

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

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for East Oakland Pride Elementary School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** East Oakland PRIDE Elementary School  
**CDS Code:** 1612590115600  
**Principal:** Michelle Grant  
**Date of this revision:** 6/5/2017

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

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

# 2017-2018 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"/> 21st Century                   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> School Improvement Grant (SIG) |
| <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:** 5-8-17

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

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

**Signatures:**

Michelle Grant  
School Principal

*Michelle C. Grant*  
Signature

5-8-17  
Date

Alexander Jones  
Print name of SSC Chairperson

*Alexander Jones*  
Signature

*Alexander Jones*  
Signature

5-8-17  
Date

Monica Thomas  
Network Superintendent

*Monica Thomas*  
Signature

5-12-17  
Date

Marcus Silvi  
Coordinator, Office of Accountability Partners

*Marcus Silvi*  
Signature

5/25/17  
Date



## 2017-2018 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>	\$57,706.56	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$252,285.16	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$96,628.84	TBD
<b>TOTAL:</b>	<b>\$506,620.56</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$58,904.35	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,972.63	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$60,876.98</b>	<b>\$0.00</b>

## PART A: ABOUT THE SCHOOL

### School Description

At East Oakland PRIDE we are proud of our cultures, community and education. We are respectful of ourselves and others. We are intelligent in our personal and academic choices. We are determined to set and reach goals for ourselves. We are empowered to make a difference in our communities.

### School Mission and Vision

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

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

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Reading

#### SCHOOL GOAL for Reading:

Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC

#### SCHOOL TARGETS for Reading:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	11.28%	14.14%	17.00%

#### Other Leading Indicators for Reading:

F&P (TK-5), STAR (TK-1), SIPPS progress monitoring (K-2), WTW progress monitoring (K-5), SRI (2-5), on-demand writing before & after Calkins units (K-5), on-demand performance tasks (from Teacher's College) (3-5)

#### NEEDS ASSESSMENT for Reading:

STRENGTHS	CHALLENGES
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% proficient on SBAC ELA increased from 8% to 11% (14-15 vs. 15-16). On F&P, grade-level-equivalent gains from BOY to fall are between 0.25 years and 0.56 years for each class, with most classes making accelerated growth of at least 0.4 years' growth.  
 % proficient on SRI increased from 19% to 27% (14-15 vs. 15-16 EOY). Currently at 24.3% (Feb. 2017) (up from 14% BOY)  
 19% of students approaching proficiency on SRI.

79% of students below grade level on SRI  
 Only 11% of students were proficient in ELA on 15-16 SBAC  
 We have scores on current F&Ps and writing assessments, but no simple way to reference the data for analysis.  
 Our African-American students typically perform worse on the SRI than our Latino students. Our ELs' performance on the SRI went down in 15-16 (though may partly due to reclassification-- highest-performing ELs were removed from the pool)

**ROOT CAUSE ANALYSIS**

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.

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).

**MATHEMATICS PRIORITY: Mathematics**

**SCHOOL GOAL for Mathematics:**

Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.

**SCHOOL TARGETS for Mathematics:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	7.92%	12.96%	18.00%

**Other Leading Indicators for Mathematics:**

SMI (3-5), unit test mastery (TK-5), unit performance task mastery (TK-5), SBAC interims (3-5)

**NEEDS ASSESSMENT for Mathematics:**

STRENGTHS	CHALLENGES
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Received math grant that will allow us to pay teachers to plan for math and enable us to provide more targeted PD  
 SMI scores tend to go up over the course of the year. Have grown from 25% proficient (BOY) to 33% proficient (Feb.).

Only 8% of students were proficient in Math on 15-16 SBAC, which is only 2 pp higher than the year before.

**ROOT CAUSE ANALYSIS**

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

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.

**CULTURE & CLIMATE PRIORITY: Culture & Climate**

**SCHOOL GOAL for Culture & Climate:**

Students behave safely and abide by school expectations as measured by no more than 50 referrals per year by 2020. AA students will be proportionally represented in these referrals.

**SCHOOL TARGETS for Culture & Climate:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	African American Students	14.17%	12.17%	10.17%

**Other Leading Indicators for Culture & Climate:**

**NEEDS ASSESSMENT for Culture & Climate:**

STRENGTHS	CHALLENGES
Office referrals and suspensions down dramatically, as are violence and severely disruptive behavior.	Nearly all teachers have adequate classroom management skills such that their classes are functional and learning can happen. More than half of teachers have warm, engaged class cultures. A few teachers (~2) have classroom management problems that interfere with learning.

**ROOT CAUSE ANALYSIS**



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 percentage of referrals fits with the percentage of AA & Latino students at our school.

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, specifically between teachers and AA male students.

**FAMILY & STUDENT ENGAGEMENT PRIORITY: Student Engagement**

**SCHOOL GOAL for Student Engagement:**

At least 80% of students will respond "always" or "sometimes" for each question on the in-house culture survey. BOY survey showed levels between 70% and 85% for all questions.

**SCHOOL TARGETS for Student Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
In-House Culture Survey	All Students	N/A	80.00%	80.00%

**Other Leading Indicators for Student Engagement:**

CHKS (5th grade), attendance

**NEEDS ASSESSMENT for Student Engagement:**

STRENGTHS	CHALLENGES
Large majorities (70-85%) of students responded positively ("always" or "sometimes") to our in-house survey on belonging and school culture.	There are pockets of negative culture around the school that are making some students feel unsafe (e.g. 5th-grade girls taunting each other; one 3rd-grade class picking on a disabled student)

**ROOT CAUSE ANALYSIS**

We do not have a cohesive, coherent approach to social-emotional skills development. We have not adequately coached some teachers on classroom management.

**PART C: THEORY OF ACTION**

<b>SCHOOL THEORY OF ACTION for Reading:</b>	<p>Role of CCTLs/ECCTLs/ITLs:</p> <p>If we provide Common Core and English Language Development standards based professional development and weekly coaching, PLCs and feedback to teachers, and use data to drive instruction, then students will demonstrate proficiency in CCSS thus resulting in higher percentage of students moving from the red tier to the orange tier on the SBAC. We will increase the number of EL students reclassifying and F&amp;P (TK - 2) scores will increase in all grades.</p>
<b>SCHOOL THEORY OF ACTION for Mathematics:</b>	<p>If we provide Common Core State Standards based professional development and coaching for teachers, then students will perform proficiently on the math section of the SBAC in grades 3-5 and Illuminate developed assessments for all grades. Through coaching, we support continuous growth and development of teachers using an asset focused evaluation and we provide evidence based feedback to teachers that improves their practice for students. Provide teachers with rigorous research based curriculum (Engage NY) for math content supplementing the current district provided curriculum.</p>
<b>SCHOOL THEORY OF ACTION for Culture &amp; Climate:</b>	<p>If staff implement school wide restorative practices to support the development of social emotional competencies in students and staff, by training students and staff in restorative practices, then we will see an increase in pro-social response to conflicts this will lead to the opportunity for teachers to teach and thereby increasing academic achievement in our students.</p>
<b>SCHOOL THEORY OF ACTION for Student Engagement:</b>	<p>If teachers incorporate a gradual release model in their lessons and classrooms, while utilizing Philip Schlecty's Levels of Engagement, then teacher talk will decrease and student engagement will increase leading to higher levels of student achievement.</p>

## PART D: 17-18 STRATEGIES & KEY PRACTICES

<b>Improvement Strategy #1:</b>	<p>Leadership will develop teacher ability to unpack and backwards map standards-aligned student learning targets in order to develop a comprehensive literacy program 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.</p>
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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1-1	Assess all students using F&P Reading Assessments and F&P Foundations (K-5) and SRI (2-5), WTW spelling inventory (K-5), SIPPS periodic assessments (K-2), Calkin's Pre/Post Writing Assessments (K-5) and formative assesments. Analyze student data to guide future planning. Give F&P assessments 3 times a year at minimum, WTW spelling inventory 1-2 times a year, SIPPS periodic assessment (every 10 lessons), pre and post writing assessment 3 times a year.	Create site assessment calendar based on the curriculum used on site and aligned with district calendar. Look for evidence of formative assessments in weekly lesson plans. Create and maintain data trackers for assessments not on district calendar, allow for tracking of assessment multiple times a year.	Coaches will train teachers in how to use specific data protocol and then how to use that protocol to change their teaching. Build teacher capacity to use data protocol which will then lead teachers to be able analyze data and use that analysis to change their teaching. Schedule time during PD to score student writing and calibrate across grade levels after Narrative, Informational, and Opinion writing units. Plan and facilitate professional development around Lucy Calkins's Pathways assessments.
1-2	Big Goal setting with students (all students will grow 1 year in reading; students below will move 1.5 years; growth trackers (F&P for K-1; SRI for 2-5) should be present in classrooms. Individual skill related goal setting during reading and writing confrences, followed up by quarterly progress monitoring at parent conferences and between quarterly assessments.	Oversee backwards mapping, lesson design, progress monitoring and responding to students' needs ("corrective instruction").Create a data tracker for additional site based assessments such as writing about reading performance tasks and monthly informal running records. Lesson objectives will be based on the Continuum of Literacy Learning guided reading levels goals.	Provide PLC planning time, vertical planning time across grade levels. PD in progress monitoring, backwards mapping and lesson design. PLC support and regular coaching support.
1-3	Daily Independent Reading and Writing Instruction (Reading & Writing Workshop), including: -Clear, lesson objective (teaching point including "what," "why," and "how") -Explicit modeling of strategy or skill (how) -Whole-group guided practice aligned with modeling (how) -Independent practice with output (assessment) aligned with objective	Provide observation, feedback and resources to improve effectiveness of literacy look-fors.	Access to Chromecarts, AR Raz Kids/Reading A to Z, Lightsail. The lightsail reading ap allows for students to access independent reading level test and undergo regular SBAC aligned progress monitoring. Teachers will can confer with students electronically in real time. Low-income students who don't have access to books can access English and Spanish books on electronic devices at home. PD and ongoing coaching around Reading and writing Workshop.
1-4	Intervention through small-group instruction and conferring, informed by data analysis and on-going progress monitoring. Differentiated instruction for low -performing students.	Provide differentiated PD in identified practices (backwards mapping to literacy assessments, lesson design, progress monitoring) ITL and ECTL will provide small group Leveled Literacy Instruction for low performing students 4 days a week.	Fall workshop to teach parents about reading levels, reading goals and supporting students in literacy development through read-alouds, shared reading and independent reading.

1-5	Preparation for SRI through: -SRI aligned Do Nows -Vocabulary Building through GLAD Techniques -Inferential Thinking in Reading Workshop & Content Literacy Time	Provide PD for best teaching practices for building vocabulary specifically to support our EL's	Intervention support for focal students during Guided Reading or Phonics Workshop Administer SRI in groups no larger than 15 students.
1-6	Support Tech Literacy through: -Monthly SRI Practice -Weekly AR Quizzing -Daily progress monitoring with Lightsail	Train staff on LightSail Reading. Leadership will make a Chrome cart schedule.	Provide access to Chrome carts. Support teaching around technology use. Teachers supplement the blended learning with mini lessons that support students with improving vocabulary acquisition and writing about reading.
1-7	Long-Term mapping literacy instruction into units and unpacking of instructional units into SMARTe goals at the EOY.	Support PLCs in long term planning. Provide teachers with support and development of their long-term plans with assessment being the starting place of the long term planning.	Purchase materials necessary to implement teacher practices and sustain day-to-day operations
1-8	Progress monitoring through formal and informal assessment and frequent small-group regrouping according to data-based needs	Teachers will create formative assessments that will be written and placed in illuminate as a way to monitor how their students are doing on the standards that are being taught.	Provide intervention to students far below grade-level in reading, as measured by F&P (STIP Sub)
1-9	Weekly collaboration on data analysis, long-term planning, unit planning and lesson planning during protected collaboration time	Provide teachers with a data protocol that will allow them to use the data collected to impact the teaching they are doing.	Provide teacher teams with release time for on-going long-term planning at end of each trimester
1-10	Academic Liaison aligns afterschool school day literacy priorities with academic hour content	Provide teaching staff with release for peer observation. (STIP sub)	
1-11	Align Science & Social Studies Units with Reading And Writing Plans for ELD during long-term planning to allow teachers to reinforce reading and writing skills in response to complex text	Allow time for teachers to long term plan.	Teachers will long term plan.
1-12	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 teachers with opportunity to meet with each other and then go into one another's classrooms and then give each other feedback about what they have seen.	
1-13	Teachers provide classrooms that are organized and engaging and which will make them a place for children to feel safe and welcome.	Provide teachers with the training in SEL skills so they can teach what students need.	Teachers will use the skills that they learned to create an environment that feels welcoming and safe for students.

<b>Improvement Strategy #2:</b>	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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
2-1	Precise directions and positive narration when given any directive (procedural, classroom assignment, etc)	RJ Coordinator will provide professional development in community and relationship building, restorative practices, and SEL competencies as well as developing common language that will be used schoolwide	Systems for office referrals so that protected time is uninterrupted, this includes training and refreshers on how to fill out the URF, establishing a protocol on who will be the staff member that will consistently receive the referrals and who will input them into Aeries.
2-2	Consistent implementation of positive consequences and negative consequences (when appropriate) in classrooms and common areas (including redirection before and restorative conversations after negative consequences)	RJ Coordinator will provide observation, feedback and resources to improve effectiveness of classroom culture plans	COST Team and school psychologist will collaborate to support Tier 2 and 3 students in demonstrating successful behaviors
2-3	Teachers will backwards map year long SEL lessons to occur during class meetings. Teachers will facilitate practice of SEL skills related to: self-awareness, self-management, empathy (specifically targeting anti-bullying messaging and reporting), problem-solving during these class meetings. SEL skills will be revisited throughout the year proactively after breaks and as needed based on observed student conduct.	RJ Coordinator will provide observation and feedback 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)
2-4	Development of meaningful relationship building and behavior support plans for students who require more intensive behavior support	RJ Coordinator 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
2-5	Implementation of relevant and engaging curriculum to invite student interest and develop motivation	RJ Coordinator will lead the development and support of PLCs in developing cycles of inquiry and consultancy protocols to address challenges in culture plan implementation	Provide afterschool program with enrichment opportunities to increase positive engagement with school and develop social skills through healthy risk-taking.
2-6	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.	Provide adequate common space and playground supervision as well as playground game instruction

2-7	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 with 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, with an emphasis on attendance, to achieve optimal success.
2-8	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; and will be coached/supported by RJ Coordinator to develop strong foundational culture.	Beginning of the Year retreat to launch School Culture Plans and Focused Annual Plan
2-9	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 Justive coordinator will lead PD on de-escalation, mediate serious conflicts and facilitate tier 2 RJ circles after serious behavioral infractions	Refreshments for staff meetings and professional development
2-10	Teachers will set college, career and community goals with all students.	Support community engagement and outreach, COST, and attendance teams through Community School Manager, attendance clerk, and other staff.	Student Leadership Ambassadors (Higher Ground) to work with students on common space routines, procedures and practices aligned to school vision
2-11	Teachers will set academic and social emotional goals (related to SEL wheel) with all students.	RJ Coordinator to lead PD on how SEL competencies facilitate learning and how to intentionally teach to the SEL competencies within the academic setting	Coaches and admin team will model SEL competencies for all staff
2-12	Teachers will mediate conflicts between students and develop restorative next steps to build relationship between students after a conflict.	PD on RJ questions and discipline window led by RJ Coordinator as well as school staff attending district RJ PD	Admin team to attend district RJ training and to encourage school staff and parents to attend
2-13	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.	Leadership facilitates weekly girls' support group for 5th grade girls. Higher Ground facilitates a 4th grade girls' group. Higher Ground will support social skills and conflict resolution by having 2nd/3rd grade and 4th/5th grade boys groups.	RJ Coordinator to lead PD on relationship and empathy building

<b>Improvement Strategy #3:</b>	In ILT, check Engage NY's alignment to the SBAC & the CCSS, adjust as necessary. Create summative assessments using Illuminate Itembank.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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3-1	Use standards-aligned assessments: Engage NY for formative assessments; use Illuminate Itembank test (created by ILT) for summative assessment.	In ILT, check Engage NY's alignment to the SBAC & the CCSS, adjust as necessary. Create summative assessments using Illuminate Itembank.	At EOY ILT retreat, create summative and diagnostic math assessments using Illuminate Itembank. At BOY retreat, show teachers how to create Illuminate Itembank assessments. Create a calendar site based and district mandated assessments
3-2	Plan year-long teaching calendar & assessments based on Engage NY Math.	Provide teachers with support in planning & assessing with Engage NY Math.	At EOY ILT retreat, map Engage NY Math units onto calendar, including pre- and post-assessments (with performance tasks) (i.e. calendar our own blueprint). At BOY retreat, coaches will train teachers in the components of the curriculum and provide time to plan first unit's lessons.
3-3	Input assessment results into common school-wide tracker. Input Illuminate test results into Illuminate.	Show teachers how to use Illuminate to input Itembank assessment results. Create school-based data tracker. Set aside time to enter data during weekly planning.	Devote one early PD to inputting Illuminate data.
3-4	Use fluency routines embedded in Engage NY Math to increase students' fluency with learned concepts and procedures.	Demonstrate how to implement routines through guest teaching. Observe fluency routines and provide feedback (something to target on weekly rounds).	Devote at least one PD to using Engage NY fluency routines. Schedule times to observe fluency practice into weekly rounds (e.g. one week, ask teachers to move math time to a certain hour so we can check).
3-5	Facilitate peer-to-peer academic discussions around math problems, especially word problems (to develop "concepts & procedures" and "application" components of rigor).	In multiple PDs, train teachers in specific strategies for facilitating math discussions. Coaches will demonstrate math discussions in classrooms (STIP sub will release one other teacher so two can observe at once). Coaches will observe discussions and provide feedback.	Plan PD calendar to include training for strategies on facilitating math discussions. Schedule times to observe math discussions in weekly rounds.
3-6	Turn in weekly lesson plans that reflect I/We/You or You/We/You lesson structure and include regular time for fluency and academic discussions, with a focus on meeting the needs of homeless children or children in foster care.	Coaches sit with PLCs on Wednesday planning time.	Include planning time in weekly PDs. Apply for continuation of math grant funds so that teachers can get compensated for Tuesday PLCs.

3-7	Use strong strategies for student engagement in their lessons, particularly during guided practice.	Sit with PLCs to plan weekly lessons and help teachers incorporate student engagement strategies.	Provide PD on active engagement protocols for teachers to use during guided practice. Instruct teachers on different levels of student engagement. During weekly walk-throughs, observe levels of student engagement and strategies being used to increase engagement.
3-8	Teachers will analyze student exit tickets in PLCs to determine next-steps in instruction (challenge, reteaching) before end-of-unit assessments. Teachers will recognize low-performing students who need intervention in small group work.	Coaches support teachers to analyze data & plan next steps on Wednesday PLCs.	Reapply for math grant so teachers can continue to meet in math PLCs on Tuesdays.

<b>Improvement Strategy #4:</b>	Leadership will design and deliver professional development based on Phillip Schlechty's 5 levels of engagement, in support of our main goal # 4. PD will have an intentional focus on student engagement. Leadership will monitor student engagement through weekly walk throughs, feedback and coaching.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
4-1	Teachers will demonstrate knowledge of levels of student engagement and key practices to engage all students, with a focus on meeting the needs of homeless children or children in foster care.	Principal will ensure that teachers receive proper training on the levels of student engagement	Coaches will support teachers in recognizing the levels of engagement through PD and classroom observations
4-2	Teachers will develop culturally relevant and interactive curriculum that can be differentiated so as to engage all students, with emphasis on low-performing students.	Principal will ensure that coaches are properly trained and that they disseminate any information relevant to this key teaching practice	Coaches will support teachers in developing culturally relevant and interactive curriculum that can be differentiated so as to engage all students, including English Learners and Newcomers, through modeling, RTTC, elbow-teaching or collaborative planning.
4-3	Teachers will use restorative practices to develop meaningful relationships with their students throughout the school year, with a focus on meeting the needs of homeless children or children in foster care.	Leadership will ensure that RJ facilitator is properly trained and disseminates any information relevant to this key teaching practice. Leadership will also encourage staff to attend district RJ trainings and to reach out to RJ facilitator as needed.	RJ Facilitator will support with implementing restorative practices in the classroom through modeling, collaborative planning and PD. Leadership will offer our site for district RJ trainings to make it easier for staff to attend



4-4	Teachers will incorporate blended learning into their teaching practices.	Leadership will provide PD on how to intentionally provide blended learning in the classroom	Coaches and/or outside professionals will support teachers in developing blended learning curriculum that can be differentiated so as to engage all students.
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## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

### **Refugee & Asylee Program**

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

107

School:

East Oakland PRIDE Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with Girls Inc. for the after-school program	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				107-1
\$3,000.00	General Purpose Discretionary	Uniforms	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)	A5.1: School Culture & Climate (Safe & Supportive Schools)	4380				107-2
\$5,586.40	General Purpose Discretionary	Surplus	n/a	n/a	4399				107-3
\$11,000.00	General Purpose Discretionary	Copier maintenance contract to support overall school operation	Support Tech Literacy through: -Monthly SRI Practice -Weekly AR Quizzing	A2.1: Implementation of CCSS & NGSS	5610				107-4
\$12,277.34	General Purpose Discretionary	Supplies to support overall school operation	Support Tech Literacy through: -Monthly SRI Practice -Weekly AR Quizzing	A2.1: Implementation of CCSS & NGSS	4310				107-5
\$4,000.00	General Purpose Discretionary	Substitutes to provide release time for planning, prep, and professional development to support academic acceleration	Leadership will design and deliver professional development based on Phillip Schlechty's 5 levels of engagement, in support of our main goal # 4. PD will have an intentional focus on student engagement. Leadership will monitor student engagement through weekly walk throughs, feedback and coaching.	A2.3: Standards-Aligned Learning Materials	1150				107-6
\$8,000.00	General Purpose Discretionary	Clerical overtime to support attendance and overall school operations	Support community engagement and outreach, COST, and attendance teams through Community School Manager, attendance clerk, and other staff.	A5.4: Root Causes of Chronic Absence	2425				107-7
\$5,000.00	General Purpose Discretionary	Conference expenses for professional development	Coaches and/or outside professionals will support teachers in developing blended learning curriculum that can be differentiated so as to engage all students.	A2.5: Teacher Professional Development for CCSS & NGSS	5220				107-8
\$8,842.82	General Purpose Discretionary	Attendance clerk	Support community engagement and outreach, COST, and attendance teams through Community School Manager, attendance clerk, and other staff.	A5.4: Root Causes of Chronic Absence		SPECIALIST, ATTENDANCE	SPECAT0056	0.25	107-9

\$6,368.24	LCFF Concentration	Books other than textbooks to support academic acceleration	Use standards-aligned assessments: Engage NY for formative assessments; use Illuminate Itembank test (created by ILT) for summative assessment.	A2.1: Implementation of CCSS & NGSS	4200					107-10
\$24,260.00	LCFF Concentration	School psychologist	COST Team and school psychologist will collaborate to support Tier 2 and 3 students in demonstrating successful behaviors	A5.1: School Culture & Climate (Safe & Supportive Schools)	5734					107-11
\$7,000.00	LCFF Concentration	Licensing agreements for software to support academic acceleration	Access to Chromebooks, AR Raz Kids/Reading A to Z, Lightsail. PD and ongoing coaching around Reading and writing Workshop.	A2.1: Implementation of CCSS & NGSS	5846					107-12
\$32,697.98	LCFF Concentration	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Coaches will support teachers in developing culturally relevant and interactive curriculum that can be differentiated so as to engage all students, including English Learners and Newcomers, through modeling, RTTC, elbow-teaching or collaborative planning.	A2.1: Implementation of CCSS & NGSS		10 MONTH CLASSROOM TSA	C10TSA0017	0.40		107-13
\$29,673.77	LCFF Concentration	STIP to support academic acceleration	Provide intervention to students far below grade-level in reading, as measured by F&P (STIP Sub)	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0506	0.65		107-14
\$11,000.00	LCFF Supplemental	Extended contracts for teachers to participate in PLCs and ILT to support academic acceleration	In ILT, check Engage NY's alignment to the SBAC & the CCSS, adjust as necessary. Create summative assessments using Illuminate Itembank.	A2.5: Teacher Professional Development for CCSS & NGSS	1120					107-15
\$166.16	LCFF Supplemental	Books other than textbooks to support academic acceleration	Use standards-aligned assessments: Engage NY for formative assessments; use Illuminate Itembank test (created by ILT) for summative assessment.	A2.1: Implementation of CCSS & NGSS	4200					107-16
\$65,000.00	LCFF Supplemental	Community Schools Manager	Support community engagement and outreach, COST, and attendance teams through Community School Manager, attendance clerk, and other staff.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5730					107-17
\$75,000.00	LCFF Supplemental	Restorative Justice Facilitator	Restorative Justice coordinator will lead PD on de-escalation, mediate serious conflicts and facilitate tier 2 RJ circles after serious behavioral infractions	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736					107-18
\$40,000.00	LCFF Supplemental	Expeditionary Learning (current ELA/SEL curriculum) with additional SEL coaching and professional learning options	Leadership facilitates weekly girls' support group for 5th grade girls. Higher Ground facilitates a 4th grade girls' group. Higher Ground will support social skills and conflict resolution by having 2nd/3rd grade and 4th/5th grade boys groups.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825					107-19
\$15,978.19	Measure G: TGDS	STIP to support TGDS	Provide teaching staff with release for peer observation. (STIP sub)	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0506			107-20

\$334.96	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399			0.35	107-21
\$5,000.00	Measure G: TGDS	Extended contracts for alternate observers	Provide teaching staff with release for peer observation. (STIP sub)	A2.6: Teacher Evaluation	1120				107-22
\$4,324.18	Supplemental Program Investment	Books for ELLs	Intervention through small-group instruction and conferring, informed by data analysis and on-going progress monitoring	A4.1: English Learner Reclassification	4200			0.50	107-23
\$28,450.82	Supplemental Program Investment	Surplus to be allocated to ITL and other uses in Fall 2017.	n/a	n/a	4399				107-24
\$9,857.37	Title I Basic	Supplies to support academic acceleration	Support Tech Literacy through: -Monthly SRI Practice -Weekly AR Quizzing	A2.1: Implementation of CCSS & NGSS	4310				107-25
\$49,046.98	Title I Basic	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Intervention through small-group instruction and conferring, informed by data analysis and on-going progress monitoring	A2.1: Implementation of CCSS & NGSS		10 MONTH CLASSROOM TSA	C10TSA0017	0.60	107-26
\$1,972.63	Title I Parent Participation	Conference expenses for parents to participate	Admin team to attend district RJ training and to encourage school staff and parents to attend	A6.1: Parent / Guardian Leadership Development	5220				107-27



## EAST OAKLAND PRIDE SCHOOL COMPACT

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

### Student Pledge

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

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

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

### Parent/Guardian Pledge

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.



- Participate at school in activities such as school decision making, volunteering and/or attending parent- teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

\_\_\_\_\_ Parent/Guardian  
signature

### **Teacher Pledge**

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

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

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

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

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



## CONTRATO ESCOLAR DE EAST OAKLAND PRIDE

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

### Promesa del Estudiante

Me comprometo a practicar las siguientes responsabilidades:

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

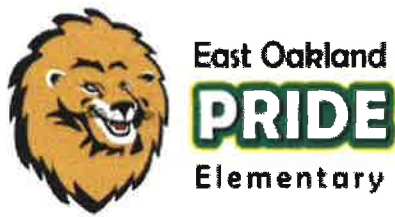
**Firma del estudiante** \_\_\_\_\_

### Promesa del Padre/Tutor

Me comprometo a llevar a cabo las siguientes responsabilidades:

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





voluntario/a y/ó asistir a las conferencias de padres y maestros.

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

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

### **Promesa del Maestro/a**

Me comprometo a llevar a cabo las siguientes responsabilidades:

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

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

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

Firmado el \_\_\_\_ de del. 20\_\_\_\_\_.



## School Site Council Membership Roster – Elementary

**School Name: East Oakland Pride**

**School Year: 2016-2017**

<b>Chairperson :</b> Alex Jones	<b>Vice Chairperson:</b> Michelle Grant
<b>Secretary:</b> Erin Ronhovde	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

**Place "X" in Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Michelle Grant	X			
Alex Jones		X		
Erin Ronhovde		X		
Ernestine Cornelius				X
Ericka Evans				X
Vilayphonh Wade		X		
Piedad Sanchez				X
Vilma Morales				X
Amapola Obrera			X	
Margarita Olague Rodare				X

<b>Meeting Schedule</b> (day/month/time)	<b>4<sup>th</sup> Monday of the month @ 3:30-5:00pm</b>
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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;  
Parent/community members cannot be OUSD employees at the site.

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



## **Title I School Parental Involvement Policy 2016-17**

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

### **Involvement of Parents in the Title I Program East Oakland Pride Elementary agrees to implement the following statutory requirements:**

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their 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.

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

- Offer a flexible number of meetings for parents.

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

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

Review Title I programming occurs at every SSC meeting. We discuss progress



towards strategic actions and develop new strategies during those meetings.

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

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

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

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

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

This is a core function of our SSC model.

### **School-Parent Compact**

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



### **Building Parent Capacity for Involvement**

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

1. The State of California's academic content standards

2. The State of California's student academic achievement standards

3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments

4. Academic proficiency levels students are expected to achieve

5. How to monitor their child's progress

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

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

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

- Educates staff, with the assistance of Title I parents, on the value of parent



Contributions and how to work with parents as equal partners.

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

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

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

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

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

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

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

### **Accessibility**



East Oakland  
**PRIDE**  
Elementary

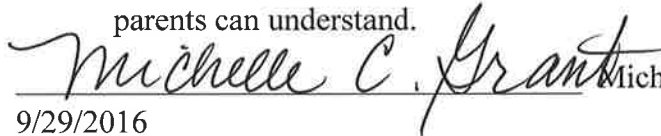
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

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

#### **Adoption**

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the East Oakland Pride School Site Council on 9/29/2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. East Oakland Pride's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

 Michelle Grant, Principal  
9/29/2016