ASES)          | 5825        | Consultants                         | n/a  | n/a                            | n/a  | Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)              | Staff will collaborate internally and with outside partners to ensure families have access to what they need.   | 166-1                |
| Certificated Teachers' Salaries   | \$233,062     | Comprehensive Support & Improvement (CSI) Grant | 1105        | Certificated Teachers' Salaries     | tbd  | Enter position number at left. | tbd  | Goal 1: All students graduate college, career, and community ready.  | Teachers will implement four high-level, student collaborative, culturally and community responsive and strength-based instructional practices that support UDL aligned to common core shifts.  | 166-2                |
| Supplies to support the academic program  | \$8,000       | General Purpose Discretionary                   | 4310        | School Office Supplies              | n/a  | n/a                            | n/a  | Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.        | Teachers will collaboratively plan rigorous tasks centered around focal standards that infuse ethnic studies and provides students with opportunities to develop critical thinking skills through real-world application.                             | 166-3                |
| To be allocated Fall 2021   | \$5,180       | General Purpose Discretionary                   | 4399        | Unallocated                         | n/a  | n/a                            | n/a  | NA   | NA  | 166-4                |
| Copy machine maintenance to support the academic program                                  | \$2,000       | General Purpose Discretionary                   | 5610        | Equip Maintenance Agreement         | n/a  | n/a                            | n/a  | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)                  | Teachers will implement four high-level, student collaborative, culturally and community responsive and strength-based instructional practices that support UDL aligned to common core shifts.  | 166-5                |
| Full time attendance clerk to support a strong attendance team decreasing chronic absence | \$23,712      | LCFF Concentration                              | 2205        | Classified Support Salaries         | 8112 | Attendance Specialist          | 0.50 | Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.        | Staff will engage with families to support participation and feedback collection.   | 166-6                |
| To be allocated Fall 2021   | \$6,738       | LCFF Concentration                              | 4399        | Unallocated                         | n/a  | n/a                            | n/a  | NA   | NA  | 166-7                |
| School Counselor will support student engagement and access to instruction                | \$100,760     | LCFF Supplemental                               | 1205        | Certificated Pupil Support Salaries | 8181 | Counselor                      | 1.00 | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard. Relationship building will include consistent wellness checks through morning greetings, phone calls, texts, home visits, emails. | 166-8                |

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 166

School: Howard Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE  | BUDGET AMOUNT | BUDGET RESOURCE                                 | OBJECT CODE | OBJECT CODE DESCRIPTION                              | PCN  | POSITION TITLE                   | FTE  | RELATED LCAP GOAL  | RELATED SPSA ACTION  | BUDGET ACTION NUMBER |
|--|---------------|---|-------------|--|------|----------------------------------|------|--|--|----------------------|
| Instructional Support Specialist to support family engagement                  | \$33,861      | LCFF Supplemental                               | 2105        | Classified Instructional Aide Salaries               | 7243 | Instructional Support Specialist | 0.50 | Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)              | Staff will support the communication and involvement of families via newsletters, family conferences, and school-wide events.  | 166-9                |
| NA   | \$37,929      | LCFF Supplemental                               | 4399        | Unallocated  | n/a  | n/a                              | n/a  | NA   | NA   | 166-10               |
| Culurally responsive texts to support ethnic studies curriculum                | \$15,000      | Measure G: Library                              | 4200        | Books other than Textbooks                           | n/a  | n/a                              | n/a  | Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)              | Teachers will ensure students engage in daily academic writing and/or discussion grounded in culturally responsive texts and Ethnic Studies.   | 166-11               |
| Technology to support student literacy access                                  | \$30,000      | Measure G: Library                              | 4420        | Computer < \$5,000                                   | n/a  | n/a                              | n/a  | NA   | Leadership team will plan and provide professional development on vocabulary/language instruction.   | 166-12               |
| Furniture to support student literacy  | \$10,000      | Measure G: Library                              | 4432        | Furniture < \$5,000                                  | n/a  | n/a                              | n/a  | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)                  | Teachers will ensure students engage in daily academic writing and/or discussion grounded in culturally responsive texts and Ethnic Studies.   | 166-13               |
| TSA to support technology and provide an additional prep for collaboration     | \$48,091      | Title I: Basic                                  | 1119        | Certificated Teachers on Special Assignment Salaries | 2363 | 10-Month Classroom TSA           | 0.45 | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)                  | The leadership team will identify four school-wide instructional practices/norms aligned to the common core instructional shifts that support all students, including students with IEPs, accessing instruction. | 166-14               |
| Instructional Support Specialist to provide targeted academic literacy support | \$33,858      | Title I: Basic                                  | 2105        | Classified Instructional Aide Salaries               | 7243 | Instructional Support Specialist | 0.30 | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)                  | Teachers will ensure students engage in daily academic writing and/or discussion grounded in culturally responsive texts and Ethnic Studies.   | 166-15               |
| NA   | \$2,110       | Title I: Parent Participation                   | 4399        | Unallocated  | n/a  | n/a                              | n/a  | n/a  | n/a  | 166-16               |
| Technology supplies to suport student acces to instruction and assessment      | \$2,637       | Title IV: Student Support & Academic Enrichment | 4315        | Computer Supplies                                    | n/a  | n/a                              | n/a  | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Teachers will implement four high-level, student collaborative, culturally and community responsive and strength-based instructional practices that support UDL aligned to common core shifts.                   | 166-17               |

**PROPOSED 2021-22 SCHOOL SITE BUDGET**

**Site Number:** 166

**School:** Howard Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE                                | BUDGET AMOUNT | BUDGET RESOURCE                                 | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL  | RELATED SPSA ACTION   | BUDGET ACTION NUMBER |
|--|---------------|---|-------------|-------------------------|-----|----------------|-----|--|---|----------------------|
| Technology to support student access to instruction and assessment | \$2,638       | Title IV: Student Support & Academic Enrichment | 4420        | Computer < \$5,000      | n/a | n/a            | n/a | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Teachers will collect and utilize multiple measures to assess student progress, including standardized assessments, curriculum embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets), and culturally responsive measurements that focus on student wellness. | 166-18               |



## **School-Parent Compact**

### **Howard Elementary School**

### **2020-21**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2020-21 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Curriculum and instruction is designed to allow students to master grade-level standards. Pre and post assessments are administered to monitor student progress.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parent-teacher conferences happen every trimester and/or as needed.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Report cards align to grade level standards and are sent home every trimester.

- 4) Provide parents reasonable access to staff.**

Staff attends parent engagement functions and are available to meet with parents by request.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Parents are encouraged to volunteer and parent communication is sent home in multiple languages.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

Classroom teachers and the school send home weekly and monthly newsletters that highlight learning goals and activities parents can do with students to ensure academic success.

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Monthly staff meetings, weekly staff professional learning and professional learning communities, and one on one meetings provide opportunities for professional development on parent communication and collaboration best practices.

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

School utilizes multiple systems to communicate with families including school messenger, talking points, google classroom, seesaw, newsletters, flyers, and calendars with translation available.

**Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Ensure student attends school every day
- Contact the school if you require support

This Compact was adopted by the Howard Elementary on 8/27/2020, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before December 18, 2020

**Signature of Principal**



**Date**







## **Title I, Part A School Parent and Family Engagement Policy**

*All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.*

### **Howard Elementary School**

**agrees to implement the following engagement practices, in keeping with  
Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Report card conferences, parent events (Back to School Night, Literacy Night, STEAM Night)

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Monthly SSC meetings that focus on student data

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Monthly SSC meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Teacher newsletters, parent teacher conferences, family events

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Newsletters, event calendars, and flyers

#### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Instituting an open door policy where parents are encouraged to volunteer and encouraging families to sign up as volunteers.

**OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Parent meetings and/or conferences

**OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Holding monthly SSC meetings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Holding meeting at a time parents can attend and adjusting based on parent feedback

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Reviewing student data at SSC meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing translated documents

The school provides support for parent and family engagement activities requested by parents by:

- Communicating monthly with parents

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Encouraging parents to be part of the decision making process

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was adopted by the Howard Elementary School Site Council on August 27, 2020 and will be in effect for the period August 10, 2020 through May 27, 2020.

**The school will distribute this policy to all parents on or before September 30, of the current school year.**

**Name of Principal**

**Nikki Williams**

**Signature of Principal**

**Date**

*Please attach the School-Parent Compact to this document.*





Strategic Resource Planning (SRP)

**HOWARD ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

|                   |                |
|-------------------|----------------|
| Chairperson:      | Tamara Forte   |
| Vice Chairperson: | Nikki Williams |
| Secretary:        | Brandi Owens   |

**SSC - Members** *(Mark with a check the peer group that each member represents. Mark only one)*

| Member's Name    | Principal                           | Classroom Teacher                   | Other Staff                         | Parent/Community Member             |
|------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Nikki Williams   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Glen Rabang      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Sarah Vidmar     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Brandi Owens     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Lateefa Ali      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Tamara Forte     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| CorVetta Kirtman | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Gloria Sanchez   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

|  |  |
|--|--|
| <b>SSC Meeting Schedule:</b><br>(Day/Month/Time) | Last Tuesday of Each Month at 5:30 pm. |
|--|--|

**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

