

**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 East Oakland Pride Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

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

**Recommendation:**

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



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

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

**School:** East Oakland PRIDE Elementary School  
**CDS Code:** 1612590115600  
**Principal:** Jacqueline Perl  
**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:** Jacqueline Perl  
**Address:** 8000 Birch Street  
Oakland, CA 94621

**Position:** Principal  
**Telephone:** 510-636-8217  
jacqueline.perl@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:**

East Oakland PRIDE Elementary School

**Site Number:** 107

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

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

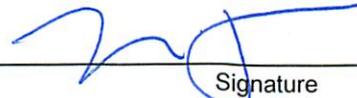
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

**Date(s) plan was approved:** May 24, 2016

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

- Fliers in students' home languages
  Announcement at a public meeting
  Other (Notices, Media Announcements, etc.)

**Signatures:**

<u>Jacqueline Perl / Clara J. Roberts</u> Print name of School Principal	<u></u> Signature	<u>5/24/16</u> Date
<u>Wanette Bailey</u> Print name of SSC Chairperson	<u></u> Signature	<u>5/25/16</u> Date
<u>Monica Thomas</u> Print name of Network Superintendent	<u></u> Signature	<u>5/25/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u></u> Signature	<u>5-2-16</u> Date

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

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

**Site Number:** 107

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 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.
2/4/2016	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
10/26/2016	SSC	Shared rationale and overview of site plan
1/14/2016	ILT	Conducted ILT work session to finalize school "big rocks" for 2016-17
1/28/2016	ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/8/2016	SSC	Budget training and review budget summary including planned strategies & activities for 2016-17
3/21/2016	SSC	Strategic plan and budget approved

## 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>	\$66,295.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$222,450.01	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.00	TBD
<b>TOTAL:</b>	<b>\$485,624.01</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$81,218.23	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,081.94	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$83,300.17</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

EOP is a TK-5 school that believes in preparing its students to be PROUD, RESPECTFUL, INTELLIGENT, DETERMINED, and EMPOWERED members of a school and global community. PRIDE believes that all children can learn and that it is its responsibility as an organization to help students to develop into effective learners. Effective learning requires that students take control of their own learning. Students need to know that learning in life and in school is not about how smart they are, but how they are smart. PRIDE offers high-quality teaching staff, individualized learning opportunities, social emotional skill development, school library, music class, science lab, garden & nutrition education, after school program w/ various enrichment opportunities and a family resource center.

### School Mission and Vision

East Oakland Pride Elementary prepares scholars to be global citizens that are passionate problem-solvers, college and career ready and are socially and emotionally competent with a life-long desire for learning.

Through effective collaboration and caring and nurturing community, all adults challenge students with high academic expectations and rigorous instruction that will empower them as learners and inspire all students to reach their full academic, social- emotional, and physical potential.

## MAJOR IMPROVEMENT PRIORITIES

- |                                       |                              |
|---------------------------------------|------------------------------|
| <b>Major Improvement Priority #1:</b> | <b>SBAC ELA Growth</b>       |
| <b>Major Improvement Priority #2:</b> | <b>Culture &amp; Climate</b> |
| <b>Major Improvement Priority #3:</b> | <b>SBAC Math Growth</b>      |

### MAJOR IMPROVEMENT PRIORITY #1: SBAC ELA Growth

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

Student Performance Strengths	Student Performance Challenges
% proficient on F&P has increased 23% from BOY to Mid-Year	Dip in proficiency on SRI in 3rd and 5th Grade which impacts trajectory
% proficient on SRI has increased approx. 6% from BOY to Mid-Year	83% of students below grade level on SRI; 44% of students below grade level on F&P
22% of students approaching proficiency on SRI	Only 7.8% of students were proficient in ELA on 14-15 SBAC

## 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?**

We are beginning to see marked growth in Reading (particularly on the F&P) due to our strategic focus on Backwards Mapping from end-of-year reading standards, the Reading Continuum and F&P and SRI assessments. Our approach to increasing student achievement consists of root-cause analysis driven professional development, weekly progress monitoring (of implementation of next steps and student growth) and coaching (for teachers) and intervention (for students) as needed to move both teacher practice and student ability in the direction of our big goals.

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

While our approach has been successful in moving practice and student outcomes, we are seeing skill gaps in the lower grades where Sight Words expectations are unclear as well as phonics benchmarks. While working on developing progress monitoring techniques in these lower grades, we do not have a systemic approach to progress monitoring in place which creates skill gaps in the upper grades. We are also lacking a comprehensive approach to applying grade-level skills to complex texts and vocabulary development. Finally, we have yet to outline a clear and comprehensive approach to the development of writing skills (both through a workshop model that takes students through the writing process or through a more integrated approach that spans content area).

## 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	Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC	SBAC ELA	All Students	8.1% proficient / advanced	10%	15%	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	5 focal students per classroom will move from below grade-level to at grade-level in reading as measured by the end of the year SRI (Grades 2-5) or F&P (Grades K-1)	F&P	All Students	<a href="#">avg. 3.2 kids / class moved</a>	5 kids / class	5 kids / class	3: Students are reading at or above grade level.
Academic	Increase by 15 percentage points the percent of students (2nd-5th grade) reading at or above grade level as measured by SRI	SRI	All Students	18% proficient / above	33% proficient / above	48% proficient / above	3: Students are reading at or above grade level.

Academic	All students reading at grade-level will grow at least 1 year in reading as measured by SRI (Grades 2-5) or F&P (Grades K-1)	SRI	All Students	48% grew at least one year	63% grow at least one year	78% grow at least one year	3: Students are reading at or above grade level.
Academic	All students will move one rubric level in each writing genre as measured by quarterly Calkins pre and post writing assessment	SBAC ELA	All Students	N/A	N/A	100%	1: Graduates are college and career ready.
Academic	Increase reclassification rate by 10% (not 10 percentage points) as measured by CELDT and SRI.	SRI	English Learners	9.7% reclass rate	goal: 15% reached 17.6%	19.4%	1: Graduates are college and career ready.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:**

*Leadership will develop teacher ability to unpack and backwards map student learning targets in order to develop a comprehensive literacy curriculum in support of our Main Goal for Priority #1. Leadership will design and deliver professional development in best practices in the areas of phonics, fluency, sight word instruction, reading comprehension, vocabulary development and writing instruction. Regardless of content area, PD will have an intentional focus on lesson design, progress monitoring and corrective instruction. Leadership will monitor implementation of PD next steps through weekly walkthroughs, feedback and coaching as needed. Intervention will be provided for students who do not fall into the Focal 5 strategic group in order to support their growth towards grade-level mastery.*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Assessment of all students using F&P and/or SRI, WTW spelling inventory, site-developed site word assessment and Calkin's Pre/Post Writing Assessments	Train all staff in administration of and analysis of all literacy assessments	Support with completion of F&P (STIP Sub)
Big Goal setting with students (all students will grow 1 year in reading; students below will move to at grade level); goal trackers (F&P for K-1; SRI for 2-5) should be present in classrooms. Individual goal setting consists of beg of year to end of year goals with students followed up by quarterly progress monitoring at parent conferences and skill related goal setting between quarterly assessments (using F&P, SRI and Conferring notes to determine skill need)	Provide PD in Backwards Mapping, Lesson Design, Progress Monitoring and Corrective Instruction	School-wide AR word clubs to promote culture of independent reading

Daily Independent Reading and Writing Instruction (Reading & Writing Workshop), including: -Clear, lesson objective (teaching point including “what” and “how”) -Explicit modeling of strategy or skill (how) -Whole-group guided practice aligned with modeling (how) -Independent practice with output (assessment) aligned with objective	Provide observation, feedback and resources to improve effectiveness of literacy look-fors	Access to Chromecarts, AR Raz Kids/Reading A to Z
Intervention through Small-Group Instruction and Conferencing, informed by data analysis and on-going progress monitoring	Provide differentiated PD in identified practices (backwards mapping to literacy assessments, lesson design, progress monitoring)	Fall Workshop to teach parents about reading levels, reading goals and supporting students in literacy development through read-alouds, shared reading and independent reading
Preparation for SRI through: -SRI aligned Do Nows -Vocabulary Building through RALLI Techniques -Inferential Thinking in Reading Workshop & Content Literacy Time	Provide PD to PLC leads on facilitating outcome-oriented PLCs (related to PLC deliverables)	Intervention Support for Focal Students during Guided Reading or Phonics Workshop
Support Tech Literacy through: -Monthly SRI Practice -Weekly AR Quizzing	Provide staff with time to peer-observe one another to identify and learn from best practice and to provide one another with critical feedback	Provide teaching staff with release for peer observation (Stip-Sub)
Long-Term mapping literacy instruction into units and unpacking of instructional units into daily, SMART objectives at BOY retreat and at end of each trimester	Parent participation in Dual Language conferences to develop stronger knowledge of DL best practices	Purchase materials necessary to implement teacher practices and sustain day-to-day operations
Progress monitoring through formal and informal assessment and frequent small-group regrouping according to data-based needs	Library Clerk to increase access to rich and rigorous texts for all students	Provide intervention to students far below grade-level in reading, as measured by F&P (STIP Sub)
Weekly collaboration on data analysis, long-term planning, unit planning and lesson planning during protected collaboration time		Provide teacher teams with release time for on-going long-term planning at end of each trimester
Academic Liaison aligns afterschool school day literacy priorities with academic hour content		Materials to update and improve Classroom/School-wide Library catalog
Alignment of Content Units with Reading And Writing Plans during long-term planning to allow teachers to reinforce reading and writing skills in response to complex text		

**MAJOR IMPROVEMENT PRIORITY #2:**

**Culture & Climate**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
10 teachers of 19 have 10 or fewer referrals	5 teachers have 30+ office referrals this year, 2 have 100+ referrals
Referrals are generally for defiance, disrespect or disruption, not serious, suspendable offenses	Suspensions did not decrease; suspensions have been for serious offenses such as fighting, weapons related or destruction of school property
Chronic absence rate for ELs at 5%	Chronic absence increased by 5%
Majority of referrals stem from classroom issues, not recess or lunch time.	Suspensions at 3.5%; 8.1% for AA students

ROOT CAUSE ANALYSIS for Priority #2
<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>
In general, more than half of classes have a culture and climate of harmony and safety. Approximately 25% of classes have challenges related to interpersonal conflict resolution and approximately 25% of classes have moderate to severe challenges with community, conflict resolution and respect. Data shows that the a disproportionate percentage of referrals and suspensions are for AA students.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
This demonstrates that we have some effective Tier 1 approaches in place (routines and procedure that ensure instruction occurs in conjunction with positive relationships between teachers and students) in more than half of our classes, however, relationships and strong Tier 1 culture is lacking in at least 50% of classrooms and approximately 25% of teachers need support with relationship building, positive culture development and a culture of restorative approaches and accountability, specically between teachers and AA male students.

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
Climate/ Culture Domain	Student will solve problems peacefully at least 50% of the time as measured by 50% reduction in Out of School Suspensions	Suspensions	African- American Students	3.5%	5.1%	2%	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	Students demonstrate understanding of and adherence to common space and classroom expectations as measured by 80% reduction in office referrals by the end of the 2016-2017 SY.	Culture/ Climate: Student	All Students	515	100 (actual: at 1000 right now)	200	1: Graduates are college and career ready.
Climate & Culture	Increase by 15% points number of parents responding favorably to CHKS.	Culture/ Climate: Parent	All Students	70%	85%	90%	6: Parents and families are engaged in school activities.
Climate & Culture	Increase by 15% points number of students responding favorably to CHKS.	Culture/ Climate: Student	All Students	60%	75%	90%	1: Graduates are college and career ready.
Climate & Culture	Increase by 15% points number of staff responding favorably to CHKS.	Culture/ Climate: Staff	All Students	68%	83%	90%	5: Students are engaged in school everyday.
Social/Emotional	Increase by 15% points number of students responding favorable to SEL Survey.	SEL	All Students	57.2%	72%	90%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

<b>Major Improvement Strategy for this priority:</b>	<b><i>Continue to develop tiered behavioral interventions by shifting culture focus to relationship building, goal-setting and SEL Skill Building, increasing intensity of coaching for new and struggling teachers and creating a more robust tier 2 support system led by Restorative Justice Coordinator and Community Schools Manager (COST, SST, SART, SARB) for at-risk students and families.</i></b>
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### KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Precise directions and positive narration when given any directive (procedural, classroom assignment, etc)	RJ Coordinator and TSAs will provide professional development in research-based classroom management, relationship building and restorative justice practices	Systems for office referrals so that protected time is uninterrupted
Consistent implementation of positive consequences and negative consequences (when appropriate) in classrooms and common areas (including redirection before and restorative conversations after negative consequences)	TSAs and RJ Coordinator will provide observation, feedback and resources to improve effectiveness of class culture plans	COST Team so that Tier 2 and 3 students are being supported in demonstrating successful behaviors

Teachers will backwards map year long SEL lessons to occur during class meetings. Teachers will facilitate practice of SEL skills related to: self-awareness, self-management, empathy (specifically targeting anti-bullying messaging and reporting), problem-solving during these class meetings. SEL skills will be revisited throughout the year proactively after breaks and as needed based on observed student conduct.	Provide observation and feedback to TSAs and RJ Coordinator to increase effectiveness of teacher coaching and PD	Revised Code of Conduct to include critical components of classroom culture plans (positive behavior supports, logical consequences, relationship building strategies, SEL skills and goal setting expectations)
Development of relationship building and behavior support plans for students who require more intensive behavior support	RJ Coordinator and TSAs will provide modeling, RTTC, elbow-teaching or collaborative planning support to focal teachers to support with successful implementation	Fall Parent Workshop to Unpack Code of Conduct and to support parents with teaching children positive approaches to problem solving
Implementation of relevant and engaging curriculum to invite student interest and develop motivation	Development and support of PLCs in developing cycles of inquiry and consultancy protocols to address challenges in culture plan implementation	Provide afterschool program with enrichment opportunities to increase positive engagement with school and develop social skills through healthy risk-taking.
Teachers will teach classroom and school wide procedures for the first 2-4 weeks of school. Teachers will teach the procedures explicitly with a direct instruction model.	Leadership will review referral and suspension data at monthly staff meeting with a focus on break-down of data by ethnicity. Grade-level and teacher data will be disseminated. Individual goal-setting will occur during data conferences (every 6 weeks for struggling teachers).	Provide adequate common space and playground supervision as well as playground game instruction
Teachers will teach core values first week of school and follow-up with monthly lessons around core value based on value of the month (to be celebrated at end of month with core value and academic awards assembly)	Beginning of year will begin we review and modification of vision and mission. Vision and mission will be reviewed when introducing any new PD, change in procedure or initiative to ground work.	Kinder orientation will be held at beginning of school year to introduce code of conduct and home+school compact to achieve optimal success.
One lead teacher will lead service-learning project for GATE and 5th Grade Students to invest students in community and core value of empowerment of community	Struggling teachers will be identified within first 20 school days; teachers will be placed on a PIP and will be coached/supported by TSA or RJ to develop strong foundational culture.	Beginning of the Year retreat to launch School Culture Plans and Focused Annual Plan
Teachers will demonstrate knowledge of behavior escalation cycle by de-escalating students (or not further triggering them) while in the non-productive periods of escalation	Restorative Justice coordinator will mediate serious conflicts and facilitate RJ circles after serious behavioral infractions	Refreshments for staff meetings and professional development
Teachers will set college, career and community goals with all students.	Community Schools Coordinator to lead community engagement and outreach, manage COST and attendance teams.	Student Leadership Ambassadors(HERO) to work with students on common space routines, procedures and practices aligned to school vision
Teachers will set academic and social emotional goals (related to SEL wheel) with all students.		

Teachers will mediate conflicts between students and develop restorative next steps to build relationship between students after a conflict.		
Teachers will develop class culture plans at BOY retreat that outline routines, procedures, SEL skills to be taught and relationship building strategies for the year.		

**MAJOR IMPROVEMENT PRIORITY #3: SBAC Math Growth**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Student Performance Strengths	Student Performance Challenges
Strong Math Leadership	Only 6.1% of students were proficient in Math on 14-15 SBAC

ROOT CAUSE ANALYSIS for Priority #3
<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>
We have stronger systems for ELA assessment and data analysis than we do in Math. There is a need to use our strengths in ELA- already existing teacher content knowledge around backwards mapping and standards-based lesson design, as well as formative assessments- to undergird our Math instruction. Additionally, we need to focus on the three Common Core Mathematical shifts- Rigor, Coherence, and Fluency
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
Teachers have not had enough time working with Math standards and curriculum to sufficiently unpack and backwards map student learning targets in order to develop a comprehensive math curriculum in support of our Main Goal for Priority #3. Teachers need professional development in best practices in the areas of mathematical fluency, conceptual understanding and problem solving. Teacher teams are not regularly monitoring student progress and using data to determine next steps and needs.

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
Academic Domain	Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC	SBAC Math	All Students	6.2% proficient / advanced	15%	30%	1: Graduates are college and career ready.
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	At least 50% of students will be proficient in grade-level CC standards as measured by quarterly C-EOU Assessments.	Math C-EOU	All Students	10%	20%	50%	1: Graduates are college and career ready.
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**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**

<b>Major Improvement Strategy for this priority:</b>	<b>Leadership will develop teacher ability to unpack and backwards map student learning targets in order to develop a comprehensive math curriculum in support of our Main Goal for Priority #3. Leadership will design and deliver professional development in best practices in the areas of mathematical fluency, conceptual understanding and problem solvng. Regardless of focus area, PD will have an intentional focus on lesson design, progress monitoring and corrective instruction. Leadership will monitor implementation of PD next steps through weekly walkthroughs, feedback and coaching as needed.</b>
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**KEY PRACTICES FOR PRIORITY #3**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Unpack and adjust math curriculum to ensure it is aligned with C-EOU Assessments and SBAC	Provide teachers with support in and time to unpack CC curriculum and standards to adjust long-term plans and to analyze student work/assessment data	Planning support during common collaboration time, elbow-teaching and modeling from Math Leads
Develop and implement story-based math problems; support students with “unpacking” story problems (3-reads)	Provide teachers with PD on backwards mapping, lesson design, progress monitoring, 3-reads, number talks, developing problem-based lessons and facilitating discussion worthy academic discussions	
Facilitate academic discussions that require students to solve math problems and synthesize learning as they go (number talks); assess and redirect conversation to allow for peer-to-peer learning	Provide teachers with observation, feedback and resources to improve effectiveness of math practices and content knowledge	Winter Parent Workshop to teach parents about demands of CCSS and SBAC assessments
Implement meeting of consensus to promote writing about math and academic discussion about how students are approaching math problems	Provide teachers with opportunities to peer observe one another to provide feedback and learn from best practice	
Use a consistent lesson plan structure (I, We, You or You, We, You)	Hold math data conferences every trimester (every 6 weeks for intensive support teachers) to monitor student achievement and implementation of next steps from previous conferences.	
Teachers will collect daily exit tickets in math to assess mastery of daily objectives		

Teachers will analyze student exit tickets in PLCs to determine corrective instruction actions before end-of-unit assessments and before trimester C-EOU assessments		
Administer diagnostics to review core concepts from previous year and to spiral into instruction throughout the year to maximize learning time		

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.00	After School Education & Safety (ASES)	Contract for after School Program extended day learning	Provide afterschool program with enrichment opportunities to increase positive engagement with school and develop social skills through healthy risk-taking.	A1.6: After School Programs	5825	n/a	n/a	n/a	107-1	107
\$20,000.00	General Purpose Discretionary	Extended Contracts/Teacher Stipends	Beginning of the Year retreat to launch School Culture Plans and Focused Annual Plan	A2.9: Targeted School Improvement Support	1120	n/a	n/a	n/a	107-2	107
\$30,295.00	General Purpose Discretionary	Classroom materials	Purchase materials necessary to implement teacher practices and sustain day-to-day operations	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	107-3	107
\$5,000.00	General Purpose Discretionary	Refreshments	Refreshments for staff meetings and professional development	A5.1: School Culture & Climate (Safe & Supportive Schools)	4311	n/a	n/a	n/a	107-4	107
\$11,000.00	General Purpose Discretionary	Copier	Purchase materials necessary to implement teacher practices and sustain day-to-day operations	A2.1: Implementation of CCSS & NGSS	5610	n/a	n/a	n/a	107-5	107
\$33,791.78	LCFF Concentration	Community Schools Coordinator	Community Schools Coordinator to lead community engagement and outreach, manage COST and attendance teams.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	107-6	107
\$66,208.22	LCFF Concentration	RJ Coordinator	Restorative Justice coordinator will mediate serious conflicts and facilitate RJ circles after serious behavioral infractions	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	107-7	107
\$70,043.38	LCFF Supplemental	EEIP Teacher .8	Weekly collaboration on data analysis, long-term planning, unit planning and lesson planning during protected collaboration time	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.8	107-8	107
\$48,848.30	LCFF Supplemental	STIP Substitute 1.0	Support with completion of F&P (STIP Sub)		n/a	TEACHER STIP	TCSTIP9999	1	107-9	107
\$64,766.55	LCFF Supplemental	Community Schools Coordinator	Community Schools Coordinator to lead community engagement and outreach, manage COST and attendance teams.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	107-10	107
\$8,791.78	LCFF Supplemental	RJ Coordinator	RJ Coordinator and TSAs will provide professional development in research-based classroom management, relationship building and restorative justice practices	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	107-11	107
\$30,000.00	LCFF Supplemental	Contract for Student Leadership Ambassadors- HERO	Student Leadership Ambassadors(HERO) to work with students on common space routines, procedures and practices aligned to school vision	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	107-12	107
\$20,304.09	Measure G (School Libraries)	Library Clerk .5	Library Clerk to increase access to rich and rigorous texts for all students	A3.2: Reading Intervention	n/a	LIBRARY CLERK SENIOR	20LBCS0003	0.5	107-13	107
\$695.91	Measure G (School Libraries)	Library Materials	Materials to update and improve Classroom/School-wide Library catalog	A3.2: Reading Intervention	4310	n/a	n/a	n/a	107-14	107
\$25,641.78	Measure G (TGDS)	STIP Substitute .6	Provide teaching staff with release for peer observation (Stip-Sub)	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0506	0.6	107-15	107
\$293.22	Measure G (TGDS)	Supplies and Materials	Purchase materials necessary to implement teacher practices and sustain day-to-day operations	A3.1: Blended Learning	4310	n/a	n/a	n/a	107-16	107
\$4,273.63	Program Investment	STIP Substitute .1	Provide intervention to students far below grade-level in reading, as measured by F&P (STIP Sub)	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0506	0.1	107-17	107
\$5,000.00	Program Investment	Teacher substitutes	Provide teachers with support in and time to unpack CC curriculum and standards to adjust long-term plans and to analyze student work/assessment data	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	107-18	107
\$20,726.37	Program Investment	Community Schools Coordinator	Community Schools Coordinator to lead community engagement and outreach, manage COST and attendance teams.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	107-19	107
\$7,022.50	Program Investment	Audiovisual materials	Access to Chromecarts, AR Raz Kids/Reading A to Z	A3.2: Reading Intervention	4474	n/a	n/a	n/a	107-20	107
\$65,094.96	Title I Basic	10 Month TSA 1.0	Provide PD in Backwards Mapping, Lesson Design, Progress Monitoring and Corrective Instruction	A4.4: Teacher Professional Development focused on English Learners	n/a	10 MONTH CLASSROOM TSA	C10TSA0017	1	107-21	107
\$12,820.89	Title I Basic	STIP Substitute .3	Provide teaching staff with release for peer observation (Stip-Sub)	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP0506	0.3	107-22	107

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$3,302.38	Title I Basic	Community School Coordinator	Community Schools Coordinator to lead community engagement and outreach, manage COST and attendance teams.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	107-23	107
\$2,081.94	Title I Parent Participation	Conference Expense	Parent participation in Dual Language conferences to develop stronger knowledge of DL best practices	A6.1: Parent / Guardian Leadership Development	5220	n/a	n/a	n/a	107-24	107



Oakland Unified School District  
East Oakland PRIDE Elementary - School and Family Compact

**Commitment of Teachers:**

We understand the importance of school for each student and our role as models, therefore, we agree to keep the following responsibilities:

- I will teach the grade level standards and concepts.
- I will endeavor to meet the needs of students.
- I will inform you of the progress of your student.
- I will provide a safe environment and healthy teaching to our student.
- I will correct students work on time.
- I will give students homework and the expectations in class work.
- I will communicate and listen to the students to have a successful partnership.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

**Student Engagement:**

I know my education is important. I am responsible for my own actions. I want to succeed, therefore, agree to the following responsibilities:

- I will arrive on time for my class.
- I will take my homework daily/weekly.
- I pledge to show my parents my completed work.
- I will be responsible for my behavior and follow the school rules.
- I will cooperate in learning.
- I will ask for help when needed.
- I will take any messages to my parents and teachers.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Parent/Guardian Engagement:**

I understand that my participation in my child's education will help your success in school. I therefore agree to the following responsibilities:

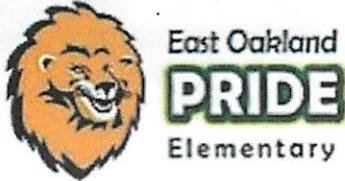
- I will bring my student to school on time.
- I will motivate my son/daughter to do his/her homework.
- I will sign the homework and I will remind my child to return any forms back to school.
- I will strive to do 2 hours per month of community hours and attend parent meetings.
- I will attend at least one meeting of Back to School Night, SSC and other school events.
- I will motivate my son/daughter to get involved in reading at least 20 minutes a day.
- I will provide a place/time for my son/daughter to do homework.
- I will make sure that my son/daughter sleeps well and has a healthy diet.
- I will make sure that my son / daughter wears his/her school uniform.
- I will have a conversation with my son/daughter about their day at school.
- I will attend the Parent-Teacher conferences.
- I will stay in contact with teachers about homework assigned to my child.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mrs. Jacqueline Calderon, Principal

\_\_\_\_\_  
Date



OAKLAND UNIFIED  
SCHOOL DISTRICT  
Community Schools, Thriving Student

## Title I School Parental Involvement Policy 2015 - 2016

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

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

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

Parents are notified of rights and invited to join SSC to develop a plan for improvement at annual Back to School Night & Title 1 meeting. Parents are invited to SSC meeting throughout the year through flyers, automated calls and public announcements at whole school morning meeting.

LIANCE

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

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

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



Review of Title 1 programming occurs at every SSC meeting. We discuss progress towards strategic actions and develop new strategies during those meetings.

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

SSC meetings are consistently held on a consistent day of the month, time and location. This allows our SSC to regularly discuss, in person, updates on Title 1 programming and developments.

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.)

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

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

This is a core function of our SSC model.



## School-Parent Compact

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

### Building Parent Capacity for Involvement

East Oakland PRIDE Elementary engages parents in meaningful interactions with the school. In support of 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.)

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

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



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

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

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

Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. (In the box below, briefly describe or bullet how this happens at your schools.)

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

Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. (In the box below, briefly describe or bullet how this happens at your school.)

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



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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.)

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

### **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.)

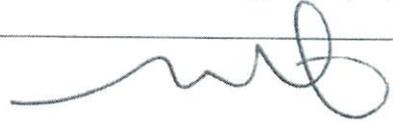
Documents, communications and meetings are regularly translated for parents whose first language is not English.

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 (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

SSC Meeting – January 25, 2016

This policy was adopted by the East Oakland PRIDE Elementary School Site Council on (01/25/16) and will be in effect for the period of 2015-2016. The school will distribute this policy to all parents of participating Title I, Part A, children on or before February 15, 2016. It will be made available to the local community on or before January 31, 2016. Notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Principal's Signature



Date

1/25/16

### Adoption



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools. Thinking Students.



## School Site Council Membership Roster - Elementary

**School Name:** East Oakland PRIDE

**School Year:** 2015-2016

<b>Chairperson :</b> Nanette Bailey	<b>Vice Chairperson:</b> Vila Wade
<b>Secretary:</b> Erin Ronhovde	<b>*LCAP Parent Advisory Nominee:</b> TBD
<b>*LCAP EL Parent Advisory Nominee:</b> TBD	<b>*LCAP Student Nominee:</b> TBD

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Jacqueline Perl	X			
Alex Jones		X		
Vila Wade		X		
Erin Ronhovde		X		
Deane Lee Gellington				X
Ericka Evans				X
Maria Sanchez				X
Nanette Bailey				X
Elizabeth Torres			X	
Ernestine Cornelias				X

<b>Meeting Schedule</b> (day/month/time)	4th Monday of each month at 3:30 pm in Library
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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

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

Revised 9/2/15