**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 La Escuelita Elementary School

---

Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for La Escuelita 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 La Escuelita Elementary School

---

2022-2023 School Plan for Student Achievement (SPSA)

School:	La Escuelita Elementary School	**Board Office Use: Legislative File Info.**
CDS Code:	1612596096523	**File ID Number:** 22-1689
Principal:	Faris Jabbar	**Introduction Date:** 8/24/22
Date of this revision:	5/25/20	**Enactment Number:** 22-1461
		Enactment Date: 8-24-2022 CJH

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:	Faris Jabbar	**Position:**	Principal
Address:	1100 Third Avenue	**Telephone:**	510-874-7762
	Oakland, CA 94606	**Email:**	faris.jabbar@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2022

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

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: La Escuelita Elementary School   **Site Number:** 121

X	Title I Schoolwide Program	X	Additional Targeted Support & Improvement (ATSI)		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: **5/25/2022**

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

X	Flyers in students' home languages	X	Announcement at a public meeting	X	Other (notices, ParentSquare blasts, etc.)

Signatures:

Faris Jabbar	Faris Jabbar	5.25.22
Principal	Signature	Date
Lisa Green	Lisa Green	5.25.25
SSC Chairperson	Signature	Date
Leroy Gaines	*Leroy Gaines*	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: La Escuelita Elementary School   **Site Number:** 121

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
1.24.22	SSC	Needs assessment; Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
2.14.22	Staff Meeting	Needs assessment; Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
5.25.22	SPSA Review and Approval	SPSA presented, reviewed, and voted on for approval

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	$139,400.00
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	$582,698.77

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)	$127,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$18,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$3,400.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$222,155.00	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)	$8,500.00	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:	**$139,400.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$443,298.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$582,698.77**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

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

1A: ABOUT THE SCHOOL

School: La Escuelita Elementary School	**School ID:** 121

School Description

La Escuelita is a TK8 school Oakland in a green energy educational center which also houses Metwest High School, United Nations CDC, and Youth Heart Health Center. Our Great Room houses our full-service kitchen, cafeteria, and our sports and multi-purpose space. Key features of our school include: bilingual classes in grades Kindergarten - 2nd, technology integration in classrooms and in the computer lab, leadership (Safety Patrol, Playworks, and All City Council) and the beginnings of a robust parent volunteer program. We have a school wide focus of serving our families and students both academically and emotionally.

School Mission and Vision

MISSION:
La Escuelita Elementary School will prepare young people to reach their fullest academic potential and to be confident, creative, responsible contributors to a multicultural society.
VISION:
We believe that serving students in a small TK-8 setting results in consistent academic expectations and strong social-emotional development for all students. All La Escuelita students are empowered as leaders and expected to give back to our school community.

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	46.3%	*not available until Fall 2022*	50.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	29.0%	*not available until Fall 2022*	35.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	25.0%	*not available until Fall 2022*	30.0%

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	-50.5	n/a	*not available until Fall 2022*	-40

| i-Ready Reading at or above Mid-Grade (Grades 3-5) | All Students | n/a | 22.8% | *not available until Fall 2022* | 28.0% |

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	-71.1	n/a	*not available until Fall 2022*	-60
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	30.0%
CAST (Science) at or above Standard	All Students	10.7%	n/a	*not available until Fall 2022*	20.0%

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	-155.7	n/a	*not available until Fall 2022*	-140.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-96.1	n/a	*not available until Fall 2022*	-80.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	21.4%	*not available until Fall 2022*	25.0%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-196.9	n/a	*not available until Fall 2022*	-180.0
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-95.6	n/a	*not available until Fall 2022*	-80.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	2.5%	0.6%	*not available until Fall 2022*	10.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	*not available until Fall 2022*	10.0%

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	52.2%	63.9%	*not available until Fall 2022*	70.0%
Out-of-School Suspensions	All Students	0.7%	n/a	*not available until Fall 2022*	1.0%
Out-of-School Suspensions	African American Students	1.5%	n/a	*not available until Fall 2022*	1.0%
Out-of-School Suspensions	Special Education Students	4.0%	n/a	*not available until Fall 2022*	2.0%
Chronic Absenteeism	All Students	16.7%	10.5%	*not available until Fall 2022*	10.0%
Chronic Absenteeism	African American Students	37.5%	34.0%	*not available until Fall 2022*	30.0%

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*	70.0%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	70.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	45% of 8th graders are HS ready; In reading, of 3-8th grade students, 14% are above GL, 21.5% are at GL, 24.8% are 1 GL below, 28.9% are MY below GL	Teacher extended office hours. STIP teachers supporting with tutoring; iReady has helped many students who put in asynchronous time this year
LCAP Goal 2: Focal Student Supports	All Newcomer students receiving 4x weekly instruction in EL acquisition	This year's 0.8 Newcomer TSA supported with ensuring newcomer students were receiving daily lessons to support their English acquisition and build community.

Focus Area:	Priority Challenges	Root Causes of Challenges
LCAP Goal 3: Student/Family Supports	11.6% of students are designated as chronically absent as of April 2020, compared to 16.7% of students chronically absent for 2019-20 school year (EOY) and 35.6% of student chronically absent for 2018-19 school year (EOY); Functioning COST team providing services to approximately 10% of our student population. Services include 1:1, small group therapy, and mentorship programs with an SEL focus. Launched the Engagement Challenge March 2021. incorporating montly recognition for excellent attendance.	Robust cost team which met weekly to review cost referrals, setup tier 2 socialization groups in 4/5th grade, and funneled students with academic/attendance concerns to either SST or Attendance teams. Funding partnerships with Lincoln Families to provide services for students and families. Also partnered with La Clinica (Youth Heart Health Center), EBAC, TUPE, and Project Avary which serves students who have been impacted by incarceration of a family member or border crossing trauma.
LCAP Goal 4: Staff Supports	The Teaching Well is an organization which we brought on last year to support teachers with weekly mentoring (33% of teachers receiving) and staff PD's around their own SEL practices and resilience (all staff receiving); The	Biweekly PLCs in order to support our initiatives and goals. STIP, IEEP coverage, and TSA were instrumental in this; SWUN supports within the network and through coaching and pd helped teachers focus on DDI and plan next steps for instruction and intervention; providing release time for teachers to observe lessons and meet with SWUN coach monthly

LCAP Goal 1: College/Career Readiness	low percentage of students who are designated as HS ready (45%); In reading, of 3-8th grade students, 14% are above GL, 21.5% are at GL, 24.8% are 1 GL below, 28.9% are MY below GL	Lack of adequate MTSS/RTI supports and intervention for middle school students; teachers are struggling to differentiate in order for students to meet rigorous common core standards and tasks. We need to create more spaces and opportunities within PD/PLCs to focus our conversation and energy on DDI. There is a need to utilize our STIP subs explicitly to support middle school students who need further intervention and supports. We are also in need of a tier 2 support, such as a self-paced, adaptive program (iReady) or small group intervention tutoring program to address the needs of our students. We need to focus our academic mentors and provide release time to teachers by utilizing STIP subs to cover classes so that teachers can train mentors to deliver tier 2 intervention to focal students.
LCAP Goal 2: Focal Student Supports	Out of 173 ELLs, only one reclassified so far; 29.1% Chronic Absences for African American students (highest amongst all demographics)	Lack of academic mentors this year due to distance learning; STIP teachers stepped in to support but are often pulled to help cover classes. Lack of tiered supports/interventions in MTSS for focal students who become at risk for chronic absence. Not enough support for and focus on English Language Learners through PD/PLC due to distance learning and pandemic

LCAP Goal 3: Student/Family Supports	Maintaining funding for Lincoln Families, behavioral health interns, and additional partnerships; consistent parent presence (5-10 parents at Coffee with the Principal)	Lack of a coordinated plan to address attendance at all tiers. Would like to provide light snacks and coffee to parents for family engagement. Need further parent education and opportunity for parents to attend conferences on parent engagement and leadership; childcare would also help with engagement and parent attendance. Another barrier to parent volunteering in day to day school operations is the need to get them processed as volunteers, which would require fingerprinting; so allocating funds to support parents getting cleared as volunteers with Oakland EdFund would be a big help as well. Need to create a parent room with access to technology to complete basic tasks including, but not limited to: registration, accessing resources, setting up email accounts, etc.
LCAP Goal 4: Staff Supports	Lack of data conferencing with grade level teams resulting in less time spent adjusting lessons to fit the needs of students	Lack of time to prepare for the school year with key teams due to planning for distance learning; We need to continue to develop our ILT; Need to increase teachers' abillity to push DOK through complex task and questioning strategies, support differentiation and scaffolding; very few community building opportunities for staff to bond; We would like to utilize STIP teachers to release classroom teachers for PLC time and data conferencing on Wednesdays.

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 scholars at La Escuelita have effective and experienced teachers and academic opportunities similar to other students in OUSD and across the state. We do believe that more funding from the state is essential in order to provide the intervention and support (behavioral and academic) necessary for our scholars to thrive at our school. Due to various socio-economic factors, attendance, and special needs, many of our students do not receive the necessary supports to compete with students in other more affluent districts, however, utilizing our funding creatively to bring in a Community Schools Manager and a Newcomer Teacher Specialist (SalesForce Principal's Innovation Fund) will directly mitigate some of these challenges. Additionally, continuity of leadership and continuity of instructional and behavioral supports across our school (MTSS) will further mitigate the impact of the equity issues we are impacted by in this vibrant community.

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: La Escuelita Elementary School	**SPSA Year Reviewed:** 2021-22
	SPSA Link: <u>2021-22 SPSA</u>

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.

Took time to hire all three academic mentors, also STIP was pulled to cover class for several weeks with a teacher on leave.

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

The strategies and actions supported our school in making above district average progress in literacy growth according to iReady Winter 2021- Winter 2022

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.

Stronger coordination of academic mentor and stip schedules to ensure time in classrooms providing supports is maximized

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?
3 Academic Mentors	i-Ready Reading at or above Mid-Grade	Academic Mentor personnel will provide academic support to students through small group intervention and individualized work. They will be assigned to grades TK-5 and offer push-in support for students. While they are in the classroom, they will use differentiated strategies to reinforce content objectives. They will also pull small groups of K-2 students to focus on reading strategies using the SIPPS curriculum.	Our mentors have a stable schedule in which they move through classrooms supporting students in SIPPS, other reading supports, and math small group. They get trained by our SIPPS lead teacher and the schedule is created and curated by our TSA. 33% of students in Grade 1 and 33% of student in grade 2 met their Growth targets in iReady ELA. Growth on iReady Standards Mastery is mixed. 2 out of 4 grades in 2nd -5th saw growth from Fall to Mid Year in Math and 2 out of 3 grades had slightly lower percentages of students at or above grade level in ELA.	We need to ensure we can maintain our AMs who are effective and continue to provide training to support them with SIPPS and other trainings that will make them effective in working 1: 1 and with small groups of students.

STIP Teacher	i-Ready Reading at or above Mid-Grade	Provide release time for teachers to engage in weekly/bi-weekly Cycles of Inquiry focused around standards based, data driven instruction. Support English Learners with strategic 1:1 and small group instruction.	33% of students in Grade 1 and 33% of student in grade 2 met their Growth targets in iReady ELA. Growth on iReady Standards Mastery is mixed. 2 out of 4 grades in 2nd -5th saw growth from Fall to Mid Year in Math and 2 out of 3 grades had slightly lower percentages of students at or above grade level in ELA.	Continue and further train mentors on SIPPS and supporting small group in math and reading
Imagine Learning Tech Licenses	i-Ready Reading at or above Mid-Grade	Support students to make accelerated progress in reading growth; program is designed specifically for ELLs	We now have iReady so we will be moving away from Imagine Learning	Discontinue
Fingerprinting	Student Connectedness to School	Helps parents engage in school meetings and activities	Lack of parent liaison to get parents supported with volunteering	Designate a liaison (office staff or case manager or parent volunteer?)
English classes for parents	Student Connectedness to School	Helps parents engage in school meetings and activities	Lack of parent liaison to coordinate	Designate a liaison (office staff or case manager or parent volunteer?)
Childcare	Student Connectedness to School	Helps parents engage in school meetings and activities	Lack of in-person events due to pandemic	Designate a liaison (office staff or case manager or parent volunteer?)
Food/Refreshments	Student Connectedness to School	Helps parents engage in school meetings and activities	Lack of in-person events due to pandemic	Designate a liaison (office staff or case manager or parent volunteer?)

	2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS	
School: La Escuelita Elementary School		**School ID:** 121

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**		
School Priority:	Positive Behavior Supports	
School Theory of Change:	If we support and enhance the implementation of tier 1 pbis in all classrooms and all school spaces, fewer students will struggle academically and behaviorally as evidenced by school discipline and testing data.	
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	Develop (with guidance from grade level team and PBS team), post visuals of, teach, and rehearse consistent classroom and school routines to all students year round	Facilitate PBS team to provide guidance and guidelines to grade level teams/teachers in developing strong routines and procedures; Provide walkthroughs and monthly observations with specific feedback on routines and procedures to all teachers, with a focus on new teachers and teachers who are identified by PBS team based on data (walkthrough data, referral data, etc.)	Walkthroughs and Monthly Observations; Feedback to teachers		Tier 1
1-2	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	PBS team to develop and post PBS school area expectations around the school; Provide professional development to all staff around school and area expectations	Tiered Fidelity Index at BOY and at end of trimester 1		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?
1-3	Teachers work towards ensuring tier 1 classroom fidelity according to the PBS Classroom Essential Features rubric	Facilitate PBS team to provide guidance and guidelines to grade level teams/teachers in attaining tier 1 pbs classroom fidelity; Provide walkthroughs and monthly observations with specific feedback on tier 1 fidelity to all teachers, with a focus on new teachers and teachers who are identified by PBS team based on data (walkthrough data, referral data, etc)	Walkthroughs and Monthly Observations; Feedback to teachers		Tier 1
1-4	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	PBS Team will develop and coordinate monthly school events/assemblies and provide teachers with expectations for participation	Events held monthly; Connectedness to School Surveys each trimester		Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	PLCs/COIs and Data-Based Decision Making
School Theory of Change:	If we utilize PLC's/COIs to plan for, collect, analyze, and act on key formative assessment data, we will see growth for all students in ELA/Math on benchmark and EOY summative test data.
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	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning	Regular observations and feedback will be given to all teachers on a monthly basis		Tier 1
2-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	Regular observations and feedback will be given to all teachers on a monthly basis, daily schedules will reflect time for small group instruction (differentiation)		Tier 2
2-3	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Agendas and notes from Culture and Climate meetings and COST will show that students are receiving appropriate supports to be successful in academics and SEL		Tier 2
2-4	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of three family engagement workshops	Monthly teacher logs for family communication		Tier 1

2-5	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	PLCs will be scheduled and agendas and notes will reflect planning		Tier 1
2-6	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Agendas from Professional Learning will be created and reviewed in conjunction with the site Instructional Leadership Team		Tier 1
2-7	T7: Teachers use datainformed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction	The Data and Inquiry Tool will be completed and the reflections of growth towards meeting goals will be embedded in that tool		Tier 1
2-8	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Data conferences with teachers will be embedded into the PLC process and include progress monitoring of student growth		Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority:	ELA
School Theory of Change:	If we utilize tier 2 interventions with fidelity, we will see growth for all students, including ELLs and students multiple years behind GL, on F&P and SRI.

	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	Select focal students based on ILT parameters to receive additional time at school and at home to work on IL Language and Literacy. Track student usage and provide feedback every other week.	Provide PD and training for teachers to effectively implement Imagine Learning Language and Literacy. Support continued usage and follow up through bi-weekly PLC meetings. ILT creates parameters around students who should be designated as in need of tier 2 supports.	PLC Notes (utilize template which tracks focal students)		Tier 2
3-2	ENTL to train and supervise academic mentors in delivering 1:1 and small group intervention in reading	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	Reading/SIPPS growth	Out of 173 ELLs, only one reclassified so far; 29.1% Chronic Absences for African American students (highest amongst all demographics)	Tier 2
3-3	Teachers promote iReady to families and incorporate daily practice into HW for focal students	Provide workshops for families on iReady	Attendance logs from workshops		Tier 2
3-4	Newcomer TSA/ENTL to support with EL Ed PD and incorporation of ELD strategies	Weekly SLT meetings with ENTL included to guide PD/PLC	SLT Planning notes; walkthrough and observation notes/feedback to teachers	Out of 173 ELLs, only one reclassified so far; 29.1% Chronic Absences for African American students (highest amongst all demographics)	Tier 2

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Balanced Professional Development: Focus on Cycles of Inquiry and Teacher SEL + Wellness
School Theory of Change:	If we provide teachers with PD opportunities that are focused on implementation of best practices through cycles of inquiry and support their mental health and wellness, we will see an increase in the number of students at and above standard in ELA and Math.
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	ALL teachers will participate in whole staff pd around SEL and Teacher Wellness provided by The Teaching Well Staff. 25-33% of teachers will participate in The Teaching Well mentorship program and commit to participating in bi-weekly sessions with their mentor	Construct PD calendar to allow for Teaching Well sessions throughout the year. Provide STIP teacher coverage for teachers to be released during the school day to receive mentorship	PD Calendar will reflect the scope and sequence for the year, will collect feedback from the ILT and Teaching Well data		Tier 1
4-2	Engage effectively in COI, make and follow through on commitments/next steps, and share best practices, successes, challenges, and so on with staff	Co-construct PD/PLC time with ILT to incorporate teacher voice and sharing of best practices, successes, challenges, and more with staff.	ILT will co-construct the PD / PLC calendar and will reflect upon the staff data from Teaching Well		Tier 1

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

School Priority:	Black students make accelerated growth in Early Literacy and 3-5th grade standards mastery in reading and math
School Theory of Change:	If teachers provide mathematics instruction that includes culturally sustaining strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives and analyze data of focal African American students, then Black students will have a positive math identity, and become the owners of mathematics. If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students … then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks. If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement.
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 evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Observations Participate in central PD Reading fluency for AA students Proficiency rates on local and state assessments		Tier 1
5-2	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data PD		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?
5-3	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		Tier 1
5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)	
School Priority:	Integrated and Designated ELD
School Theory of Change:	If we allocate resources to support integrated and designated instruction in ELD for our English Language Learners through staff PD and hiring an ELD teacher, we will see our ELLs progress on reading, benchmark, and EOY assessments and we will have a higher percentage of our students reclassify as English Proficient.
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	Integrated: Use of Content Language Objectives for each ELA/Math lesson (ALL subjects for Middle school) and opportunities for academic discussion daily.	Integrated: PD around CLOs and support for facilitation of academic discussions; provide monthly walkthroughs and observations with specific feedback around CLOs and academic discussion.	Regular observations of classrooms with feedback for all teachers will be provided on a monthly basis		Tier 1

6-2	Integrated: English Language Learner Specialist will lead PD on integrated supports and will support teachers by providing and modeling best practices for ELLs	Integrated: Incorporate time into PD plan for ELL specialist to deliver pd to teachers; setup times to release teachers to observe demo lessons and debrief with ELL specialist	PD Agenda; Teaching Well feedback on PD	Out of 173 ELLs, only one reclassified so far; 29.1% Chronic Absences for African American students (highest amongst all demographics)	Tier 2
6-3	Designated: ELL Specialist will cocreate plan to support ELLs and newcomers with targeted, small group pullout instruction	Designated: work with ELL specialist to create plan to support ELLs and newcomers with targeted, small group pullout instruction	Reclassification	Out of 173 ELLs, only one reclassified so far; 29.1% Chronic Absences for African American students (highest amongst all demographics)	Tier 2

Position	Amount	Funding	Code	Salary Type	Code 2	Role	FTE	Goal	Metric	Description	ID
10-Month Teacher on Special Assignment (TSA)	$17,767	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8213	10-Month Classroom TSA	0.25	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Designated: ELL Specialist will cocreate plan to support ELLs and newcomers with targeted, small group pullout instruction	121-1
10-Month Teacher on Special Assignment (TSA)	$82,042	Centrally-paid	1119	Certificated Teachers on Special Assignment Salaries	6105	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	121-2
10-Month Teacher on Special Assignment (TSA)	$66,627	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	8213	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Newcomer TSA/ENTL to support with EL Ed PD and incorporation of ELD strategies	121-3
Attendance Specialist	$16,236	Centrally-paid	2205	Classified Support Salaries	2270	Attendance Specialist	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-4
Books (non-textbooks	$4,050	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Select focal students based on ILT parameters to receive additional time at school and at home to work on IL Language and Literacy. Track student usage and provide feedback every other week.	121-5
Case Manager	$48,483	One-Time COVID Funding	2405	Clerical Salaries	8422	Case Manager 20	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	121-6
Childcare	$1,300	Title I: Parent Participation	2422	Clerical Salaries: Extra Compensation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-7
Community/Family Engagement Liaison	$1,500	Title I: Parent Participation	2405	Clerical Salaries		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide workshops for families on iReady	121-8

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 121   **School:** La Escuelita Elementary School

Description	Amount	Fund	Code	Object				Goal	Focus Area	Justification	ID
Contract (Ball for Life)	$32,592	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-9
Contracts (Cantare/Lincoln/TeachingWell)	$22,000	LCFF Supplemental	5825	Consultants		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Chronic Absenteeism	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-10
Contracts (KDOL and MOCHA)	$45,824	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-11
Copier Maintenance	$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Engage effectively in COI, make and follow through on commitments/next steps, and share best practices, successes, challenges, and so on with staff	121-12
ET/OT Classified	$2,000	General Purpose Discretionary	2225	Classified Support Salaries: Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Chronic Absenteeism	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-13
Field Trips	$10,000	LCFF Supplemental	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-14
Field Trips	$2,500	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-15
Food/Refreshments	$600	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-16
Language Link	$1,000	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	121-17

Library Technician	$67,950	Measure G: Library	2205	Classified Support Salaries	8897	Library Technician	0.90	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	121-18
Lincoln Counseling	$5,000	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	121-19
Noon Supervisor	$13,842	Centrally-paid	2200	Classified Support Salaries	1611	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-20
Noon Supervisor	$32,000	Centrally-paid	2905	Other Classified Salaries	8421	Noon Supervisor	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-21
Noon Supervisor	$32,000	Centrally-paid	2905	Other Classified Salaries		Noon Supervisor	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-22
Prep/Enrichment Teacher	$47,186	Centrally-paid	1105	Certificated Teachers' Salaries	5203	Teacher Education Enhancement	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-23
Sub Coverage	$16,942	LCFF Supplemental	1150	Certificated Teachers: Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	121-24
Substitute Teacher Incentive Plan (STIP) Teacher	$73,341	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8818	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	121-25

Substitute Teacher Incentive Plan (STIP) Teacher	$66,078	Title I: Basic	1105	Certificated Teachers' Salaries	7634	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	121-26
Supplies	$11,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	121-27
Teacher Extra Compensation (TSA ExtCont & ILT/CC)	$25,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	121-28
Unallocated/Supplemental	$69,797	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	121-29

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.

La Escuelita TK-8

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:
- Presenting SPSA highlights to SSC

- Spring Parent Workshop on SBAC and how to prepare your child

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:
- Engaging with relevant data in SSC and Zoom with the Principal and make recommendations on SSC

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.
- Sending home copies of School Parent Compact and Family Engagement Policy with students

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

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:

- Through SSC, Parent-Teacher conferences, and throughout the year during Facetime with the Principal

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:
- Utilizing ParentSquare messaging platform which translates to home language.

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:

- *Providing diverse opportunities for parent involvement for all school events and assemblies, including: multicultural events, supervision team, and encouraging active participation in their child's classroom and chaperoning of field trips.

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:

- *Through SSC, Facetime with the Principal (each monthly), plus workshops hosted by partners: Kinder to College, iReady, and After School Program.

  - Ex: whatever programs/practices/strategies we focus on as a school, we will have a workshop on how parents can support their children

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:

- *Prepare SSC members (teachers and parents) to present to staff during staff meeting (once in Fall and Spring)

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:
- SSC scheduled 2nd Tuesday after school 3:15-4:15 virtually or in library

- Facetime with the Principal scheduled on 1st and 3rd Monday at 3pm and held virtually or in library

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:
- Through SSC at key points throughout the year

- Through Zoom with the Principal at key points throughout the year

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:

- *Utilize Robocalls and letters home in English, Spanish, Vietnamese, Chinese, Arabic

- *Utilize ParentSquare (translates to home language)

- *Have translation available when possible for meetings and events

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

- *Providing diverse opportunities for parent involvement for all school events and assemblies, including: multicultural events, supervision team, and encouraging active participation in their child's classroom and chaperoning of field trips.

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:

- *Through SSC (monthly) and Facetime with the Principal (weekly)

Adoption
This policy was adopted by the La Escuelita School Site Council on September , 2021 and will be in effect for the period of August 9, 2021 through May 27, 2022.

The school will distribute this policy to all parents on or before September 18, 2021.

Faris Jabbar

Signature of Principal

Please attach the School-Parent Compact to this document.

School-Parent Compact

La Escuelita
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 2021-22 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.**

*Implement PBIS systems, structures and practices to ensure a safe and equitable learning environment

*Focus ILT and PLC meetings around best practices and data to ensure growth on academic standards and summative assessments

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

*Scheduled parent-teacher conferences twice during the year

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.**

*Adherence to a policy which requires teachers to make contact with a parent when their child is not progressing or in danger of failing.

*Ensure progress reports and report cards go home with students; mail middle school report cards home to parents

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

*Parent-teacher conferences 2x a year

*Parent-teacher communication through ParentSquare and/or ClassDojo

*Provide additional opportunities for parent/family engagement through special events and assemblies

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.**

*Providing diverse opportunities for parent involvement for all school events and assemblies, including: multicultural events, supervision team, and encouraging active participation in their child's classroom and chaperoning of field trips.

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

*Through SSC, Facetime with the Principal (each monthly), plus workshops hosted by partners: Kinder to College, Imagine Learning, and After School Program.

- Ex: whatever programs/practices/strategies we focus on as a school, we will have a workshop on how parents can support their children

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.**

*Prepare SSC members (teachers and parents) to present to staff during staff meeting (once in Fall and Spring)

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.**

*Utilize Robocalls and letters home in English, Spanish, Vietnamese, Chinese, Arabic

*Utilize ParentSquare (translates to home language)

*Have translation available when possible for meetings and events

Teacher Responsibilities
As soon as possible, ensure contact is made with all parents of students who are not responding to tier 1 supports or who are in danger of failing.

Communicate weekly with class through ParentSquare or ClassDojo to update families about assignments, activities, events, etc.
Commit to identifying and supporting students performing below grade level by providing them with tier 1 interventions and supports and positive encouragement
Refer students who are unresponsive to tier 1 supports to COST or SST teams for additional supports
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.
  - *Support your child in developing healthy habits:*
    - *Putting limits on screen time*
    - *Have fun playing, singing, dancing, reading with your child daily*
- Ensure my child has access to books at their "Just Right" reading level

This Compact was adopted by La Escuelita on August 23, 2021, and will be in effect for the period of August 9, 2021, to May 27, 2022.

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 September 18, 2021.

Signature of Principal

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

Strategic Resource Planning (SRP)

La Escuelita

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Lisa Green
Vice Chairperson:	Mark Green
Secretary:	Robert Creek

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	Term (1st or 2nd year term?)
Faris Jabbar	☑	☐	☐	☐	**n/a**
Lisa Green	☐	☐	☐	☑	**2nd**
Mark Green	☐	☐	☐	☑	**1st**
Aluma Bibiano	☐	☐	☐	☑	**1st**
Pamela Guerrero	☐	☐	☐	☑	**1st**
Nick E. Bher	☐	☐	☐	☑	**1st**
Robert Creek	☐	☑	☐	☐	**1st**
Stanley Slivinsky	☐	☑	☐	☐	**2nd**
Marlene Gutierez	☐	☑	☐	☐	**2nd**
Asase Omawale	☐	☐	☑	☐	**2nd**
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	4th Monday

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