

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

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



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

2017-2018 Single Plan for Student Achievement (SPSA)

School: La Escuelita Elementary School
CDS Code: 1612596096523
Principal: Jeffrey Franey
Date of this revision: 6/12/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Jeffrey Franey	Position: Principal
Address: 1100 Third Avenue Oakland, CA 94606	Telephone: 510-874-7762 Email: jeffrey.franey@ousd.org

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

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

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

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

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 6/9/2017

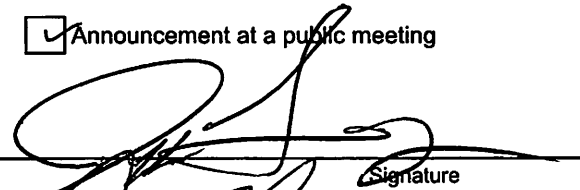
6. The public was alerted about the meeting(s) through one of the following:

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

Signatures:

Jeffrey Franey

School Principal


Signature

6/9/2017
Date

Damon Thompson

Print name of SSC Chairperson


Signature

6/9/17
Date

LaResha Martin

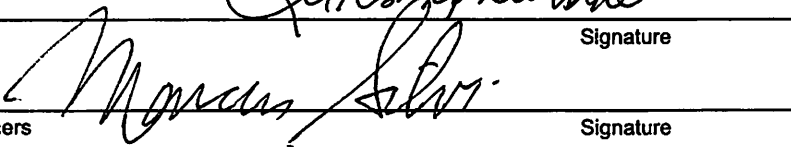
Network Superintendent


Signature

6/9/17
Date

Marcus Silvi

Coordinator, Office of Accountability Partners


Signature

6/12/17
Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/12, 4/19	Parents / Coffee w/ Principal	Share SPSA and overview of site plan. Q and A.
4/12/2017	Faculty	Review Site Plan and correlating Budget amounts, documenting SSC parent feedback to take back to SSC and parent community
4/13/2017	S.S.C.	Share SPSA and overview of site plan. Q and A.
4/27/2017	S.S.C.	Share SPSA and overview of site plan. Q and A.
5/11/2017	S.S.C.	Share SPSA and overview of site plan. Q and A.

2017-2018 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$77,289.09	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$235,259.72	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$409,177.65	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$49,585.50	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,029.80	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$51,615.30	\$0.00

PART A: ABOUT THE SCHOOL

School Description

La Escuelita is a TK8 full-service community school located near downtown Oakland in a green energy educational center which also houses Metwest High School, Dewey Academy, United Nation 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, makerspace, leadership (Safety Patrol, Playworks, and All City Council) and enrichment activities (Luna Dance, Art, Garden, Harvest of the Month, and Music). We are a resource and service hub that connects with local partners including Succeeding by Reading, Lincoln Child Center, Mandela Farmer's Market and La Clinica to help build a healthy, vibrant school and community.

School Mission and Vision

La Escuelita Elementary School will prepare young people to reach their fullest academic potential and be confident, creative, responsible contributors to a multicultural society.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: ELA

SCHOOL GOAL for ELA:

Decrease by 15% of African American, English Learners and Latino subgroups reading below and far below grade level as measured by the SRI (Scholastic Reading Inventory.)

SCHOOL TARGETS for ELA:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	26.14%	31.14%	36.14%

Other Leading Indicators for ELA:

F&P, SRI, SBAC

NEEDS ASSESSMENT for ELA:

STRENGTHS	CHALLENGES
<p>T/K-5: Growth in SBAC ELA, and SRI. SRI growth for Latino, ELL, and Low Income Population. SBAC ELA growth for All Students, Latino, and Low Income groups.</p> <p>6th-8th: Large amount of growth for SRI All Students, Latino, and Low Income student groups. 2015-16 SRI growth from Fall to Spring for Latino students increased from 8.1% at/above grade level to 21.2% at/above grade level. 2015-16 SRI growth from Fall to Spring for EL students increased from 1.5% at/above grade level to 8.5% at/above grade level.</p>	<p>Name specific subgroups and data associated to each subgroup. From 2014-2015 school year to 2015-2016 school year the percentage of EL students performing at/above grade level on the ELA SBAC only increased by 0.7%. From 2014-2015 school year to 2015-2016 school year the percentage of Asian students performing at/above grade level on the ELA SBAC only decreased by 5%.</p>

ROOT CAUSE ANALYSIS
<p>There has been an increase in the newcomer/EL population.</p>

MATHEMATICS PRIORITY:	Mathematics
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SCHOOL GOAL for Mathematics:

<p>Increase by 15% the number of students who are scoring At or Above grade level as measured by the SBAC Math.</p>

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	23.53%	27.53%	31.53%

Other Leading Indicators for Mathematics:

Math CEOU benchmark assessments, SMI, SBAC

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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<p>Growth in SBAC Math for both Middle School and Elementary overall. Elementary School SBAC Math growth for Latino subgroup. Middle School SBAC Math growth for ELL subgroup. Middle and Elementary School SBAC Math Growth for Low Income subgroup. Overall Math SBAC performance increased from 12.5% at/above grade level in the 2014-15 school year to 23.5% at/above grade level in 2015-16 school year (growth of 6%). Math SBAC performance for Latino students increased from 10.4% at/above grade level in the 2014-15 school year to 19.6% at/above grade level in 2015-16 school year (growth of 9.2%). Math SBAC performance for ELs increased from 7.6% at/above grade level in the 2014-15 school year to 13.7% at/above grade level in 2015-16 school year (growth of 6.1%).</p>	<p>50% of 7th graders and 62.1% of 8th graders performed multiple years below grade level on the 2016-17 Fall SMI assessment.</p>
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ROOT CAUSE ANALYSIS

Students are lacking basic skills to perform on grade level.

CULTURE & CLIMATE PRIORITY: Attendance

SCHOOL GOAL for Attendance:

Reach 98% attendance school-wide.

SCHOOL TARGETS for Attendance:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	All Students	95.42%	95.71%	96.00%

Other Leading Indicators for Attendance:

Weekly attendance report, OUSD monthly attendance report.

NEEDS ASSESSMENT for Attendance:

STRENGTHS	CHALLENGES
<p>PBIS / Community Circle component within each classroom daily. Restorative Practices done within our middle school classrooms to build community.</p>	<p>Inconsistent protocols used school wide. Lack of consistent messaging whole school. Evidence of SEL does not exist school wide, or throughout our school site.</p>

ROOT CAUSE ANALYSIS

Lack of buy-in school wide. Teacher's have not been continually trained throughout the school year. Surface-level PD school wide.

FAMILY & STUDENT ENGAGEMENT PRIORITY: EL Reclassification

SCHOOL GOAL for EL Reclassification:

Increase the number of ELL students reclassified to 20%

SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	8.00%	11.00%	14.00%

Other Leading Indicators for EL Reclassification:

SRI, F&P, CELDT

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
Consistent, timely CELDT testing each year. One student reclassified this year.	11.5% to 8%

ROOT CAUSE ANALYSIS

Lack of understanding about what reclassification means for student's futures at the site and family levels. Lack of understanding about what is weighted and how reclassification happens. (SRI and CELDT)

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for ELA:	If teachers are able to develop a deeper understanding of Reading and Writing Common Core Standards, and align those standards to readers and writers workshop, then students will engage in rigorous tasks, increase writing volume, and show growth in SBAC Claims 1 & 2: Reading and Writing.
SCHOOL THEORY OF ACTION for Mathematics:	If teachers develop a deeper understanding of Common Core State Standards and practices, then use this knowledge to create instructional rigorous instructional plans, then students will be able to engage in conversation about Math, Engage in Rigorous and Cognitively demanding Math Tasks, and show growth on SBAC Claim #1: Concepts and Procedures. In developing small group, in-class interventions, small group academic mentor support, and potential small group pull-out model we will meet this need.

SCHOOL THEORY OF ACTION for Attendance:	If teachers, attendance team, and school leadership develop a series of events that surround attendance policy, attendance rates, and correlation between attendance and academic growth, then families will be better informed about the importance of student attendance, and attendance rates will improve along side student level growth.
SCHOOL THEORY OF ACTION for EL Reclassification:	If teachers, and families better understand the requirements behind reclassification through professional development, assessments used within reclassification, and strategies to support student growth then reclassification rates will improve and familie partnerships will improve.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Data-Driven Collaboration: use cycles of inquiry to guide collaboration by assessing, scoring, analyzing, and planning from data together.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Weekly analysis of formative assessments and student work to drive planning that is meeting the needs of diverse learners through small group instruction.	Set norms and expectations for collabaration, PLC. Create planning calendar that aligns PD, planning during PLC grade levels to have a common planning time. Planning will include scaffolds to meet the needs of students.	During PLC times, 2 times per month, grade level teams will have the opportunity to meet, look at student work, and plan with the support of Principal, and TSA.
1-2	Analysis of language demands of curriculum to drive planning with strategies that support English Language Arts and Mathematics.	Tailor Professional Development to support Teacher needs. Instructional Leadership Team to lead sharing best practice opporitinuites for school alignment across the grades.	Instructional Leadership Team will meet to plan professional development according to Teacher need and support in English Language Arts and Mathematics.
1-3	Conferring: Meeting with students during independent reading and students discussing how the teaching point/objective connects to their reading.	Create professional development with Instructional Leadership Team on conferring and other practices.	TSA, Grade Level Teams, ELA dept. support, ILT
1-4	Guided Reading: Small group time to support students to help them progress in their reading which is a Tier 1 Intervention and support for all students during workshop.	Plan intervention goals and supports for all students and New Comers as a staff to build staff community.	Tier 2 Interventions: Computer Intervention for math and Language Arts/Leveled Literacy Instruction at targeted grades.
1-5	Daily integrated ELD instruction based on english language proficiency.	Walkthrough to determine state of ELD support. P.D. to implement ELD support. Use prep time and PLC time to prep for ELD support. Partnering with ELLMA office for PD support. Adjusting P.D. cycle to meet teacher needs.	Support from ELLMA office, ELA dept

1-6	Teachers provide feedback on staff professional development needs.	Create professional development with Instructional Leadership Team members to facilitate professional development content to share best practices from colleagues.	ILT, TSA, department leads
1-7	Identify and use standards of mathematical practice to drive student learning and align teaching to CCSS shifts.	Create professional development with Instructional Leadership Team. Instructional Leadership and other staff members to facilitate content to share best practices and build leadership capacity.	Math lead to facilitate professional development and modify to meet the needs of the teachers/students.
1-8	Work with Academic Mentors in developing groups of students to pull in small groups based on student levels	Define the role and expectation of Academic Mentor with input from SSC. TSA will help lead Academic Mentors in understanding curriculum.	TSA, ELA Dept.
1-9	Implement Math Talks as a strategy within daily Math Planning, Teaching, and learning	Work with the district Math Team to incorporate Math Talks as a strategy through P.D.	Math Dept., Principal, Teachers
1-10	Plan Common Core aligned lessons through looking at the SBAC Claim #1 Needs (Concepts & Procedures)	Create Professional development opportunities that focus on CCSS for Math and SBAC Claim #1	Math Dept. Principal, Teachers

Improvement Strategy #2:	Social Emotional Learning Practices for a positive school community for students, staff, parents, and community.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Use class meetings to engage students in relationship-building and problem solving in class and in school.	Use restorative practices to support a positive school climate by building relationships and using positive problem solving strategies.	Playworks to train and hold leadership meetings with Junior Coaches.
2-2	Transitional Kindergarten and Kindergarten Orientation.	Discuss importance of attendance at early grades with parents of Transitional Kindergarten and Kindergarten students.	Work with Teachers to calendar Transitional Kindergarten and Kindergarten orientation.
2-3	Start with expanding Tier 1 (including Tier 1 interventions toolbox/pre-referral interventions), and community building with staff for buy-in.	Attend May 2nd training as well as 4x year trainings and support with Fall PBIS roll out school wide.	Work with Behavioral Health Dept. PBIS Team
2-4	As a staff, collectively create school-wide expectations for learning in a positive school environment. Middle School and Elementary School PBIS Team members will help in maintaining positive school culture.	Plan Back-to-School Buy Back day with ILT around culturally responsive reading, and staff sharing of a classroom community building strategy.	Post expectations and send home for families and continually revisit throughout the year.

2-5	All teachers will discuss and support students with practicing classroom and school-wide behavior expectations at the beginning of the school year and on-going.	Share and post school-wide expectations with parents.	Noon Supervisors and Academic Mentors support students as another caring adult
2-6	Advisory for 6th, 7th, 8th to support Social Emotional Learning, Restorative Justice, organization, and College and Career Readiness.	Principal check-in meetings and coordination with After School Director, Community School Manager, and Quality Support Coach to ensure school day and after school alignment.	Monthly check-in meetings with AfterSchool Coordinator, Community School Manager. Contract with East Bay Consortium if funds are available, and adopt Summit mentorship model to provide weekly check-ins.
2-7	Provide after school, extended learning and enrichment opportunities. Our goal is to align school day strategies with after school program.	Collaborate with after-school Coordinator for school day and after school alignment. Collaborate with other partners to provide 6-8th electives.	Contract with East Bay Asian Youth Agency
2-8	Teachers will use the referral forms for Coordination of Services Team (COST)	Principal will coordinate with Youth Heart Health Clinic (La Clinica) clinician and staff to coordinate services for families to support all families and foster youth.	Provide continued opportunities for staff to be informed of the COST (Coordination of Services Team) process during faculty meetings at least 3 times per year.
2-9	Teachers will understand the discipline process, have access to referral forms and understand the Student Study Team (SST) process.	Facilitate SART meeting for parents that positively engage parents as partners and to problem solve and support. Partner with SST and COST Teams to support all students, including foster youth and homeless students, and families to work together.	Attendance meetings with Principal, Student Attendance Review Team (SART Meetings). Weekly meetings with Attendance Clerk/COST Coordinator. Monthly recognition of students with 98% attendance for the month. Recognition awards for parents support with improving attendance from SART meetings/contract.
2-10	Teachers will engage students in healthy lifestyle habits, outdoor leadership (ex:gardening) and science experiments.	Plan outdoor ed. experience for 5th-8th grade students around the science standards.	Teachers will use common core state standards to drive outdoor education instruction.
2-11	Strengthen home-school connections and family presence at school during Parent-Teacher conferences and other meetings (Student Study Team).	Teachers plan engagement topics for parents. Use of Summit Schools models for grades 6-8 and on personalized learning. School-wide goal setting around district mandated assessments.	Host ongoing parent outreach programs. Post ongoing events on a family calendar.

Improvement Strategy #3:	Build vision, structures, and curriculum alignment across grades to develop middle school graduates who are ready for high school success and college and career readiness.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers identify and name self-directed learning strategies appropriate to the grade level and learning objective/standards.	Build a shared vision around students taking ownership for their learning in creating and achieving their learning goals that aligns with adults learning and goals setting with TDGS. This will support student in self-advocacy, setting learning goals and self management.	Staff plans a literacy night to help families understand the skills and behaviors students need to develop across grade levels in order to meet College and Career Readiness and provide information to parents on how they can support students in a TK-8 School. Million Word Campaign in alignment with the Oakland A's Home Run Readers Program.
3-2	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	Observation and feedback to support Teachers with grade level agreements.	Principal observations, Literacy Coach, and ILT learning walks to provide feedback and support to Teachers.
3-3	Connect with resource teacher to align support and best practices in collaboration with Student Study Team and Coordination Of Services Team (COST). Collaborate with Mental Health Program Manager for district/county COST best practices	Monthly check-in on progress of interventions.	The Community Schools Manager will coordinate monthly meetings with all partners (After school program, Adult Education Teacher, Playworks Coach, and Quality After School Coach) focused on effective social-emotional and leadership supports for TK-8.
3-4	Teachers implement workshop/small group instruction model in Math and ELA to differentiate instruction and provide Tier I interventions.	Observation and feedback to support teachers with grade level instruction.	Teachers and academic mentors will provide daily intervention using Guided Reading Strategies to support targeted grade level skills/standards.
3-5	Use Summit School model to support goal setting.	Support implementation of Summit Model through Professional Development and collaboration with other Summit Schools.	Implement project-based and blended learning curriculum in 6th-8th grade
3-6	Collaborate with Mentors to provide guidance for student learning and students academic needs.	Build Mentor capacity with on-site support and check-ins.	Hire Academic Mentors: support students in guided reading groups, assessments, and intervention.
3-7	Collaborate with Library Clerk to classroom projects by gathering resources.	Build Library Clerk capacity with on-site support and check-ins and clerk participation in Central Professional Development for Library Clerks.	Hire Library Clerk and build library resources to support teachers and students in quality text selection and cultivate love of reading.

3-8	Collaborate with volunteers to identify students in grades 2-3 for weekly reading support.	Review beginning and end of year progress of students.	Connect with Reading by Succeeding if funding available: provide 1-1 reading intervention
3-9	Collaborate with MakerSpace Teacher to support students in self directed learning and goals.	Observation and feedback on how activities support the standards.	Provide rigorous hands-on experiences aligned with CCSS.
3-10	Teachers will align Math instruction to content standards using the Math Core Curriculum guide.	Time to unpack curriculum and standards. 2 Math Cycles that allow engaging in deeper content understanding and data analysis.	Partner with N4 Math Dept. in developing math cycles.

Improvement Strategy #4:	Strengthen Family - School Partnerships
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Beginning of Year communication with families of students up for reclassification	Engage parents surrounding CELDT, and Reclassification requirements	Work with community school manager. Partner with N4 family engagement to set up workshops for parents.
4-2	Use parent/teacher conferences to share data.	Teachers analyze student data to share with parents.	Partner with N4 Family Engagement, and site TSA
4-3	Engage in a family data night, and help lead grade level data talks	Engage families in understanding SRI, Reading levels, and Leveled Reading Materials through bi-monthly Parent Engagements	Partner with N4 Family Engagement, site TSA, teachers (grade level teams).
4-4	Review reclassification requirements, and data associated with reclassification	Partner with ELLMA office and N4 Family Engagement partners.	Professional Development surrounding CELDT / Reclassification
4-5	Engage parents around district attendance policies and procedures.	Attendance Team at site will get parents the information that is associated with attendance policy.	Scheduling out time/dates for parent engagement.
4-6	Engage Middle School families around health topics (puberty, nutrition, exercise).	Partner with La Clinica to have parent info. sessions about puberty classes and clinic services.	Parent outreach. Partner with La Clinica.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

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

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

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

PROPOSED 2017-18 BUDGET

Site Number:

121

School:

La Escuelita Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Partner with EBAYC to provide enrichment after school as aligned to instructional, and content rich learning opportunities involving small group literacy instruction and math conceptual learning.	Provide after school, extended learning and enrichment opportunities. Our goal is to align school day strategies with after school program.	A1.6: After School Programs	5825				121-1
\$16,948.00	General Purpose Discretionary	Provide extended contracts for teachers who provide extra support to the school site outside of contractual time. (ILT, Teacher Content Leads, Tutoring, Summer Learning, etc.)	Build vision, structures, and curriculum alignment across grades to develop middle school graduates who are ready for high school success and college and career readiness.	A2.10: Extended Time for Teachers	1122				121-2
\$4,237.00	General Purpose Discretionary	Provide substitute coverage for professional development opportunities, and assessments release time.	Strengthen continuous data analysis protocols, and seek professional learning opportunities.	A2.5: Teacher Professional Development for CCSS & NGSS	1150				121-3
\$25,307.78	General Purpose Discretionary	Purchase supplies for classrooms at the beginning of the year and as needed throughout the year. Support students in building capacity in Literacy, ELA, and Science.	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	A2.3: Standards-Aligned Learning Materials	4310				121-4
\$2,500.00	General Purpose Discretionary	Provide refreshments for teachers at staff meetings, professional development, and school wide events.	Teachers provide feedback on staff professional development needs.	A5.2: Health and Wellness (Mental & Physical Health)	4311				121-5
\$5,000.00	General Purpose Discretionary	Ensure that copy machines are in working order to support teachers, and parents in communication, and implementation of core curriculum.	Build vision, structures, and curriculum alignment across grades to develop middle school graduates who are ready for high school success and college and career readiness.	A3.3: Family Engagement focused on Literacy Development	5826				121-6
\$2,750.00	General Purpose Discretionary	Purchase ST Math Licenses to build upon a more personalized approach to learning through small group instruction.	Teachers implement workshop/small group instruction model in Math and ELA to differentiate instruction and provide Tier I interventions.	A3.1: Blended Learning	5846				121-7
\$500.00	General Purpose Discretionary	Postage to send home school communications to families regarding school wide initiatives, focus areas, etc.	Strengthen Family - School Partnerships	A6.5: Academic Parent-Teacher Communication & Workshops	5910				121-8
\$8,391.99	General Purpose Discretionary	STIP Sub	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP9999	0.15	121-9
\$11,654.32	General Purpose Discretionary	Ensure supervision and safe, constructive play at recess and lunch	Noon Supervisors and Academic Mentors support students as another caring adult	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0174	0.40	121-10
\$371.84	LCFF Supplemental	Supplies to support academic acceleration	Guided Reading: Small group time to support students to help them progress in their reading which is a Tier 1 Intervention and support for all students during workshop.	A2.1: Implementation of CCSS & NGSS	4310				121-11

\$10,629.85	LCFF Supplemental	STIP Sub	Guided Reading: Small group time to support students to help them progress in their reading which is a Tier 1 Intervention and support for all students during workshop.	A2.9: Targeted School Improvement Support		TEACHER STIP	TCSTIP9999	0.19	121-12
\$24,684.15	LCFF Supplemental	Expeditionary Learning (current ELA/SEL curriculum) with additional SEL coaching and professional learning options	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	A3.1: Blended Learning		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0011	0.20	121-13
\$99,372.08	LCFF Supplemental	Common Core Teacher Leader (TSA)	Weekly Teaching coaching - 1:1 meetings, demo lesson, co-teaching, co-planning, demo lessons, data analysis	A2.9: Targeted School Improvement Support		10 MONTH CLASSROOM TSA	C10TSA0136	1.00	121-14
\$100,201.79	LCFF Supplemental	Expeditionary Learning (current ELA/SEL curriculum) with additional SEL coaching and professional learning options	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	A2.1: Implementation of CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0178	1.00	121-15
\$355.10	Measure G: TGDS	Supplies to support TGDS	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	A2.1: Implementation of CCSS & NGSS	4310				121-16
\$26,294.90	Measure G: TGDS	STIP Sub	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP9999	0.47	121-17
\$19,021.84	Supplemental Program Investment	STIP Sub	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	A2.1: Implementation of CCSS & NGSS	2400	TEACHER STIP	TCSTIP9999	0.34	#REF!
\$19,581.31	Supplemental Program Investment	STIP Sub	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	A2.1: Implementation of CCSS & NGSS	2400	TEACHER STIP	TCSTIP9999	0.35	#REF!
\$346.85	Supplemental Program Investment	Purchase supplies for classrooms at the beginning of the year and as needed throughout the year. Support students in building capacity in Literacy, ELA, and Science.	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning and NGSS	A2.3: Standards-Aligned Learning Materials	4310				#REF!
\$49,585.00	Title I Basic	Hire academic mentors to work with small groups of students based on student reading levels. Small group intervention. (5 positions) 4 from last year + 1 for next year	Hire Academic Mentors: support students in guided reading groups, assessments, and intervention.	A3.2: Reading Intervention	2928				#REF!
\$0.50	Title I Basic	Supplies to support academic acceleration	Hire Academic Mentors: support students in guided reading groups, assessments, and intervention.	A3.2: Reading Intervention	4310				#REF!

\$2,029.80	Title I Parent Participation	Use for copies, refreshments, and supplies for parent meetings.	Engage parents around district attendance policies and procedures.	A6.5: Academic Parent-Teacher Communication & Workshops	4310				#REF!
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Elementary School Compact

School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.



School Site Council Membership Roster – Elementary School

School Name: La Escuelita

School Year: 2016-2017

Chairperson: Damon Thompson		Vice Chairperson: Alexia Maciel	
Email:	Phone:	Email:	Phone:
Secretary: Blanca Graciliano		LCAP Parent Advisory Nominee: Michael Garcia	
Email:	Phone:	Email:	Phone:
LCAP EL Parent Advisory Nominee: Norma Juarez		LCAP Student Nominee:	
Email:	Phone:	Email:	Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Damon Thompson					X	
Alexia Maciel					X	
Blanca Graciliano					X	
Norma Juarez					X	
Michael Garcia					X	
Kerri Frederick			X			
Carmen Sabalza			X			
Margarita Garcia			X			
Jeffrey Franey		X				
Rosita Cruz				X		

Meeting Schedule (day/month/time)	3 rd Tuesday of each month
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SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees

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

Revised 8/22/2016



Title I School Parental Involvement Policy 2016-17

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

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

Involvement of Parents in the Title I Program

La Escuelita TK-8 School agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC Meetings that review data, and school site plan. 3rd Thursday of every month at 3:30 pm.

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

Monthly parent engagement meeting (Coffee with the principal) at 9:00am in the Great Room. (Meeting location may be moved depending on rainy day schedule for P.E)

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Involved parents in the hiring of Academic Mentors, which is outlined in the SPSA. Allow parents to develop roles and responsibilities of Academic Mentors to best serve the needs of students.



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

Monthly parent meetings. Last Wednesday of the month at 9:15 am in the Great Room (location subject to change). SSC Meetings, 3rd Thursday of the month in the library at 3:30 pm

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

Monthly parent meetings. Last Wednesday of the month at 9:15 am in the Great Room (location subject to change). SSC Meetings, 3rd Thursday of the month in the library at 3:30 pm

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly parent meetings. Last Wednesday of the month at 9:15 am in the Great Room (location subject to change). SSC Meetings, 3rd Thursday of the month in the library at 3:30 pm

School-Parent Compact

(Name of school) La Escuelita:

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



Building Parent Capacity for Involvement

(Name of school) La Escuelita :

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

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

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

Parent-Teacher conferences 3 times per year. Monthly parent meetings. Monthly SSC Meetings. Back to School Night.

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

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

Literacy Night (TBD), Parent / Teacher Conferences - 3 times per year. Informational Flyers home outlining events, student learning.

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

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

Professional Development for Teachers on parent engagement and Title 1 spending.



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

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

Parent volunteer group. Physical Ed. Classes for parents, School wide events.

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

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

Flyers, Robo Calls, Translation during parent meetings.

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

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

Parent planning group lead by community school manager.

Accessibility

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

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

All communication translated. Translation during meetings. Continuous invitation for parents to participate.



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) La Escuelita School Site Council on (Date) 09/15/2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) La Escuelita's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

9/15/16

(Date)