

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

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Howard Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Howard Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Howard Elementary School  
**CDS Code:** 1612596001713  
**Principal:** Nikki Williams  
**Date of this revision:** 5/11/2016

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

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Howard Elementary School

**Site Number:** 166

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

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

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

**Date(s) plan was approved:** 5/12/16

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|---|--|--|

**Signatures:**

<u>Nikki Williams</u> Print name of School Principal	<u>[Signature]</u> Signature	<u>5/24/16</u> Date
<u>VEDA D. PERKINS</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/24/16</u> Date
<u>Wesley Jacques</u> Print name of Network Superintendent	<u>[Signature]</u> Signature	<u>5/26/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>[Signature]</u> Signature	<u>5-26-16</u> Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/16/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/26/2016	ILT	Reviewed and discussed SPF and determined 16/17 Big Rocks based on identified needs and challenges
2/4/2016	SSC	SSC reviewed and approved 16/17 budget.
2/10/2016	Staff	Reviewed 16/17 Big Rocks. Adjustments made based on feedback
3/3/2016	SSC	Reviewed and approved 16/17 proposed big rocks.
5/12/2016	SSC	Final SPSA reviewed and approved by the SSC

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$36,924.47	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$101,695.88	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$235,499.52</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$46,613.97	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,194.90	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$47,808.87</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Howard is a small inclusive K-5 Elementary school located in East Oakland with views of the San Francisco Bay. We serve a diverse community of students and are committed to being culturally responsive to support and engage all of our scholars. We are focused on educating the whole child and in addition to our common core aligned curriculum, utilize a social emotional curriculum. Urban Scholars, our afterschool program, provides academic support and enrichment for students.

### School Mission and Vision

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

## MAJOR IMPROVEMENT PRIORITIES

- Major Improvement Priority #1:** Writing Across the Curriculum
- Major Improvement Priority #2:** Targeted Acceleration
- Major Improvement Priority #3:** School Wide PBIS Implementation

### MAJOR IMPROVEMENT PRIORITY #1: Writing Across the Curriculum

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
2.5% increase in SRI growth for all students by Spring 2015.	18.8% of students were proficient on the Spring 2015 SRI
2.5% increase in SRI growth for Students with Disabilities by Spring 2015.	10.9% of students were proficient on the Spring 2015 ELA SBAC
32% of students of students were at or above grade level on the Spring 2015 F&P	

#### ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Students are reading daily at their instructional level but they are provided limited opportunities to read at their grade level. Students are writing daily but the writing is not aligned with the Common Core instructional shifts. There is little alignment between grade levels and teachers.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Lack of alignment between grade levels. Lack of opportunity to align the curriculum with the common core instructional shifts.

### STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By June 2017, 21% of students will score proficient on the ELA SBAC.	SBAC ELA	All Students	10.9%	16%	21%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By June 2017, 40% of students will score at or above grade level on the SRI	SRI	All Students	18.8%	30%	40%	3: Students are reading at or above grade level.
Academic	By June 2017, 45% of students will score at or above benchmark on the F&P	F&P	All Students	32.0%	38%	45%	3: Students are reading at or above grade level.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Implement Common Core Instructional Shifts. Teachers will guide students through the common core instructional shifts, academic discussion, reading complex text and writing with evidence, to strengthen student writing.*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will develop common, school-wide writing lesson and unit plans to strengthen our common core aligned academic program.	Principal and ILT will observe and provide feedback to teachers on lesson rigor and alignment to common core instructional shifts.	Establish common pacing of instructional units at each grade level.

Teachers will backwards plan reading and writing workshop to align their lessons to common core standards.	ILT will plan PD to develop teachers competence with common core standards and rigor	Develop a schedule and plan for teachers to regularly assess student's writing using the Writers Workshop writers assessments.
Teachers will define quality student writing and create progressive rubrics aligned to grade level standards	Principal & ILT will guide teams through the Data Driven Instruction writing cycles.	Provide time for PLCs to analyze data and plan for corrective instruction.
Teachers will analyze mid cycle data to check progress towards goals and develop corrective instruction action plans to ensure students demonstrate proficiency	ILT will meet 2x monthly to examine instructional practices, set and evaluate professional learning objectives and support the implementation of Common core instructional shifts.	Create shared planning time to develop curriculum.
Teachers will share student work to show progress towards goals and /or seek help from peers on strategies and next steps		Use subs and stip sub to release teacher leaders and key staff to visit other schools to observe and learn from instruction practices.
Teachers will use summer learning opportunities and to build their capacity for common core shifts.		Use sub and stip sub for release time for lesson/unit design
		Ensure teachers have the necessary supplies to implement instructional shifts.
		Family Engagements nights (Math, ELA and Science) will be scheduled to educate families on common core shifts.
		Extended Learning Time

**MAJOR IMPROVEMENT PRIORITY #2: Targeted Acceleration**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #2</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
56% of students in Kindergarten students were proficient on the mid year 2015/2016 mid year Math End of the Unit assessment.	7.9% of students were proficient on the 14/15 Math SBAC
27% of students were proficient on the mid year 2015/2016 Math End of the Unit assessment.	3% of 4th grade students were proficient on the 2015/2016 mid year Math End of the Unit assessment.

<b>ROOT CAUSE ANALYSIS for Priority #2</b>
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
Students who scored non proficient or below grade level are not given targeted intervention. Assessment data is not being used to plan instruction or intervention



**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Systems are not in place for students to receive targeted intervention. The school is not consistently using data to plan instruction and acceleration.

**STUDENT PERFORMANCE GOAL(S) for Priority #2**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By June 2017, 17.9% of students will be proficient on the Math SBAC	SBAC Math	All Students	7.9%	12.9%	17.9%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By June 2017, 17.9% of students will be proficient on the Math SBAC	Math C-EOU	All Students		30%	40%	2: Students are proficient in state academic standards.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:** *Implement Differentiation and Small Group Instruction. Teacher will use data to group student and provide differentiated instruction targeted to student needs across the curriculum.*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will administer progress monitoring to ensure students are identified for acceleration	ILT will meet 2x monthly to discuss acceleration strategies and student grouping	Develop master school schedules to include 30 minutes of daily acceleration time.
Teachers will embed acceleration time in their daily schedules to support ELL students, students below grade level, students with disabilities and GATE students.	ILT will develop an acceleration cycle calendar.	Systems and structures will be created for monitoring formative and summative assessment data including data conferences, data walls and student goal setting.
Teachers will utilize data to create groups to receive acceleration pull out and/or small group instruction.	ILT and Principal will lead PD around Data Driven Instruction and creating acceleration grouping based on data.	Reading Intervention TSA will focus on providing small group acceleration for K-2 students below grade level.

Teachers will utilize enrichment time to pull small groups and provide focused acceleration.		Intervention Specialist will focus on providing small group acceleration for 3-5 students below grade level.
		Balanced literacy program will be purchased to support acceleration during computer time.
		Collaboration time between general education and special education staff to ensure we are supporting all students to access and master grade level standards.
		Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration.
		Establish relationships with early childhood programs to facilitate transition to kindergarten.

**MAJOR IMPROVEMENT PRIORITY #3: School Wide PBIS Implementation**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #3</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
0% of English Language learner were suspended and 3% of all students were suspended in 14/15	8.80% of Students with Disabilities were suspended
88.3% of parents and 77.3% of staff indicated positive experiences around climate on the California Healthy Kids Survey	50.8% of students indicated positive experiences around climate and culture on the California Healthy Kids Survey
	21.9% of students were chronically absent an increase of 7.7% from the previous year.

<b>ROOT CAUSE ANALYSIS for Priority #3</b>
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
There is not a common language around student expectations. Positive behaviors are inconsistently reinforced and there is no school wide reinforcement systems.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
Lack of Multi Tiered Support Systems to support students.

### STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	By June 2017, student chronic absence rate will be 15%.	Chronic Absence	African- American Students	21.90%	19%	15%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	By June 2017, suspensions for students with disabilities will be 5%.	Suspensions	Special Education Students	8.80%	7%	5%	5: Students are engaged in school everyday.
Climate & Culture	By June 2017, 75% of students will indicate positive experiences around climate and culture on the California Healthy Kids Survey.	Culture/ Climate: Student	All Students	50.80%	60%	75%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *Implement practices to build and sustain a positive school culture. Develop clear tier 1, 2, and 3 systems for school culture based on PBIS that are followed consistently by the school community.*

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will consistently implement PBIS expectations.	ILT will assess and update the school climate and culture vision	Cost/PBIS team will create a behavioral RTI pyramid that all staff understand and implement.
Teachers will utilize PBIS reinforcement system to reinforce positive behaviors	PBIS/COST team will develop a positive school culture plan that includes clear expectations, and steps for staff.	Cycles of climate and culture inquiry aligned to academic cycles of inquiry.
Teachers will focus on teaching behavior expectations the first two weeks of school.	PBIS/COST team will develop lesson plans to teach behavior expectations the first two weeks of school and develop follow up lesson plans to be taught at the end of each cycle.	Behavior matrices will be posted in all areas to reinforce behavior expectations
Teacher will implement common practices to support behavior (volume level, attention signals, agendas, and posted classroom expectations aligned to PBIS	PBIS/COST team will lead PD around PBIS implementation including data reviews, implementation reflection and adjustment if necessary	School will engage parents in PBIS through a Family PBIS night and regular communication around implementation of PBIS.

	PBIS/COST team will identify students who require additional support (homeless and/or foster youth) and refer for support.	
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Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Afterschool program provides acceleration and enrichment for targeted students	Teachers will utilize data to create groups to receive acceleration pull out and/or small group instruction.	A1.6: After School Programs	5825	n/a	n/a	n/a	166-1	166
\$15,000.00	General Purpose Discretionary	Extended contracts for teacher collaboration and before and/or afterschool acceleration.	Teachers will backwards plan reading and writing workshop to align their lessons to common core standards.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	166-2	166
\$2,850.00	General Purpose Discretionary	To request substitutes for teacher professional development and support.	Use sub and stip sub for release time for lesson/unit design	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	166-3	166
\$10,074.47	General Purpose Discretionary	Supplies and materials to support student instruction and acceleration.	Ensure teachers have the necessary supplies to implement instructional shifts.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	166-4	166
\$5,000.00	General Purpose Discretionary	Equipment maintenance to ensure teachers have the required materials to support instruction.	Ensure teachers have the necessary supplies to implement instructional shifts.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	166-5	166
\$4,000.00	General Purpose Discretionary	Fund farmers market to community engagement and expose the community to healthy eating choices.	School will engage parents in PBIS through a Family PBIS night and regular communication around implementation of PBIS.	A5.2: Health and Wellness (Mental & Physical Health)	5758	n/a	n/a	n/a	166-6	166
\$50,524.29	LCFF Supplemental	Fund .5 TSA for primary grade small group acceleration and push in support.	Reading Intervention TSA will focus on providing small group acceleration for K-2 students below grade level.	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0162	0.5	166-7	166
\$18,762.91	LCFF Supplemental	Fund .465 attendance clerk to implement and support school wide PBIS focusing on attendance.	Cost/PBIS team will create a behavioral RTI pyramid that all staff understand and implement.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	CLERK	CLERK0015	0.465	166-8	166
\$18,662.55	LCFF Supplemental	Fund intervention specialist to provide upper grade small group acceleration and provide students access to library and computer resources.	Intervention Specialist will focus on providing small group acceleration for 3-5 students below grade level.	A3.2: Reading Intervention	n/a	INTERVENTION SPECIALIST	INTSPC0011	0.25	166-9	166
\$5,746.13	LCFF Supplemental	For the purchase of technology for student acceleration and differentiation	Ensure teachers have the necessary supplies to implement instructional shifts.	A2.3: Standards-Aligned Learning Materials	4420	n/a	n/a	n/a	166-10	166
\$8,000.00	LCFF Supplemental	For the purchase of Common Core aligned blended learning programs to provide differentiation and acceleration.	Teachers will utilize enrichment time to pull small groups and provide focused acceleration.	A2.1: Implementation of CCSS & NGSS	5846	n/a	n/a	n/a	166-11	166
\$41,057.60	Measure G (School Libraries)	Fund intervention specialist to provide upper grade small group acceleration and provide students access to library and computer resources.	Intervention Specialist will focus on providing small group acceleration for 3-5 students below grade level.	A3.2: Reading Intervention	n/a	INTERVENTION SPECIALIST	INTSPC0011	0.55	166-12	166
\$942.40	Measure G (School Libraries)	Purchase additional library books.	Ensure teachers have the necessary supplies to implement instructional shifts.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	166-13	166
\$20,516.29	Measure G (TGDS)	Fund Stip Sub to provide teacher release time for feedback and collaboration.	Principal and ILT will observe and provide feedback to teachers on lesson rigor and alignment to common core instructional shifts.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.42	166-14	166
\$93.71	Measure G (TGDS)	Purchase materials to support common core standards aligned instruction.	Ensure teachers have the necessary supplies to implement instructional shifts.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	166-15	166
\$28,332.01	Program Investment	Fund Stip Sub to provide teacher release time for feedback and collaboration.	Teachers will share student work to show progress towards goals and /or seek help from peers on strategies and next steps	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP9999	0.58	166-16	166
\$292.99	Program Investment	Purchase materials to support common core standards aligned instruction.	Ensure teachers have the necessary supplies to implement instructional shifts.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	166-17	166
\$34,274.06	Title I Basic	Fund .4 TSA for technology support and training and provide observation and feedback for teacher growth and development around the implementation of the common core instructional shifts.	Principal and ILT will observe and provide feedback to teachers on lesson rigor and alignment to common core instructional shifts.	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.4	166-18	166
\$12,339.91	Title I Basic	Fund additional chromebook or tablet cart to facilitate student access to blended learning opportunities.	Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration.	A3.1: Blended Learning	4399	n/a	n/a	n/a	166-19	166
\$1,194.90	Title I Parent Participation	Purchase materials to support parent education around the common core standards.	School will engage parents in PBIS through a Family PBIS night and regular communication around implementation of PBIS.	A6.5: Academic Parent-Teacher Communication & Workshops	4399	n/a	n/a	n/a	166-20	166

# Howard

# Elementary School Compact

School Name

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

## Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

\_\_\_\_\_  
Student signature

## Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Parent/Guardian or family member signature

## **Teacher Pledge:**

**I agree to carry out the following responsibilities to the best of my ability:**

- **Provide high-quality curriculum and instruction.**
- **Endeavor to motivate my students to learn.**
- **Have high expectations and help every child to develop a love of learning.**
- **Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.**
- **Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.**
- **Provide a warm, safe, and caring learning environment.**
- **Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).**
- **Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.**
- **Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.**
- **Respect the school, students, staff and families.**

\_\_\_\_\_  
Teacher signature

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

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



### School Site Council Membership Roster - Elementary

School Name: Howard Elementary

School Year: 2015-2016

<b>Chairperson :</b> Veda D. Perkins	<b>Vice Chairperson:</b> Jonathan "JJ" Kael
<b>Secretary:</b> Brandi Johnson Owens	<b>*LCAP Parent Advisory Nominee:</b> Jonathan "JJ" Kael
<b>*LCAP EL Parent Advisory Nominee:</b> N/A	<b>*LCAP Student Nominee:</b> N/A

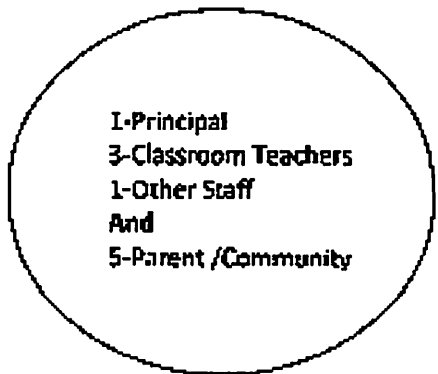
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Nikki Williams	X			
Freida Baker-Nash		X		
Brandi Johnson Owens				X
Leslie Glaser				X
Veda D. Perkins				X
Jonathan "JJ" Kael				X
Marisa Brown		X		
Randy Shteren		X		
Philip Tinsley				X
Delores Gross			X	

<b>Meeting Schedule</b> (day/month/time)	1st Thursday of each month 6:00 PM
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**SSC Legal Requirements: (Ed. Code 52852)**

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



\*Please submit nominees' contact information to [raquel.limenez@ousd.org](mailto:raquel.limenez@ousd.org) for participation in district elections.

Revised 9/2/15





**Title I School Parental Involvement Policy 2015-16**

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

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

**Involvement of Parents in the Title I Program**

Howard Elementary School agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

Annual Title I meeting

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

Meetings are scheduled based on input from the parents and community and occur monthly.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC meetings.



OFFICE OF ACCOUNTABILITY PARTNERS

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

SSC minutes are available for review in the office

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

Monthly meetings and communications with families

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

Publicized monthly meetings

School-Parent Compact

(Name of school) Howard Elementary School:

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



### Building Parent Capacity for Involvement

(Name of school) Howard Elementary School :

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress  
(In the box below, briefly describe or bullet how this happens at your school.)

Back to school night, monthly SSC meeting, School website, parent newsletters, parent teacher conferences, IEP meetings, Family Nights, Report cards

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.  
(In the box below, briefly describe or bullet how this happens at your school.)

School Website, Parent Newsletters from faculty and school, pamphlets and brochures

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.  
(In the box below, briefly describe or bullet how this happens at your school.)

Weekly PD and Montly Staff meetings



**OFFICE OF ACCOUNTABILITY PARTNERS**

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- **Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.**

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

**Focus on student achievement in all content areas for all students.**

- **Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.**

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

**School website, school marquee, robo calls, facebook, flyers, and postings**

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

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

**Parent input and expressed need guide meeting agendas.**

**Accessibility**

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

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

**We will review the primary language of our families and provide written and oral translation as appropriate.**



**Adoption**

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Howard Elementary School Site Council on (Date) 11/5/15 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The (Name of school), Howard Elementary 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(Principal Signature)

11/5/15  
\_\_\_\_\_  
(Date)