

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 Howard Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

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



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Howard Elementary School
CDS Code: 1612596001713
Principal: Nikki Williams
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: Nikki Williams

Position: Principal

Address: 8755 Fontaine Street
Oakland, CA 94605

Telephone: 510-639-3244

Email: nikki.williams@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:** Howard Elementary School**Site Number:** 166

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

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: 5/11/17

Date(s) plan was approved: 5/11/17

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, media announcements, etc.)

Signatures:

Nikki Williams

School Principal

Signature

Jonathan Kael

Print name of SSC Chairperson

Signature

Monica Thomas

Network Superintendent

Signature

Marcus Silvi

Coordinator, Office of Accountability Partners

Signature

5/11/17

Date

5/11/17

Date

5/12/17

Date

5/25/17

Date


**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

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Address: 8755 Fontaine Street
 Oakland, CA 94605

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

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

OAKLAND UNIFIED SCHOOL DISTRICT

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Howard Elementary School

Site Number: 166

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

Date	Stakeholder Group	Engagement Description
11/8/2016	ILT	Reviewed SPF and determined key priority areas and next steps
11/14/2016	Staff	Reviewed SPF and determined key priority areas and next steps
11/17/2016	SSC	Reviewed SPF and determined key priority areas and next steps
12/7/2016	Staff	Determined budget priorities based on SPF priority areas and next steps
1/26/2017	SSC	Determined Title 1 expenditures based on priorities and next steps
2/23/2017	SSC	Determined Title 1 expenditures based on priorities and next steps for any additional funds identified
2/27/2017	Faculty Council	Reviewed Budget Plan for 17/18
2/28/2017	ILT	Reviewed Budget Plan for 17/18
3/22/2017	Staff	Reviewed Final Draft of the Site Plan
3/23/2017	SSC	Reviewed and Approved Final Draft of the Site Plan
5/11/2017	SSC	Final SPCA Reviewed and Approved by SSC

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 ... General Purpose Discretionary #0000	\$37,975.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$102,417.80	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$237,021.64	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$37,049.98	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,240.75	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$38,290.73	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Charles P. Howard Elementary is a small inclusive school located in a serene area with dazzling views of the Bay Area. Our close-knit community nurtures and supports student learning. We believe in educating the whole student and all students have access to a computer lab, music class, a library and hands-on science classes. We also have a garden project and a weekly Farmers' Market, which has inspired healthy eating and wellness in our community. In addition, we partner with the Ann Martin Center to support the mental health needs of our students and their families. Howard provides a caring and positive environment that engages families and believes that students come first!

School Mission and Vision

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

By June 2018, 17% of students will score proficient on the ELA SBAC.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	11.83%	14.41%	17.00%

Other Leading Indicators for Literacy:

SRI, F&P, Reading Foundational Skills assessemnts and Writers Workshop Writing Assessments

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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8 percentage point increase in percentage of students proficient on the SRI by June 2016	SBAC ELA growth by June 2016 is not aligned to SRI growth by June 2016
1 percentage point increase in percentage of students proficient on the SBAC ELA by June 2016	12% of students were proficient on the 2016 administered SBAC ELA. 6% of African American students were proficient on the 2016 administered SBAC ELA

ROOT CAUSE ANALYSIS
Academic instruction, lesson objectives and tasks are not consistently aligned to common core standards and shifts.
Differentiated small group instruction aligned to student data is not happening in all classrooms.

MATHEMATICS PRIORITY:	Mathematics
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SCHOOL GOAL for Mathematics:

By June 2018, 18% of students will be proficient on the Math SBAC

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	12.90%	15.45%	18.00%

Other Leading Indicators for Mathematics:

Math C_EOU, SMI, ST Math Reports

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
Percentage of students proficient on the 2016 SBAC increased by 5 percentage points.	13% of students were proficient on the 2016 SBAC math.

ROOT CAUSE ANALYSIS
Students lack opportunities to master math procedural and fluency skills and develop conceptual understanding of concepts through productive struggle.
Mathematic acceleration is not consistently implemented in the classrooms and is not aligned to data.

CULTURE & CLIMATE PRIORITY: Chronic Absence**SCHOOL GOAL for Chronic Absence:**

By June 2018, student chronic absence rate will be 15%.

SCHOOL TARGETS for Chronic Absence:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	23.32%	22.82%	22.32%

Other Leading Indicators for Chronic Absence:

Attendance rate and chronic absence.

NEEDS ASSESSMENT for Chronic Absence:

STRENGTHS	CHALLENGES
14.3% of ELL students were chronically absent during the 2015/2016 school year Attendance rate for 2015/2016 increased by .3 percentage points.	23.3% of students were chronically absent during the 2015/2016 school year

ROOT CAUSE ANALYSIS

Parents are not clear on common core shifts and the importance of daily student attendance in mastering standards.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement**SCHOOL GOAL for Family Engagement:**

By June 2018 75% of parents will complete the Healthy Kids survey and 90% of parents will indicate positive experiences with the school.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent Participation Rate	All Students	53.90%	64.45%	75.00%

Other Leading Indicators for Family Engagement:

Parent Engagement Event Attendance, Student Attendance Rate

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
88% of families responded positively to the 2016 Healthy Kids survey.	53.9% of families completed the 2016 Healthy Kids survey.

ROOT CAUSE ANALYSIS

Families do not feel connected to the school based on low attendance at parent engagement events (family nights, back to school, and garden days) and parent statements that they do not know about events and/or were not informed about events.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we provide data-based, standards-driven instruction aligned to the common core shift that provide students with opportunities to read and write across the curriculum then students will demonstrate proficiency on ongoing assessments such as F&P, SRI, Writers Workshop assessments.
SCHOOL THEORY OF ACTION for Mathematics:	If we provide small group targeted instruction based on student performance and assessment data, then we can accelerate student groups to meet grade level standards.
SCHOOL THEORY OF ACTION for Chronic Absence:	If we implement and utilize our PBIS systems to strengthen school culture, then students will feel more connected to school, which will lower our level of chronic absence.
SCHOOL THEORY OF ACTION for Family Engagement:	If we engage our families in meaningful ways, including providing support to meet needs, then we can establish strong relationships with families to strengthen our school culture and ensure parents see school as a positive place that supports their needs.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Reading and Writing across the Curriculum. Teachers will backwards map common core aligned instruction that incorporates the common core shifts, academic discussion, reading complex text and writing with evidence, to strengthen student writing.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers will develop common, school-wide reading and writing lesson and unit plans focusing on vertical alignment to strengthen our common core aligned academic program.	ILT will plan PD to develop teachers competence with unit and lesson planning	Establish common pacing of instructional units at each grade level.

1-2	Teachers will define quality student writing and create progressive rubrics aligned to grade level standards and writers workshop unit assessments.	ILT will plan PD around student writing using student exemplars and actual student writing to align expectations.	Provide time for PLCs to analyze data and plan for corrective instruction. Create shared planning time to develop curriculum.
1-3	Teachers will analyze mid cycle data to check progress towards goals and develop corrective instruction action plans to ensure students demonstrate proficiency	Principal & ILT will guide teams through the Data Driven Instruction writing and reading cycles and provide PD on running records and writing assessments.	Develop a schedule and plan for teachers to regularly assess student's reading and writing using SRI, running records of focus students and Writers Workshop writers assessments.
1-4	Teachers will share student work to show progress towards goals and /or seek help from peers on strategies and next steps	ILT will meet 2x monthly to examine instructional practices, set and evaluate professional learning objectives and support the implementation of Common core instructional shifts.	Materials will be purchased to support teachers in creating corrective instruction action plans and provided differentiated instruction as needed.
1-5	Teachers will teach aligned readers and writers workshop units.	Principal and ILT will observe and provide feedback to teachers on lesson rigor and alignment to common core instructional shifts.	Ensure teachers have the necessary supplies to implement instructional shifts.
1-6			Family Engagements nights (Math, ELA and Science) will be scheduled to educate families on common core shifts.

Improvement Strategy #2:	Implement Differentiation and Small Group Instruction. Teacher will use data to group student and provide differentiated instruction targeted to student needs across the curriculum.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People / Teams / Time / Resources</i>
2-1	Teachers will embed 30 minutes of whole class acceleration time into their daily schedule and provide targeted instruction based on student data.	ILT will train and support teachers around progress monitoring expectations and objectives and provide professional development around how to utilize acceleration time after developing their knowledge of acceleration pre teaching, reteaching and strategic skill development.	Develop master school schedule to include 30 minutes of acceleration time at the beginning of the school day to provide opportunities for preteach, reteach, and/or targeted skill practice.
2-2	Teachers will embed acceleration time in their daily schedules by implementing small group instruction to support ELL students, students below grade level, students with disabilities and GATE students.	ILT will develop an acceleration cycle calendar including both summative and formative assessment aligned to the assessment calendar	Systems and structures will be created for monitoring formative and summative assessment data including data conferences, data walls and student goal setting.

2-3	Teachers will utilize data (SRI, F&P, Math assessments, running records, and reading foundational skills assessments) to create groups to receive acceleration pull out and/or small group instruction.	ILT and Principal will lead PD around Data Driven Instruction and creating acceleration grouping based on data.	Reading Intervention TSA will focus on providing small group acceleration for K-2 students below grade level.
2-4	Teachers will utilize enrichment time to pull small groups and provide focused acceleration.	ILT will meet 2x monthly to discuss acceleration strategies and student grouping based on student data and identified needs.	Instructional Teacher Leader will focus on providing small group acceleration for 3-5 students below grade level.
2-5			Collaboration time between general education and special education staff to ensure we are supporting all students to assess and master grade level standards.
2-6	Teachers will include blended learning time in their weekly schedule	ILT will provide PD around blended learning programs including how to support students, utilize report data reports and include blended learning into their weekly schedule.	Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration
2-7			Establish relationships with early childhood programs to facilitate transition to kindergarten by reaching out to onsite State PreK to identify students who may require additional support either academically or socially to successfully transition to Kindergarten.
2-8	Teachers will administer progress monitoring to ensure students are identified for acceleration.	ILT will support teachers with training on progress monitoring	After School Program will implement targeted acceleration utilizing progress monitoring data and in collaboration with teachers to provide extended learning opportunities for students to master grade level curriculum.
2-9	Teachers will identify GATE students and provide acceleration and extended learning opportunities.		

Improvement Strategy #3:	Implement practices to build and sustain a positive school culture, including developing clear tier 1, 2, and 3 systems for school culture based on PBIS that are followed consistently by the school community and engaging with families in meaningful ways and providing support as needed.
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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	Teachers will consistently implement PBIS expectations.	ILT will assess and update the school climate and culture vision	Cost/PBIS team will create a behavioral RTI pyramid that all staff understand and implement.
3-2	Teachers will utilize PBIS reinforcement system to reinforce positive behaviors and attendance	PBIS/COST team will develop a positive school culture plan that includes clear expectations, and steps for staff.	Cycles of climate and culture inquiry aligned to academic cycles of inquiry.
3-3	Teachers will focus on teaching behavior expectations the first two weeks of school and at the end of every marking period.	PBIS/COST team will develop lesson plans to teach behavior expectations the first two weeks of school and develop follow up lesson plans to be taught at the end of each cycle.	Behavior matrices will be posted in all areas to reinforce behavior expectations
3-4	Teacher will implement common practices to support behavior (volume level, attention signals, agendas, and posted classroom expectations aligned to PBIS	PBIS/COST team will lead PD around PBIS implementation including data reviews, implementation reflection and adjustment if necessary	School will engage parents in PBIS through a Family PBIS night and regular communication around implementation of PBIS.
3-5	Teachers will communicate at least monthly with parents around both academic and PBIS behavior expectations.	ILT/PBIS/Cost Team will develop parent handbook.	School will host a beginning of the year orientation/registration meeting to educate parents on PBIS expectations and school policy and procedures.
3-6			Cost/PBIS team will create a behavioral RTI pyramid that all staff understand and implement.
3-7	Teachers will be trained on completing COST forms so that they are able to complete forms for all identified students.	PBIS/COST team will identify students who require additional support (homeless and/or foster youth) and refer for support.	Cost Team will meet weekly to discuss COST referrals and at risk students.
3-8			School will host wellness and health events (garden days, farmers market events and open houses) to engage families.

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:
166
School:
Howard 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)	After School Program	After School Program will implement targeted acceleration utilizing progress monitoring data and in collaboration with teachers.	A1.6: After School Programs	5825				166-1
\$10,000.00	General Purpose Discretionary	Supplementary ELD materials & instructional technology	Teachers will include blended learning time in their weekly schedule	A3.1: Blended Learning	5846				166-2
\$6,975.00	General Purpose Discretionary	Books other than Textbooks Classroom libraries and additional supplemental curriculum	Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration	A2.3: Standards-Aligned Learning Materials	4200				166-3
\$10,000.00	General Purpose Discretionary	Supplies	Ensure teachers have the necessary supplies to implement instructional shifts.	A2.3: Standards-Aligned Learning Materials	4310				166-4
\$6,000.00	General Purpose Discretionary	Copy Machine	Materials will be purchased to support teachers in creating corrective instruction action plans and provided differentiated instruction as needed.	A2.3: Standards-Aligned Learning Materials	4425				166-5
\$1,000.00	General Purpose Discretionary	Copy Machine Maintenance	Ensure teachers have the necessary supplies to implement instructional shifts.	A2.3: Standards-Aligned Learning Materials	5610				166-6
\$4,000.00	General Purpose Discretionary	Farmers Market	School will host wellness and health events (garden days, farmers market events and open houses) to engage families.	A5.2: Health and Wellness (Mental & Physical Health)	5758				166-7
\$7,350.00	LCFF Supplemental	Stipends to support instructional planning in support of ELLs	Teachers will develop common, school-wide reading and writing lesson and unit plans focusing on vertical alignment to strengthen our common core aligned academic program.	A3.4: Teacher Professional Development focused on Literacy	1120				166-8
\$32,119.12	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				166-9
\$9,438.97	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	ILt will provide PD around blended learning programs including how to support students, utilize report data reports and include blended learning into their weekly schedule.	A3.1: Blended Learning		10 MONTH CLASSROOM TSA	C10TSA0214	0.10	166-10
\$53,509.71	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Reading Intervention TSA will focus on providing small group acceleration for K-2 students below grade level.	A3.2: Reading Intervention		10 MONTH CLASSROOM TSA	C10TSA0162	0.50	166-11
\$19,530.00	Measure G: TGDS	Surplus for Instructional Teacher Leader	ILT will plan PD to develop teachers competence with unit and lesson planning	A3.4: Teacher Professional Development focused on Literacy	4399				166-12

\$2,784.20	Supplemental Program Investment	Supplemental Reading Curriculum	Implement Differentiation and Small Group Instruction. Teacher will use data to group student and provide differentiated instruction targeted to student needs.	A2.3: Standards-Aligned Learning Materials	4200				166-13
\$4,715.17	Supplemental Program Investment	Surplus for Instructional Teacher Leader	Instructional Teacher Leader will focus on providing small group acceleration for 3-5 students below grade level.	A3.2: Reading Intervention	4399			0.05	166-14
\$19,625.63	Supplemental Program Investment	Intervention Specialist	Family Engagements nights (Math, ELA and Science) will be scheduled to educate families on common core shifts.	A5.1: School Culture & Climate (Safe & Supportive Schools)		INTERVENTION SPECIALIST	INTSPC0011	0.26	166-15
\$4,013.59	Title I Basic	Supplemental Curriculum Materials	Materials will be purchased to support teachers in creating corrective instruction action plans and provided differentiated instruction as needed.	A2.3: Standards-Aligned Learning Materials	4200				166-16
\$33,036.39	Title I Basic	TSA/Prep Teacher	Teachers will utilize enrichment time to pull small groups and provide focused acceleration.	A3.2: Reading Intervention		10 MONTH CLASSROOM TSA	C10TSA0214	0.35	166-17
\$1,240.75	Title I Parent Participation	Surplus for Parent Engagement and Education. Will be addressed in 17/18 school year.	Family Engagements nights (Math, ELA and Science) will be scheduled to educate families on common core shifts.	A6.5: Academic Parent-Teacher Communication & Workshops	4399				166-18

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

Student Pledge:

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

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

Student signature**Parent/Guardian or Family Member Pledge:**

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.



School Site Council Membership Roster – Elementary

School Name: Howard

School Year: 2016-2017

Chairperson : Jonathan “JJ” Kael	Vice Chairperson: Kellor Smith
Secretary: Brandi Owens	*LCAP Parent Advisory Nominee: Jonathan “JJ” Kael
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place “X” in Appropriate Members Column

Member’s Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Nikki Williams	X			
Freida Baker-Nash		X		
Marjorie Boggs Vazquez		X		
Marisa Brown		X		
Brandi Johnson Owens			X	
Jonathan “JJ” Kael				X
Kellor Smith				X
Phillip Tindsley				X
Lesley Glaser				X
Katrina Nadora				X

Meeting Schedule (day/month/time)	Last Thursday of each month at 6:00pm
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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

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

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

Involvement of Parents in the Title I Program

Howard Elementary School agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 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.)

Title 1 meeting is scheduled annually
SSC Meetings are scheduled monthly

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

Parent meeting are scheduled monthly on the last Thursday of the month. Additional targeted meeting are scheduled as needed. All meeting are scheduled at a time that is most convenient for parent attendance.

- 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.)

SSC agendas are developed with the SSC Chair and occur monthly



- 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.)

Information about the Title 1 and SSC is available for review in the office

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

Monthly meetings, printed communications and robo calls

- 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.)

Publized monthly meetings.

School-Parent Compact

(Name of school) Howard Elementary School:

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



Building Parent Capacity for Involvement

(Name of school) Howard Elementary School:

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

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

Family Nights (Back to School, Family Math Night, Family Science Night, Family Literacy Night), SSC Meetings, School website, parent newsletters, parent teacher conferences, IEP meetings, report cards

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

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

Meetings, School Website, Newsletters

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

Weekly Staff Professional Development and Monthly Staff Meetings



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

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

Focus on student achievement in all content areas through school foci and big rocks.

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

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

School website, marquee, robo calls, meetings, notices and postings

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

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

Parent input and expressed need guide meeting agendas.

Accessibility

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

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

translation is offered at parent meetings
notification of all meetings is sent home in multiple languages
documents are translated as requested



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 (Name of School) Howard Elementary School Site Council on (Date) 9/29/16 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.

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


(Principal's Signature)

9/29/16
(Date)