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# Memo

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Howard Elementary School.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Howard Elementary School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Howard Elementary School  
**CDS Code:** 1612596001713  
**Principal:** Nikki Williams  
**Date of this revision:** 5/12/2020

The School 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  
**Address:** 8755 Fontaine Street  
Oakland, CA 94605

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/12/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School 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"/> Additional Targeted Support & Improvement (ATSI)	<input type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input checked="" type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5/12/2020

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

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

Nikki Williams

Principal

*Nikki Williams*

Signature

6/4/2020

Date

Jonathan Kael

SSC Chairperson

*Jonathan Kael*

Signature

6/9/2020

Date

Monica Thomas

Network Superintendent

*Monica Thomas*

Signature

June 12, 2020

Date

Lisa Spielman

Director, Strategic Resource Planning

*Lisa Spielman*

Signature

6/12/2020

Date

*Jody London*

Jody London  
President, Board of Education

8/27/2020

*Kyla Johnson-Trammell*

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

8/27/2020

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
8/9/2019	Staff	Reviewed 2018-2019 data and 2019-2020 Goals
9/24/2019	SSC	Reviewed 2018-2019 data and 2019-2020 Goals
12/10/2019	SSC	Reviewed Fall K-2 Reading Data and discussed allocation of 19-20 Title 1 funds and proposed allocation of 20-21 based on current data
2/3/2020	SSC	Discussed and approved 20-21 site plan priorities and approved allocation of 20-21 Title 1 funds based on site priorities
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
#REF!	#REF!	#REF!
5/12/2020	SSC	Reviewed and approved 2020-2021 Site Plan

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$56,240.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$311,149.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$55,056.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$9,360.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,184.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$117,300.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$13,800.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$56,240.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$254,909.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$311,149.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL 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 partner with Lincoln Child 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 thrive socially, academically and emotionally. They will develop pride in themselves, their communities and their work and become proficient readers, writers, mathematicians, scientist, and citizens. Our mission is educate the whole child by understanding that we must support our students academic and social development.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	Decrease in distance from standard of 5.3 from -73.9 (2018-2019) to -68.6 (2019-2020) on the ELA Literary IAB Decrease in the distance from standard of 42.5 from -64.3 (2018-2019) to -21.8 (2019-2020) on the ELA Informational IAB	Focus on daily student engagement with complex text and text based questions
<i>Focal Student Supports</i>	African American students sub group has the lowest percentage of students below grade level on the ELA IAB (16.3%)	Targeted whole group instruction of focus standards aligned to assessment data
<i>Student/Family Supports</i>	Decrease in number of days absent for focal students.	Individualized attendance incentives and supports
<i>Staff Supports</i>	Howard students performed above the cohort average on all dibels assessments	Weekly K-2 early literacy PLC and PD
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>

<i>College/Career Readiness</i>	<p>Increase in distance from standard of 39.4(1st administration) and 38 (2nd administration) on the Math IAB</p> <p>3rd grade distance from standard is -70 on the 2nd ELA IAB administration a difference of -68.5 from 4th(-1.5) and -67.5 from 5th(-2.5).</p>	<p>Need for focus on conceptual math student understanding through rigorous tasks that require students to engage in meaning making and problem solving,</p> <p>Lack of opportunities for students to consistently engage in complex text based writing and discussion</p>
<i>Focal Student Supports</i>	<p>23.5% of Sped students vs 34.9% of non Sped students are at or near grade level on the ELA IAB</p> <p>52.9% of Sped students vs 77.6% of non Sped students are at or near grade level on the Math IAB</p> <p>Systems that support students across all settings</p>	<p>Lack of targeted skill instruction in small groups</p> <p>Lack of aligned instructional norms to support students across all setting</p>
<i>Student/Family Supports</i>	<p>Lack of engagement and accountability for families around attendance Parent engagement and education</p> <p>Chronic absence has increased every year and currently we are above our end of the year goal.</p>	<p>School does not know how to consistently, authentically and effectively engage parents and community</p>
<i>Staff Supports</i>	<p>Consistent strong data based professional learning communities that support staff professional development.</p> <p>Aligned norms to support teacher planning</p> <p>Ineffective distributed leadership model/framework</p>	<p>Lack of systems to support PLCs for all teachers</p> <p>Information lives with the admin and isn't distributed across the school</p> <p>Systems gap in leadership structures- ILT, PLCs</p>

#### 1C: 20-21 STUDENT GOALS & TARGETS

**Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)**

School Goal for May 2023:		All students will continuously grow toward meeting or exceeding standards, as demonstrated by a increase in the number of K-2 students reading at or above benchmark and a decrease in distance from standard for SBAC ELA and Math.			
Instructional Focus Goal: All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	84.6%	n/a	59.4%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	33.3%	n/a	60.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-66.5	n/a	-25.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	50.0%	n/a	60.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-80.1	n/a	-17.0
CAST (Science)	All Students	+15 points DF3	20.8%	n/a	TBD

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		All Students with disabilities and African-American students will demonstrate excelerated growth resulting in a decrease in distance from standard for SBAC ELA and Math.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-140.6	n/a	-47.6
SBAC ELA	African-American Students	+20 points DF3	-78.9	n/a	-28.0



Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	38.1%	n/a	30.0%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
SBAC Math	Students with Disabilities	+20 points DF3	-114.4	n/a	-70.0
SBAC Math	African-American Students	+20 points DF3	-98.7	n/a	-22.1
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	5.9%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	30.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

School Goal for May 2023:		Families and students will feel welcomed, safe, healthy and engaged in school learning, which will result in increased connectedness and decreased chronic absence.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	68.9%	n/a	80.0%
Suspensions	All Students	-2pp	0.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	52.0%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	50.4%	n/a	15

**1D: IDENTIFIED NEED**

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

#### 1E: RESOURCE INEQUITIES

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Funding is distributed equitably.

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> Howard Elementary School	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority: Literacy</b>	
<b>Theory of Change:</b>	If we provide data-based, standards-aligned reading and writing instruction that provides students with daily opportunities to read complex text, engage in text based writing and text based academic discussion then students will demonstrate increasing proficiency on ongoing assessments such as F&P, SRI, Writers Workshop, IAB's assessments and will at or above standard on the ELA SBAC.
<b>Related School Goal:</b>	All African-American students will continuously grow toward meeting or exceeding standards on the ELA SBAC as demonstrated by a 2
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We implemented data based instructional cycles built around pre and post IAB data and focus standards. Our instruction focused on complex text based writing and supporting statements with evidence. Teacher meet weekly In PLCs to develop standards based lesson plans. Teachers received professional development and observation and feedback aligned to the cycle focus.	
<b>What evidence do you see that your practices are effective?</b>	
ELA IAB growth from pre to post assessments. Decrease in distance from standard of 5.3 from -73.9 (2018-2019) to -68.6 (2019-2020) on the ELA Literary IAB and a decrease in the distance from standard of 42.5 from -64.3 (2018-2019) to -21.8 (2019-2020).	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Continued honed focus on complex text, text based writing and discussion using text based questions. Focus on developing strong PLCs for instructional planning.	
<b>19-20 Standards-Based Instruction Priority: Mathematics</b>	
<b>Theory of Change:</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.
<b>Related School Goal:</b>	All students will continuously grow towards meeting or exceeding standards on the Math SBAC as demonstrated by a 20% increase in distance from standard.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We were able to implement small and whole group reading instruction based on assesement data. Students in grades K-4 receive small group reading foundational skills instuction. Teachers were able to implement targeted whole group ela and math instruction aligned to student assessment data but experienced difficulty implementing small group instruction. Blended learning programs were utilized to aceccerate student learning. Teachers received professional development and observation and feedback around math and blended learning programs.	
<b>What evidence do you see that your practices are effective?</b>	
Students were able to demonstrate increasing mastery on reading foundational skills assesements. Teachers identified focus standareds based on pre ELA pre assessment data and ELA post assessment data demonstated an increase in proficiency levels for students.	

<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Focus on implementing daily workshop time where teachers pull small groups based on student data.	
<b>19-20 Conditions for Student &amp; Adult Learning Priority: Chronic Absence</b>	
<b>Theory of Change:</b>	If we implement consistent academic and social emotional Tier 1 practices aligned to identified student needs, then students will feel connected and successful at school, which will reduce our chronic absence.
<b>Related School Goal:</b>	All students will feel connected and engaged in learning which will result in a decrease in chronic absence.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We were able to strengthen our Tier 1 academic practices while maintaining our Tier 1 social emotional practices.	
<b>What evidence do you see that your practices are effective?</b>	
While chronic absence did not decrease focal students demonstrated a decrease in the number of days absent.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Development of school wide instructional norms to support students and engage families.	
<b>19-20 Conditions for English Language Learners Priority: Reclassification</b>	
<b>Theory of Change:</b>	If we provide targeted language instruction that includes both designated and integrated ELD then all ELL students will be reclassified by 4th grade.
<b>Related School Goal:</b>	English Learner students will continuously develop their English language skills and will reach English fluency in 4 years.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We have implemented designated ELD instruction for all newcomers and EL students. We continue to struggle with integrated ELD instruction in classrooms.	
<b>What evidence do you see that your practices are effective?</b>	
Newcomer students are receiving weekly designated ELD instruction and our K-2 EL students are now proficient and/or approaching on DIBELS early literacy measures.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Focus on developing strong integrated ELD practices to support English learners and academic language learners.	
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>	

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

Due to a decrease in General Purpose funds based on enrollment, books other than textbook actual budget was decreased. Additional title 1 funds were allocated for student intervention and licenses. Additional Title 4 funds were allocated for social emotional curriculum and technology.

## 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

**School:** Howard Elementary School

**School ID:** 166

### 3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

#### *District Strategy:* Building **CONDITIONS FOR STUDENT LEARNING**

<b>School Priority ("Big Rock"):</b>	Consistent school-wide norms around parent communication and relationship-building based on parent feedback.
<b>School Theory of Change:</b>	If we develop family guided and centered communication and engagement based on student and parent need, then there will be an increase in two-way communication/relationship-building resulting in a stronger connection between the school and community.
<b>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers will: implement Tier 1 systems and classroom Tier 2 interventions  complete COST forms for students requiring additional support  participate in beginning of the year and middle for the year COST meetings to collaboratively develop Tier 2 and Tier 3 plans	COST Team will meet weekly to discuss COST referrals and at risk students.  COST Team will create a social/emotional RTI pyramid that all staff understand and implement.  COST Team will provide training around MTSS.	Cost Tracker	
1-2	Teachers will: implement PBIS through reinforcement systems, direct teaching of expectations, common classroom practices (volume level, attention signals, agendas, and posted classroom expectations).	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	PBIS systems	

1-3	<p>Teachers will: solicit feedback from families around communication preferences</p> <p>communicate monthly with parents based on feedback</p>	<p>Administration will send home monthly site calendar and newsletter.</p> <p>Leadership team will edit parent handbook to include school instructional focus, norms and attendance pledge and expectations.</p>	Parent Newsletters	
1-4	<p>Teacher will: participate in family engagement events to share student learning</p>	<p>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 collaborate with the afterschool program to host family engagement events including family academic nights (literacy, science, and math), family health days, and end of trimester showcases to engage families.</p>	Family engagement events and agendas	

<i>District Strategy:</i> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>	
<b>School Priority ("Big Rock"):</b>	data driven standards-based math instruction.
<b>School Theory of Change:</b>	If we provide data-aligned small group instruction embedded in classrooms to develop students conceptual understanding of topics by leveraging EL Ed ALL block, Math Workshop and SIPPS groups, then we can accelerate student groups to meet grade level standards.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers will schedule daily math and ela workshop time to provide small group instruction based on student data	<p>ILT and Principal will lead PD around Data Driven Instruction and creating small groups based on data.</p> <p>Reading Intervention TSA will focus on providing small group acceleration based on student data.</p>	Classroom Schedules Intervention Schedules	
2-2	Teachers will utilize data (RI, IAB, Curriculum embedded Math and ELA assessments, and reading foundational skills assessments) to create groups to receive small group pull out and/or in class small group instruction.	ILT will train and support teachers around math progress monitoring expectations and objectives and provide professional development around how to implement workshop time with follow up observation and feedback.	Progress Monitoring Data	
2-3	Teachers will utilize math blended learning time in their weekly schedule to provide targeted instruction.	<p>ILT and DTL 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>	Weekly Clever Report ST Math Progress Reports Data Trackers	<p>Increase in distance from standard of 39.4 (1st administration) and 38 (2nd administration) on the Math IAB</p> <p>3rd grade distance is -70 on the 2nd ELA IAB administration a difference of -68.5 from 4th(-1.5) and -67.5 from 5th(-2.5).</p>
2-4	Teachers will collaborate with special education and intervention teachers to ensure instructional practices are consistent across the programs and ensure students with disabilities have access to general education curriculum and standards.	ILT will plan embedded collaboration time between general education, special education staff and intervention teachers to ensure we are supporting all students to assess and master grade level standards	Professional Learning Agendas	



2-5	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.	Early Literacy Data	
2-6	Teachers will collaborate with the afterschool program to ensure academic alignment and that foster students receive additional support.	ILT will collaborate with 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.	IAB F&P	
2-7	Teachers will implement school wide instructional norms to support learners across all setting and grade levels.	ILT will provide professional development and observation and feedback around aligned instructional norms.  ILT will collaboratively develop school wide instructional norms aligned to the OETF.	Instructional norms	

<i>District Strategy:</i> Developing <b>LANGUAGE AND LITERACY</b> Across the Curriculum	
<b>School Priority ("Big Rock"):</b>	Focus on complex text based discussion and writing through quality EL implementation K-5
<b>School Theory of Change:</b>	If 100% of classrooms provide grade-level, standards-aligned ELA instruction that provide students the opportunity to engage in academic writing and discussion through implementation of EL Education Modules and ALL block with integrity, then higher percentages of students will show significant gains on ongoing assessments such as F&P, RI, Embedded curriculum performance tasks, IAB's assessments and will score at or above standard on the ELA SBAC.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Teachers will develop unit plans focusing on vertical alignment of focus standards 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.	Lesson and Unit Plans	
3-2	Teachers will administer unit pre and post assesemtn to montitor student reading and writing prograss 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.	Student work samples.	
3-3	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.	Data trackers K-2 Sipps Assessment Data K-2 F&P Data 3-5 SRI Data 3-5 IAB Data Unit Pre and Post Assessments	

3-4	Teachers will implement aligned instructional practices to support 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.	Lesson and Unit Plans	
3-5	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.	Observation Notes	
3-6	K-2 teachers will assess foundational skills at the beginning of the school year and administer sipps assessments for progress monitoring.  K-2 teachers will provide daily differentiated SIPPS instruction and in class phonics instruction.	ILT will ensure all K-2 teachers receive training on Sipps and ongoing professional development.  Principal will provide feedback on Foundational skills lessons.	Sipps and F&P data	
3-7	Teachers will identify GATE students through assessments and provide acceleration and extended learning opportunities.			

<i>District Strategy:</i> Building <b>CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b>	
<b>School Priority ("Big Rock"):</b>	Data Driven Professional Learning Communities
<b>School Theory of Change:</b>	If we develop a strong ILT to facilitate data driven Professional Learning Communities that develop staff capacity to develop data driven rigorous lessons across all job categories then staff will develop the skills needed to accelerate student learning.

<b>Related Goal(s):</b>		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	ALL staff will engage in weekly PLC meetings to analyze student data and create data driven action plans and next steps.	Administration will create time and space for PLCs to meet, give feedback and guidance on agendas and meetings and observe meetings.	Agendas PLC Meeting Notes	
4-2	PLCs will collaboratively develop norms, goals and visions	ILT will develop PLC expectations and cycles	PLC Norms, Goals and Visions	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
<b>School Priority ("Big Rock"):</b>		Reclassification		
<b>School Theory of Change:</b>		If we focus on developing strong integrated ELD practices to support English learners and academic language learners then ELL students will be reclassified by 4th grade		
<b>Related Goal(s):</b>		English Learner students continuously develop their language, reaching English fluency in six years or less.		
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Intervention teacher will implement 30 minutes of daily designated language instruction to support newcomer and ELL students	ILT will review ELL data to identify students who require targeted intervention.	RI F&P IAB	
5-2	Teachers will implement targeted academic language instruction aligned to common core standards.	ILT will plan and provide professional development on targeted language instruction	RI F&P IAB	

5-3	Teachers will implement integrated ELD instruction through the use of language dives and sentence unpacking to support all ELL Students	ILT will provide professional development around language dives and sentence unpacking. Administration will provide observation and feedback around integrated ELD instruction.	Observational Data Classroom Agenda Lesson Plans	
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**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number:** 166

**School:** Howard Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool program providing academics and enrichment	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will collaborate with the afterschool program to ensure academic alignment and that foster students receive additional support.	166-1
Supplies to support the academic program	\$6,860	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement aligned instructional practices to support African American students.	166-2
Copy machine maintenance to support the academic program	\$2,500	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will administer unit pre and post assessment to monitor student reading and writing progress and develop lesson plans aligned to student needs.	166-3
Instructional Support Specialist to engage in parent outreach.	\$12,414	LCFF Concentration	2105	Classified Instructional Aide Salaries	7243	Instructional Support Specialist	0.15	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will: solicit feedback from families around communication preferences  communicate monthly with parents based on feedback	166-4
Books	\$1,344	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will implement aligned instructional practices to assist Latino students	166-5
To be allocated in Fall 2020.	\$936	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	166-6
TSA	\$59,833	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1210	10-Month Classroom TSA	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Intervention teacher will implement 30 minutes of daily designated language instruction to support newcomer and ELL students	166-7
Instructional Support Specialist to engage in parent outreach.	\$53,792	LCFF Supplemental	2105	Classified Instructional Aide Salaries	7243	Instructional Support Specialist	0.65	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ILT and Principal will lead PD around Data Driven Instruction and creating small groups based on data.  Reading Intervention TSA will focus on providing small group acceleration based on student data.	166-8
To be allocated in Fall 2020.	\$4,051	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	166-9
Licensing agreement	\$2,615	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will utilize math blended learning time in their weekly schedule to provide targeted instruction.	166-10
To be allocated in Fall 2020.	\$34,430	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	166-11
TSA	\$59,830	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2363	10-Month Classroom TSA	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will develop unit plans focusing on vertical alignment of focus standards to strengthen our common core aligned academic program	166-12

To be allocated in Fall 2020.	\$972	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	166-13
To be allocated in Fall 2020.	\$1,184	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	166-14
To be allocated in Fall 2020.	\$3,700	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	166-15



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Title I, Part A School Parent and Family Engagement Policy

*All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.*

### Howard Elementary

**agrees to implement the following engagement practices, in keeping with  
Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Report Card Conferences, Parent Event (Back to School Night, Literacy Night and STEM Night)

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Monthly SSC meetings that focus on Student Data

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Holding monthly SSC Meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Scheduling Parent-Teacher conferences where student data is shared

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Sending home event calendars, flyers, and newsletters.

#### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Instituting an open-door policy where parents are encouraged to volunteer and provided information about becoming school volunteers.



**OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Parent Meetings and conferences.

**OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Holding monthly SSC meetings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Holding meetings at a time when parents can attend

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Reviewing students at monthly SSC meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Reaching out to parents in multiple languages and providing translation.

The school provides support for parent and family engagement activities requested by parents by:

- Communicating with parents monthly around activities.

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Encouraging parents to be a part of decision making.

**Adoption**

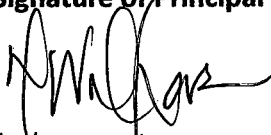
This policy was adopted by Howard Elementary School Site Council on October 31, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 30, 2019.**

**Name of Principal**

**Nikki Williams**

**Signature of Principal**



**Date**

10/31/19

*Please attach the School-Parent Compact to this document.*



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## School-Parent Compact

### Howard Elementary School

## 2019-20

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2019-20 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Curriculum and instruction is designed to allow students to master grade-level standards. Pre and Post assessments unit assessments are administered to monitor student progress.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parent-Teacher conferences happen every Trimester or as needed.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Report Cards aligned to grade-level standards are sent home every trimester.

- 4) Provide parents reasonable access to staff.**

Staff attends all parent engagement functions and are available to meet with parents when requested.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Parents are encouraged to volunteer and parent communications are sent home in multiple languages.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

Teachers and the school send home monthly newsletters that highlight learning goals and activities parents can do with students to ensure academic success.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Monthly staff meetings, Weekly professional learning, and one on one meetings provide opportunities for Professional development around parent communication and collaboration best practices.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

School utilized multiple systems to communicate with families including school messenger, talking points, newsletters and flyers and event calendars that are translated as needed.

#### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by limiting television watching or video games and ensuring 30 minutes of reading daily.
- Ensure student attends school every day.

This Compact was adopted by the Howard Elementary School on October 31, 2019, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before December 20, 2019

**Signature of Principal**



**Date**


**2019-2020**
**School Site Council Membership Roster – Elementary**
**School Name: Howard Elementary School**
**Chairperson : J.J. Kael**
**Vice Chairperson: Tamara Forte**
**Secretary: Brandi Owens**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Nikki Williams	X			
Shayda Amanat		X		
Freida Baker-Nash		X		
Colleen Shepherd		X		
Maria Garcia			X	
Tamara Forte				X
J.J. Kael				X
Brandi Owens				X
Vanessa Salsberry				X
Kellor Smith				X

**Meeting Schedule  
(day/month/time)**
**Tuesday, August 27, 2019 @ 5:30 p.m.**
**SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members