OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School

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Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for East Oakland PRIDE 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)
- 2022-2023 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School:	**East Oakland PRIDE Elementary School**
CDS Code:	1612590115600
Principal:	Michelle Cox Grant
Date of this revision:	5/18/20

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:	Michelle Cox Grant	**Position:**	Principal
Address:	8000 Birch Street	**Telephone:**	510-636-8217
	Oakland, CA 94621	**Email:**	michelle.grant@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

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

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

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 EDC § 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 and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____5/18/2022_____

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, ParentSquare blasts, etc.)

Signatures:

Michelle Cox Grant	*Michelle Cox Grant*	5·19·2022
Principal	Signature	Date
Claudia Polanco	*Claudia Polanco*	5/19/22
SSC Chairperson	Signature	Date
Monica Thomas	*(signature)*	5.26.2022
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/26/2022
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: East Oakland PRIDE Elementary School

Site Number:

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/6/2022	SSC& SELLS combined	Met to discuss and approve the use of Title 1 student, parent and Title 4 funds for next 22/23.
1/21	Pacesetters of Pride	Meet to discuss the areas of the SPSA that need to be changed.
1/25/2022	ILT	Met with ILT to discuss the importance of
1/28/2022	Early Literacy TSA , 3-5 Instructional Coach	Met with ERL TSA & 3-5 Instructional Coach to complete the SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

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

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$118,080.00
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	$582,628.77

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)	$108,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$18,840.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$2,880.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$242,565.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$7,200.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	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
SUBTOTAL OF FEDERAL FUNDING:	**$118,080.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$464,548.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$582,628.77**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: East Oakland PRIDE Elementary School	**School ID:** 107

School Description

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

School Mission and Vision

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

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

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	41.2%	*not available until Fall 2022*	95.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	7.1%	*not available until Fall 2022*	60.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	5.5%	*not available until Fall 2022*	50.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

| SBAC ELA Distance from Standard Met *2018-19 baseline* | All Students | -79.8 | n/a | *not available until Fall 2022* | -49.8 |
| i-Ready Reading at or above Mid-Grade (Grades 3-5) | All Students | n/a | 3.5% | *not available until Fall 2022* | 60.0% |

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-101.2	n/a	*not available until Fall 2022*	-71.2
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	70.0%
CAST (Science) at or above Standard	All Students	11.1%	n/a	*not available until Fall 2022*	41.1%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-152.9	n/a	*not available until Fall 2022*	-122.9
SBAC ELA Distance from Standard Met *2018-19 baseline*	African American Students	-96.9	n/a	*not available until Fall 2022*	-66.9
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	*not available until Fall 2022*	20.0%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-175.1	n/a	*not available until Fall 2022*	-145.1
SBAC Math Distance from Standard Met *2018-19 baseline*	African American Students	-123.8	n/a	*not available until Fall 2022*	-93.8

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	3.7%	0.0%	*not available until Fall 2022*	20.0%

LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	*not available until Fall 2022*	50.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	81.3%	0.0%	*not available until Fall 2022*	95.0%
Out-of-School Suspensions	All Students	1.3%	n/a	*not available until Fall 2022*	1.0%
Out-of-School Suspensions	African American Students	1.1%	n/a	*not available until Fall 2022*	0.5%
Out-of-School Suspensions	Special Education Students	4.2%	n/a	*not available until Fall 2022*	2.0%
Chronic Absenteeism	All Students	18.5%	26.3%	*not available until Fall 2022*	13.2%
Chronic Absenteeism	African American Students	36.4%	47.5%	*not available until Fall 2022*	23.8%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	90.0%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	Students have facility with different learning platforms & technology in general for learning. A significant number of students are multilingual. By and large, students come to school everyday excited to engage in learning.	Consistent technology support. Newcomer support and bilingual classes in grades K - 2. Teachers provide welcoming classrooms and engaging instruction.

LCAP Goal 2: Focal Student Supports	Acceleration math program. Teachers taking lower groups. Data conferences and coaching targeting support for focal students.	Principal maintains, messages and sets clear expectations around supporting our students who are "closest to the pain."
LCAP Goal 3: Student/Family Supports	Families had access to engagement programs online to continue our commitment to supporting families as a community school. Community resources were shared and offered weekly.	Families were able to receive school communications on mulitple platforms (text, email, phone) as well as when picking up materials in person. Teachers also communicated family needs when recognized or requested. Families were able to pick up chromebooks or exchange them when needed as well as hotspots for internet access.
LCAP Goal 4: Staff Supports	Consistent coaching and weekly professional learning and PLC support for teachers.	Strong leadership team planning and developing ILT, and positive engagement from teachers who are bought in to improving outcomes and adjusting instruction based on data.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
LCAP Goal 1: College/Career Readiness	Gaps in student math, reading and writing skills. High percentage of students are not on grade level based on standardized assessments.	Lack of clear systems to progress monitor for math and provide necessary accerleration;
LCAP Goal 2: Focal Student Supports	Our focal students are still not making enough progress to close the oppotunity gap. Lack of alignment of consistent criteria for who focal students are.	Teachers understanding vertical alignment of standards and development progressions of learning. Lack of consistent instruction in vocabulary and vocabulary strategies. Weak small group instruction in upper grades.

LCAP Goal 3: Student/Family Supports	Families have competing priorities with work, family, and managing life during the pandemic which limit or hinder ongoing involvement. Many also don't understand what's being requested of them so they are shy or hesitant to reach out or participate.	The teacher/parent relationship hasn't been firmly established to foster trust and ongoing communication. Parents sometimes don't want to share personal information although it impacts their student & the student's learning.
LCAP Goal 4: Staff Supports	Tier I Instruction not accelerating academic growth for students	The root causes of this challenge is a collective acceptance of the status quo can contribute to a negative cycle of lower expectations for our students. Prioritizing data and student learning in professional learning communities and establishing a clear collective focus with the Instructional Leadership Team will result in an alignment of our coaching, PLCs, and professional learning time. This in turn will produce tangible gains in academic proficiency, which will strengthen our collective sense of efficacy for our teaching.

1D: IDENTIFIED NEED

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

Our students do in fact have equitable access to funding. We start by making sure that parents have access to the SSC which allows them to understand how the Title 1 funds are used. We work very hard to make sure that our students are provided with additional support via a reading interventionist and ECE tutors as well as providing specific supports for all of our Spanish speaking and Mam students that are in need of it using small group learning and small group tutoring. Teachers are continuously provided with strong PD from all three coaches. In addition, we need to improve our language development teaching for our ELL students as it is the area that falls off when teachers are feeling that they are stuggling to add additional work as they still struggle with getting all of the core curriculum completed. We also need to make sure that all the teachers we hire are well trained and clear about what our expectations are and what goals we have as a school. Having enough teachers as well as high quality substitutes when teachers need to be absent has been a big challenge. So, if a teacher has to be out for any period of time that is when a student might miss out on learning and becasue we have to split classrooms up that then causes challenges for the other classrooms becasue there are additional students in the classroom. This also leads to us not being able to provide as many opportunities for there to be walkthroughs using our teacher leaders as we would like to see. We are working to make sure that we have very high quality teachers hired this year. We are also making sure that we connect with substitues that we can have on call on a more regular basis, so we are able to use them instead of having to have students split up into different classes. We are hopeful that this will allow for less disruption in. teaching and learning.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: East Oakland PRIDE Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: 2021-22 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Overall, teaching and leadership actions are being implemented. The few items that have not been implemented are due to lack of funding. Math intervention, focus on student talk, running of ILT and PLC have been implemented successfully. Collecting and using assessment data in PLC and using it to guide data conferecnes has been successful. Data has been used to inform professional learning cycles around two priority standards (ELA Reading standard 1, and Math Cluster OA.A.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Pushed teachers to improve their practice and focus on focal students.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

We will have a greater focus on tier 1 teaching and how it impacts our students through progress monitoring and formative assessment. Differentiating tier 1 instruction with small groups.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
ENTL TSA	ELL Reclassification	Provide Tier II instruction for newcomer students in ELD and foundational literacy; collaborate with teachers on Tier I supports and instruction for newcomers.	Tier II instruction has been consistently implemented and is based on demonstrated student needs, using district-supported approaches (e.g. GLAD units aligned to EL; SIPPS). However, ENTL does not have a consistent plan for meeting with teachers to co-plan or to support them.	In 2022-23, ENTL will meet with teachers on Wednesdays, rotating through each PLC over the course of a month, to offer support.

Early Childhood Literacy TSA	i-Ready Reading at or above Mid-Grade	Provide instructional coaching and professional development to teachers in order to improve tier one teaching. Support teachers in giving and analyzing assessments.	When able to coach teachers without interruptions, coaching is successful. Teachers are getting support and putting actions and structures in place to improve instruction. Supporting K-1 PLC and PD is also working for the same reasons. TSA being pulled away from core duties (to sub, to help testers, to cover recess) makes it difficult to focus on the coaching and professional development. This aspect is not working well.	In 2022-23, TSA will continue to plan coaching sessions with teachers and support them as needed. TSA will work with leadership team to put protocols in place to reduce interruptions to core duties.
Community School Manager- works to support students and families	Student Connectedness to School	Supports school partnerships & access to resources for students & families, facilitates COST & other meetings to address Tier 3 student needs, supports school culture initiatives & programs	Yes. Teams are in place to support school & community school goals and initiatives. Site has had to pivot & adjust expectations around partnerships, attendance, & access to many previous programs due to pandemic. Additional supporting role in safety, resources, and leadership to maintain school culture & navigate daily challenges.	Yes. CSM will be needed to continue to address Tier 3 student needs, address chronic absences, support culture initiatives, and parent involvement w/school.
Reading Interventionist	i-Ready Reading at or above Mid-Grade	Provides small group intervention with iReady to help improve reading	Yes. Small group intervention helps increase reading scores for some and also helps identify students who may need a higher level of support.	Yes. Small groups needed to help increase reading ability for students who are behind grade level or need additional time.
Technology for Parent Center	Student Connectedness to School	Support family involvement and connection to school	Limited parent on-site involvement currently due to pandemic/covid restrictions and precautions	Will continue so that things are in place as parents are gradually able to return to greater on-site participation at school site
English Language Classes for Parents	Student Connectedness to School	Classes provided to increase parent access to school communication & school/home work for students	Yes, parents benefitted and liked the option to learn English to support their students. Language acquistion takes time and will continue to support parents in their ability to communicate effectively with the school & teachers.	Possibly. It depends on teacher and funding availability as well as ongoing parent interest in participating.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: East Oakland PRIDE Elementary School	**School ID:** 107

3: SCHOOL STRATEGIES & ACTIONS	**Click here for guidance on SPSA practices**

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

School Priority:	School culture
School Theory of Change:	If we build on a schoolwide culture of shared values by explicitly teaching our students the capacities and behaviors of a EOP scholar and citizen, students will feel cared for, be more engaged and be more proactive in their learning.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Implement strategies in classroom & student interactions, implement interventions early on to decrease escalation	Provide professional development & training	Teachers are assessing students early and are able to determine which differentiated learning needs to take place and then providing that with small group supports.		Tier 1
1-2	Teachers progress monitor student data aligned to schoolwide goals/cycles	Review data regularly & monitor progress	Teachers are paticipating in 3 week cycles that support student learning and writing smarte goals that will allow them tgop look at certain standards and then use the data collected as a guide to detemine what students need.		
1-3	Teaches are knowledgeable about what's offered for parents, communicate with parents regularly from start of school	Offer parent workshops/trainings, other engagement opportunities	Parents have been provided with weekly English classes.		
1-4	Understand, participate & fully advocate for students to be a part of the pbis system	Implement school-wide pbis system & awards	Haven't implemeted this year. It is something that we have a plan to implement next year starting to do some small things this year.		

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION		
1-5	Teachers & staff will make referrals to COST for additonal support services beyond Tier 1	Staff/contract for case management, specific student groups, & alternative support practices to address behavior/emotional needs of students	Students are provided support through COST. These includes and are not limited to support from the on-site mental health agency STARS.		
1-6	Teachers & staff will make referrals to COST for additonal support services beyond Tier 1	Staff/contract for 1:1 supports such as tutoring, mentor support, individual therapy/counseling, &/or family counseling/support.	STARS allows for students to have in class help when necessary and if needed one on one out of class support.		
1-7	Teachers & staff encourage after school program attendance, direct parents to ASP forms for enrollment, & director for questions	Contract w/ASP to provide homework start, enrichment, & other activities to engage youth in supervised activities	Students attend after school program & are engaged in safe, enrichment activities		

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Mathematics and Science
School Theory of Change:	If we provide engaging, standard-based instruction which provide students daily opportunities to explain their STEM thinking orally and in writing using Tier II and Tier III academic vocabulary, and systematically progress monitor early numeracy and math fluency skills, then we will see more students meeting grade level standards as measured by SBAC and CAST.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Backwards Plan Math Units from end of unit tasks and district assessments and align peformance tasks and projects that allow students to incorporate their relevant, real-life experiences.	1) Engage grade levels in developing curriculum scope and sequences 2) Facilitate August retreat with ILT to review curriculum, standards alignment, assessments, assessment calendar and best practices for backwards planning. 3) Work with ILT to calendar out Unit Planning time for each grade level throughout the year.	Agendas, notes, backwards planning tools.		Tier 1
2-2	Provide daily opportunities during STEM to engage in academic discussion to explain, clarify and revise, evaluate thinking, using academic vocabulary and provide a bridge to academic writing.	1) Plan and facilitate professional learning on research based strategies to increase quality of student talk 2) Provide 1:1 plan/observe/reflect cycles to support teachers in research-based strategies to increase the quality of student talk 3) progress monitor student use of Tier II and III vocabulary orally and in writing.	Agendas, slide deck, PD feedback, coaching/observation notes and data tallies and academic conversation rubric.		Tier 1
2-3	Provide instructional experiences which support students in high-rigor/DOK performance tasks for science and math units.	In consulation with teacher leaders, ILT and STEM department, create culturally relevant learning experiences and projects that will support students in mastering Math Performance task.	Lesson plans, classroom observations, IAB Math Performance task data		Tier 1
2-4	Provide strong Tier I instruction in early numeracy in math fact fluency in grades 2 - 5 targeting students who are beginning the year below grade level.	1) Provide professional learning on early numeracy and research-based strategies to support it. 2) Coordinate and schedule a math acceleration program for teachers to support students who are below grade level in early numeracy and/or math fluency.	PD agendas, side deck and participant feedback		Tier 1
2-5	Progress monitor students' early numeracy and math fluency skills and adjust/modify instruction until all students are on grade level.	1) Coordinate and maintain math fluency tracker. 2) Coordinate and support two week cycles for PLCS to look at early numeracy/math fluency data.	math fluency tracker, PLC agendas and notes,		Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-6	Deliver daily small group instruction using blended learning hybrid model to provide differentiated, small group math instruction.	Coordinate and/or provide professional learning and coaching support and classroom observation to implement small group rotations systems in all classrooms.	Platform usage reports, pacing and progress reports. Coaching notes, PD agendas, slide deck and participant feedback.		Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority:	Balanced two-pronged approach to literacy.
School Theory of Change:	If teachers provide literacy instruction daily, using grade level standards and individualized reading instruction to address gaps in prerequisite skills, then we will see students meeting grade level ELA standards and we will improve reclassification rates.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Backwards Plan Content aligned ELA units, to include balance of literacy experiences which move students up text levels and close reading of complex texts.	Provide time for and support PLC to guide teachers in planning. Co-create and monitor weekly schedules to ensure a balance of literacy experiences and designated ELD.	Weekly PLC Agendas. Student growth in iReady diagnostic and Standards Mastery and SIPPS MT, student growth and progress towards grade level standards.		Tier 1
3-2	Explicit teaching of reading, writing and vocabulary strategies daily with opportunities for students to practice towards independent mastery.	Provide Professional learning, monitor teaching through coaching and walk throughs, provide support in coaching	Student writing journals, on-demand writing samples, EL Ed student workbook, lesson plans, PD planning and agendas, student progress towards grade level literacy standards, student mastery of foundational skills.		Tier 1

3-3	Set up routines and procedures for engaging students in daily academic conversations as a bridge to written responses and written responses to reading as appropriate to grade level and student ability.	Provide responsive professional development on improving quality of, and engagement/participation in, academic conversation based on data from classroom observations	Leadership team walkthroughs. Data collection of student talk and response to reading. PD agendas, improved student engagement		Tier 1
3-4	Teachers will use assessment data to guide teaching objectives for literacy instruction.	Monitor and support PLCs with a focus on data informed instruction. Monitor and support progress monitoring and benchmark assessments.	Timely assessment completion, PLC agendas, data analysis, data conferences, student growth towards grade level standards mastery		Tier 1
3-5	Teachers will share texts that reflect and celebrate the diverse cultures of our school; specificially African American, Latino, Mam, and Arab cultures (not yet funded).	Provide complex texts (not yet funded) with characters reflective of our population, assessments normed on diverse population, and curricululm developed for use with a diverse population.	Classroom libraries, school library, Literacy curriculum library, increase in student engagement		Tier 1
3-6	Small-group ELA instruction and conferring, informed by data analysis and on-going progress monitoring for Students with Disabilities	Provide time for and support PLC to guide teachers in reviewing data to inform instruction.	PLC agendas, Progress monitoring data, differentiated groupings' placements, student growth towards IEP goals and grade leve standards		Tier 1
3-7	Acceleration through small-group instruction and conferring, informed by data analysis and on-going progress monitoring.	Meet with teachers for data conferences to help differentiate instruction. Use teachers lesson plans as a tool to see that the data conferences have helped them plan and determine what next steps need to be taken when it comes to student improvement.	PLC agendas, Progress monitoring data, differentiated groupings' placements, lesson plans, student growth towards grade level standards		Tier 1
3-8	Use progress monitoring monthly to ensure students are meeting literacy benchmarks in both foundational skills and comprehension skills.	Develop assessment and progress monitoring calendar. Support teachers to complete assessments in a timely manner.	Timely assessment completion, data conferences, student mastery of assessment content		Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**						
School Priority:	Strong Professional Learning Communities				
School Theory of Change:	If we provide professional learning and coaching centered on trust and learner's mindset which provides opportunities to experience content as learners and opportunities to rehearse teaching strategies then teachers will grow in their understanding of what they are teaching, and how students learn.				
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.				
Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Engage in professional learning which leverages expertise of teachers as professionals	Provide opportunities for teachers to share practice: consultancy protocols, ghost walks, peer observations, video lessons, artifacts etc.	PD attendance, PLC agendas, student growth across grade levels		Tier 1
4-2	Engage in data-based inquiry cycles around math priority standards and ELA benchmarks and best teaching practices	Coordinated coaching support from coaches and teacher leads for individual and grade level teaching goals.	Increase in teacher efficacy, student growth towards standards mastery		Tier 1
4-3	Build understanding of priority standards for their grade level and understand their progression from preceding to following grades.	Incorporate grade level focal standards into professional learning, coaching and grade level inquiry	Students' work meet grade level standards by end of school year,		Tier 1
4-4	Build deep understanding of math concepts and how they develop and interrelate with each other.	Provide "Mindset Mathematics" and NCTM Essential Understandings Series" books for teachers. Incorporate hands-on low-floor/high ceiling" experiences into professional learning, coaching and grade level inquiry.			Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Black students will have access to the curriculum
School Theory of Change:	If we ... adapt EL curriculum to make it more culturally relevant and responsive ... If we ... focus on AA students' outcomes in our data analysis ... If we ... elicit from students and families what their needs and interests are ... If we ... plan with our AA students' needs and interests in mind ... If we ... provide implicit bias training for teachers ... If we...ensure that all AA students and families have regular/sustained relationships with multiple adults at the school.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will either complete virtual or in person home visits as a way to connect with families.	Provide teachers with the time to have these visits during the first week of schoolas well as conference weeks.	Teachers will complete a sheet that indicates that they have somplete the home visits.		Tier 1
5-2	Teachers will share the grade level profile with the families and explain how their child fits in that profile and what it means.	Leadership will provide teachers with the gradelevel profiles as a tool to help parents undestand what their students know and where they need support.	During conferences teachers will have a document that they place in the students cum file that indicates the discussion of the student grade level profile.		Tier 1
5-3	Working with the ASP we will provide students with ways to identify who they are and why they are important to our community.				Tier 1
5-4	Work with teachers to disrupt deficit thinking around the Black students and families.	Provide teachers with PD that supports them using discourse 2 language about students and families and not discourse 1 language.			Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	Designated ELD
School Theory of Change:	If we provide English language development opportunities, aligned to classroom content instruction, every day, both designated and integrated, then ELs will develop English proficiency in 6 years or less.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teach designated ELD that is aligned to ELPAC tasks and based on the ELD standards, and that supports and connects to content instruction (specifically, the OUSD-developed D-ELD lessons aligned to EL Ed)	Support planning of ELD within PD or coaching	Unit plans for ELD; PLC and PD time devoted to planning ELD units		Tier 1
6-2	Implement language-focused assessments (e.g. Rita's language overlay tool for writing) to monitor progress and inform instruction	Support ELD assessments within PD or coaching. Support analysis of data during PLC and coaching sessions.	Student work analyzed to inform language-focused lessons; PD and PLC time devoted to learning about and analyzing the results of language-focused assessments		Tier 1
6-3	Use integrated ELD strategies in all lessons to make content comprehensible and to support English acquisition	Provide professional development in integrated ELD strategies based on need as determined by leadership team classroom observations and lesson plans.	Observed lessons + classroom artifacts will include best practices in making content comprehensible (e.g pictures, gestures, other GLAD hip-pocket tools)		Tier 1

6-4	Teachers and ILT engage in discussions and provide input on move away from a transitional one-way bilingual model.	Engage staff and families around move away from a transitional one-way bilingual model.	meetings held; agendas from those meetings; notes and recordings on the views of parents and staff about this transition; a new language model that respects the needs and wishes of our community		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 107   **School:** East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	$151,225	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7711	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Implement school-wide pbis system & awards	107-1
10-Month Teacher on Special Assignment (TSA)	$58,271	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom TSA	0.40	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Review data regularly & monitor progress	107-2
10-Month Teacher on Special Assignment (TSA)	$87,406	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Offer parent workshops/trainings, other engagement opportunities	107-3
10-Month Teacher on Special Assignment (TSA)	$12,277	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2053	10-Month Classroom TSA	0.10	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide instructional experiences which support students in high-rigor/DOK performance tasks for science and math units.	107-4
Books Other Than Textbooks	$24,101	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Backwards Plan Content aligned ELA units, to include balance of literacy experiences which move students up text levels and close reading of complex texts.	107-5
Community School Manager	$34,624	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	7896	Program Mgr Community School	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Provide responsive professional development on improving quality of, and engagement/participation in, academic conversation based on data from classroom observations	107-6
Community School Manager	$20,774	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	7896	Program Mgr Community School	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers will use assessment data to guide teaching objectives for literacy instruction.	107-7
Contract - Recess coach	$10,000	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	Implement strategies in classroom & student interactions, implement interventions early on to decrease escalation	107-8

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 107   **School:** East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copier maintanence	$10,840	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Implement school-wide pbis system & awards	107-9
Field trip transportation	$5,200	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Provide instructional experiences which support students in high-rigor/DOK performance tasks for science and math units.	107-10
Library Technician	$47,899	Measure G: Library	2205	Classified Support Salaries	9023	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Explicit teaching of reading, writing and vocabulary strategies daily with opportunities for students to practice towards independent mastery.	107-11
Parent workshops	$2,880	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Provide complex texts (not yet funded) with characters reflective of our population, assessments normed on diverse population, and curricululm developed for use with a diverse population.	107-12
Prep/Enrichment Teacher	$21,143	LCFF Supplemental	1105	Certificated Teachers' Salaries	5204	Teacher Education Enhancement	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CAST (Science) at or above Standard	Provide instructional experiences which support students in high-rigor/DOK performance tasks for science and math units.	107-13
Reading Tutor- J. Byrd - Contract	$2,000	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Explicit teaching of reading, writing and vocabulary strategies daily with opportunities for students to practice towards independent mastery.	107-14
Supplies	$8,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Backwards Plan Math Units from end of unit tasks and district assessments and align peformance tasks and projects that allow students to incorporate their relevant, real-life experiences.	107-15
Supplies	$1,926	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Small-group ELA instruction and conferring, informed by data analysis and on-going progress monitoring for Students with Disabilities	107-16

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 107   **School:** East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Unallocated	$8,317	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Explicit teaching of reading, writing and vocabulary strategies daily with opportunities for students to practice towards independent mastery.	107-17
After School Program Contract	$131,144	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Offer parent workshops/trainings, other engagement opportunities	107-18

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.

EAST OAKLAND PRIDE
2021-22
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: SHaring with parents what the expectations are at Back to School night as well as connecting with parents on a weekly basis using things like the School Website and their Virtual Classroom

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:

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.
- *School Website, Class dojo, Weekly Check-Ins with teacher,*

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

- Sharing with Parents what we are doing during the Title 1 Meeting as well as 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:

==Parents are contacted about student assessments and levels by the teacher during phone calls, Zoom calls as well as Parent Teacher Conferences==

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:

- ==School Website,Parent Square, Paper Flyers, Robo Calls==

- **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:
- ==Connecting them with the Community School manager and Oakland Ed Fund.==

OUSD Family Engagement Standard 4: Getting Families Involved in school again
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:
- ==We will be working with families to get them involved in school again. We are working on creating small group meetings that will allow parents to come to the school and participate.==

- **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:
- ==Having parents participate in things like SSC as well as SELLS, so they are aware of what parents bring to the table.==

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:
- ==We schedule meetings at times that will allow parents to be present when they are able to. Depending on the group it may be in the evening or morning.==

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:

- ■ The SPSA is shared with the parents in the Winter meetings as the SPSA will be reviewed and necessary changes made, so that parents are aware of how Title 1 funds will be used.

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:

- ■ We have decided that this year SELLS will be a sub committee of SSC.

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

- ■ They let the Principal or Community School Manager know and then we determine if we're able to meet those needs or find a place where parents can get their needs met in the community.

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:

- ■ Sharing with parents when there are things that they might need in the community and when and how to access those services.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption
This policy was adopted by theEast Oakland Pride School Site Council on August 31and will be in effect for the period August 10 through May 27, 2021 .

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal	**Signature of Principal**
Michelle C. Grant	*Michelle C. Grant*

August 31, 2021
Date

Please attach the School-Parent Compact to this document.

![Oakland Unified School District logo — OAKLAND UNIFIED SCHOOL DISTRICT, Community Schools, Thriving Students]

School-Parent Compact
East Oakland Pride Elementary School
2021-2022

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 2021-2022 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.**

At EOP We Use the following Curriculum that is Standards Based

ELA - EL Education Math - Eureka Math

Science - FOSS Science Social Studies - Reflections

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

Parent Conferences are held twice a year in November and in March.

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.**

Teachers connect with parents on a regular basis about student progress. If there is concern about the students academic or emotional growth then the teacher will be in contact with the parent and if necessary submit the child's name to COST (Coordination of Services Team), so the child can receive services.

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

Parents are able to reach teachers on the Parent Square, Via Google Classroom , Email, or by calling the school office.

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 always welcome to support in the classroom at any time. They can get in touch with Oakland Ed Fund, our volunteer coordination team and they are welcome to volunteer. They can also connect with our Community School Manager.

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

Parents are welcome to support their child's learning and when necessary they can get the needed supplies from the teacher in order to provide the support.

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.**

We here at EOP work as a team. We are very clear that our families are the most important part of that team and we ask that they participate as regularly as they possibly can to support the learning and growth of their student.

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.**

Families again are able to use the Parent Square, google classroom, email or phone calls to contact their child's teacher.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

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. *Ensure that my child is completing any unfinished work and asking for help when there is trouble understanding what is expected of them in the classroom.*

Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the East Oakland Pride Elementary on August 31 and will be in effect for the period of August 10, 2020 to May 25, 2021.

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 August 31, 2021.

Michelle C. Grant

Signature of Principal

Date: August 31, 2021

Strategic Resource Planning (SRP)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

East Oakland Pride

School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Claudia Polanco
Vice Chairperson:	Carla Guzman
Secretary:	Ellen Stufflestreet

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	rm (1st or 2nd year term?)
Michelle Grant	☑	☐	☐	☐	
Daceia Malone	☐	☐	☑	☐	
Ellen Stuffelstreet*	☐	☑	☐	☐	
Carmen Preuss*	☐	☑	☐	☐	
Claudia Polanco	☐	☐	☐	☑	
Lauis McCormick-Taylor	☐	☐	☐	☑	
Grecya Vidal Zavala	☐	☐	☐	☑	
Norma Crespo	☐	☐	☐	☑	
Maly Alcantar	☐	☐	☐	☑	
Lisa Woodruff*	☐	☑	☐	☐	
Carla Guzman	☐	☐	☐	☑	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	4th Thursday at 3:15pm

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