

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

June 27, 2018

Legislative File ID No: 18-1305  
Introduction Date: 6/27/18  
Enactment No.: 18-1110  
Enactment Date: 6/27/18 er

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Howard Elementary School.



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

Legislative File ID No: 18-1305  
Introduction Date: 6/27/18  
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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Howard Elementary School  
**CDS Code:** 1612596001713  
**Principal:** Nikki Williams  
**Date of this revision:** 5/16/2018

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:

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

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

## 2018-2019 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:

**Date(s) plan was approved:** \_\_\_\_\_

5/22/18

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

Nikki Williams, School Principal

Jonathan Kael

Jonathan Kael, SSC Chairperson

Monica Thomas

Monica Thomas, Network Superintendent

Marla Williams

Marla Williams, Officer, State and Federal Programs

[Signature]

Signature

[Signature]

Signature

[Signature]

Signature

Signature

5/22/18

Date

5/22/18

Date

5/22/18

Date

6/1/18

Date

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/28/2017	SSC Parents, Community & Staff	Reviewed data points reported on the School Performance Framework. Discussed root causes and goals for current school year.
2/27/2018	SSC Parents, Community & Staff	Reviewed needs assessment section of the Site Plan.

## 2018-2019 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>	\$34,650.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$114,658.05	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$254,826.74</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$42,746.42	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,206.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$43,952.42</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Howard Elementary School

**School ID:** 166

#### 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.

#### Family & Student Engagement

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

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	<p>The number of students proficient on June 2017 SRI increased from 29.1% to 31.3%. Current mid year data indicates that we are currently 7.5% above the previous year at this same time (25.5% vs 18%).</p> <p>During the 2016-17 SY there was minimal growth on the percentage of students who were at or above benchmark on the F&amp;P Reading Record, moving from 49% during the EOY administration to 51% during the EOY administration. This year we began the year with 46.5% of Howard students scoring at or above benchmark on the F&amp;P Reading Record. However, during the MOY administration we had a growth of 16% with 62.5% of students at or above benchmark on the F&amp;P Reading Record.</p>	<p>9% of students were proficient on the 2017 SBAC ELA a decrease of 3% from the previous year.</p> <p>Even if increase in SRI from last year remains, more than 50% of students will still be below grade level on SRI.</p> <p>28% of students are still reading below grade level based on Mid-Year 2018 F&amp;P Reading Record data.</p>	<p><i>In grades 3 - 5...</i></p> <ul style="list-style-type: none"> <li>- Academic instruction, lesson objectives and tasks are not consistently aligned to common core standards and shifts.</li> <li>- Differentiated small group instruction aligned to student data is not happening in all classrooms.</li> </ul> <p><i>In grades K - 2...</i></p> <ul style="list-style-type: none"> <li>- Most teachers are first year teachers, with the veteran being a third year teacher. This has resulted in a need to focus on establishing and maintaining strong conditions for student learning and ability to work independently.</li> <li>- The addition of an ITL in 17 - 18 has supported growth in instructional practices that has led to growth in F &amp; P.</li> <li>- Established minimum days at beginning and end of each cycle has allowed time for data analysis, backwards planning and data analysis.</li> </ul>

<p><b>STANDARDS-BASED INSTRUCTION</b> <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</i></p>	<p>The number of students proficient on June 2017 Math SBAC increased from 13% to 18%.</p>	<p>18% of students were proficient on the Math SBAC.</p>	<p>Students lack opportunities to master math procedural and fluency skills and develop conceptual understanding through tasks that require productive struggle and are aligned to grade level standards.</p> <p>Standards Aligned Formative assessment including pre and post unit assessments and interim assessments are not implemented in all classrooms.</p>
<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(CULTURE &amp; CLIMATE)</i></p>	<p>95% of students and 92% of parents rated the school favorably on the Culture and Climate Survey.</p>	<p>20% of students were chronically absent the 2016/2017 school year.</p> <p>60% of students felt the school supported their social emotional learning.</p>	<p>Parents are not clear on common core shifts and the importance of daily student attendance in mastering standards.</p>
<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>20% of ELL students were reclassified during the 2016/2017 school year.</p>	<p>1 student is currently classified as a LTEL.</p> <p>0 parents of ELL Learners Parents are part of the SSC.</p>	<p>Targeted interventions and supports for ELL population needs to be developed and implemented.</p>

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Howard Elementary School

**School ID:** 166

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	By June 2021, 30% of students will score proficient on the ELA SBAC.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	All Students	-85.2	-77.7	-70.2

**What other leading indicators can you watch over the course of the year to monitor progress towards this goal?**  
 SRI  
 Standards Aligned Interim Assessments (Illuminate/IABs)  
 Unit Assessments

**Theory of Action for Language & Literacy Priority:**  
 If we provide data-based, standards-driven reading and writing instruction aligned to the common core shifts and provide students with opportunities to read and write across the curriculum then students will demonstrate increasing proficiency on ongoing assessments such as F&P, SRI, Writers Workshop assessments and will test on proficient on the ELA SBAC.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
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.	<i>Lesson and Unit Plans</i>
1-2	Teachers will review student reading and writing using readers and writers workshop unit rubrics and assessments and develop lesson plans aligned to student needs.	ILT will plan PD around student reading and writing using student exemplars and student work to align expectations, provide time for PLCs to analyze data and plan for corrective instruction and create shared planning time to develop curriculum.	<i>Student work samples.</i>
1-3	Teachers will analyze student data every 6 weeks 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.	<i>Data trackers</i>



1-4	Teachers will implement culturally relevant instructional practices to assist African American students.	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.	<i>Lesson and Unit Plans</i>
1-5	Teachers will implement aligned instructional practices to assist Latino students	Principal and ILT will observe and provide feedback to teachers on lesson rigor and alignment to common core instructional shifts and ensure teachers have the necessary supplies to implement instructional shifts.	<i>Observation Notes</i>

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	By June 2021, 35% of students will be proficient on the Math SBAC			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-76.3	-66.3	-56.3
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Math Unit Assessments Interim Assessments IAB				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	If we provide small and whole group targeted instruction aligned to formative assessment data, then we can accelerate student groups to meet grade level standards.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will embed 30 minutes of whole class acceleration time into their daily schedule and provide targarted 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 devleopment. Develop master school schedule to include 30 minutes of acceleration time at the begining of the school day to provide oportuntites for preteach, reteach, and/or targeted skill practice.	<i>F&amp;P SRI</i>
2-2	Teachers will embed acceleration time in their daily schedules and will implement small group instruction to support students with disabilities	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.	<i>Schedules Assessment Data</i>
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 in class 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.	<i>Data Trackers</i>
2-4	Teachers will utilize enrichment time to pull small groups and provide focused acceleration focused on accelerating economically disadvantaged students	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.	<i>Small Group Schedules</i>
2-5	Teachers will collaborate with special education and intervention teachers to ensure instructional practices are consistent across the programs and ensure students with diasabilities have access to general education curriculum and standards.	ILT will plan emdedded ollaboration time between general education, special education staff and intervention teachers to ensure we are supporting all students to ases and master grade level standards.	<i>Professional Learning Agendas</i>

2-6	Teachers will utilize blended learning time in their weekly schedule to provide targeted instruction.	<p>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.</p> <p>Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration</p>	
2-7	Teachers will identify incoming Kindergartens who require intervention and collaboratively review assessment data from early childhood programs	School will 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 collaborate with the afterschool program to ensure academic alignment and that foster students receive additional support.	ILT will collaborate After School Program with implementing 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 through assessments and provide acceleration and extended learning opportunities.	Leadership Team will provide professional development to teachers on providing acceleration and extended learning opportunities	

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Chronic Absence	By June 2021, student chronic absence rate will be 10%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	23.1%	19.8%	16.5%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Attendance Data URF Data CHKS Survey Data School Student Parent Surveys TFI				
Theory of Action for Conditions for Student & Adult Learning Priority:	If we implement strong Tier 1 MTSS, then students will feel more connected and successful at school, which will lower our level of students chronically absent.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Teachers will consistently implement PBIS including reinforcement systems, direct teaching of expectations, common classroom practices (volume level, attention signals, agendas, and posted classroom expectations).	<p>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.</p> <p>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.</p>		<i>PBIS Tiered Fidelity Inventory</i>	
3-2	Teachers will use behavior and academic data to refer students for additional intervention.	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.		<i>Referral Data Cost Referrals</i>	
3-3	Teachers will use formative assessments to plan targeted instruction that meets the needs of student	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		<i>Lesson Plans</i>	

3-4	Teachers will communicate at least monthly with parents around both academic and behavior expectations.	<p>ILT/PBIS/Cost Team will develop parent handbook. School will host a beginning of the year orientation/registration meeting to educate parents on expectations and school policy and procedures.</p> <p>School will host family engagement events including family academic nights, garden days, farmers market events and open house to engage families.</p>	<p><i>Parent Newsletters</i> <i>Handbooks</i></p>
3-5	Teachers will complete COST forms and participate in a beginning of the year and middle for the year COST meeting to determine students to require additional support, homeless students	PBIS/COST team will identify students homeless students and refer for support. Cost Team will meet weekly to discuss COST referrals and at risk students.	<i>Cost Tracker</i>

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Reclassification	By June 2021, 50% of students will be reclassified and 50% of LTEL will be reclassified			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	15.00%	18.00%	21.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	SRI ELPAC F&P				
<b>Theory of Action for English Language Learners Priority:</b>	If we provide targeted language instruction to all students than all ELL students will be reclassified by 4th grade.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
4-1	Teachers will implement 30 minutes of designated language instruction daily to support newcomer students	ILT will plan and provide professional development on targeted language instruction.		SRI F&P	
4-2	Teachers will implement targeted academic language instruction aligned to common core standards.	ILT will provide professional development around academic language instruction and observation and feedback		Observational Data	
4-3	Teachers will implement integrated ELD instruction to support all ELL Students				

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 166

**School:** Howard Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Chronic Absence	A1.6 After School Programs	5825				166-1
\$9,906.96	General Purpose Discretionary	Stipends	Mathematics	A2.5 Teacher Professional Development for CCSS & NGSS	1120				166-2
\$2,743.04	General Purpose Discretionary	Books	Literacy	A2.3 Standards-Aligned Learning Materials	4200				166-3
\$15,000.00	General Purpose Discretionary	Supplies	Mathematics	A2.3 Standards-Aligned Learning Materials	4310				166-4
\$2,000.00	General Purpose Discretionary	Copier Machine Maintenance	Literacy	A2.3 Standards-Aligned Learning Materials	5610				166-5
\$635.30	LCFF Supplemental	Books to support academic acceleration	Literacy	A2.3 Standards-Aligned Learning Materials	4200				166-6
\$54,018.75	LCFF Supplemental	Intervention Teacher	Literacy	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA0162	0.50	166-7
\$60,004.00	LCFF Supplemental	Instructional Support Specialist	Chronic Absence	A5.4 Root Causes of Chronic Absence	2105	INSTRUCTIONAL SUPP SPECIALIST	INSSSE0170	0.80	166-8
\$4,142.99	Title I: Basic	Licenses	Literacy	A2.3 Standards-Aligned Learning Materials	5846				166-9
\$42,441.21	Title I: Basic	TSA	Literacy	A3.1 Blended Learning	1119	10 MONTH CLASSROOM TSA	C10TSA0214	0.45	166-10
\$1,145.70	Title I: Parent Participation	Surplus	n/a	n/a	4399				166-11
\$5,000.00	General Purpose Discretionary	Licenses	Literacy	A2.3 Standards-Aligned Learning Materials	5846				166-12



## Title I School Parental Involvement Policy 2017-18

(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 \_\_\_\_\_ 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 Meetings are scheduled annually.  
SSC Meeting 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.)

SSC Meetings are scheduled monthly on the last Tuesday of the month. Additional meetings are scheduled as needed and scheduled at a time most convenient for families.

- 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 agenda are develeoped collaboratively with the SSC chair the week prior to any meetings.



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

All agendas are posted in advance of meetings and all Title 1 and SSC information 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 communication, 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.)

Publicized monthly meetings.

### School-Parent Compact

(Name of school) Howard Elementary School :

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





## Building Parent Capacity for Involvement

(Name of school) Howard Elementary School:

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

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

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

Family Nights (Back to School, Math Night, Science Night, Literacy Night), SSC Meetings, School Website, parent newsletters, parent teacher conferences, IEP meeting, 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, monthly staff meetings, professional development days, one on one 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 is on student achievement. School site plan and family engagement activities are designed to increase student achievement in all content areas.

- 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, notices, postings, and monthly calendars.

- 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 needs 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. Notifications are sent home in multiple languages. Documents are also translated as requested.

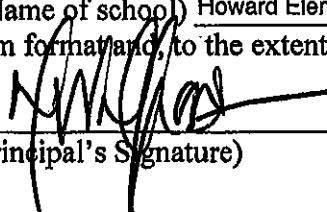


### Adoption

- 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 School Site Council on (Date) 12/19/2017 and will be in effect for the 2017-18 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 Elementary 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(Principal's Signature)

12/19/17  
\_\_\_\_\_  
(Date)

School Name

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

**Student Pledge:**

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

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

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

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

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

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

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

## Teacher Pledge:

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

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

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Teacher signature

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

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



**2017-2018**

**School Site Council Membership Roster – Elementary**

School Name: Howard

<b>Chairperson :</b> Jonathan (JJ) Kael
<b>Vice Chairperson:</b> Lydia Harding
<b>Secretary:</b> Brandi Owens

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Nikki Williams	X			
Brandi Owens				X
JJ Kael				X
Freida Baker Nash		X		
Randy Sherren		X		
Lydia Harding				X
Theresa Wesley			X	
Phillip Tindsley				X
Colleen Shepherd		X		
Vanessa Salsberry				X

Meeting Schedule (day/month/time)	<b>Last Tuesday of each month @ 5:00 pm</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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