

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

June 27, 2018

Legislative File ID No: 18-1311  
Introduction Date: 6/27/18  
Enactment No.: 18-1115  
Enactment Date: 6/27/18 er

**To:** Board of Education

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

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

**Action Requested:**

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



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

Legislative File ID No: 18-1311  
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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** La Escuelita Elementary School  
**CDS Code:** 1612596096523  
**Principal:** Jeffrey Franey  
**Date of this revision:** 5/10/2018

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

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

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

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

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

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

School Site: La Escuelita Elementary School

Site Number: 121

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

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

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

Date(s) plan was approved: 5/22/18

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

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

**Signatures:**

Jeffrey Franey  
Jeffrey Franey, School Principal

[Signature]  
Signature

5/22/18  
Date

Roxanne Vilchis  
Print name of SSC Chairperson

[Signature]  
Signature

5/24/18  
Date

[Signature]  
LaResha Martin, Network Superintendent

[Signature]  
Signature

5/23/18  
Date

[Signature]  
Marla Williams, Officer, State and Federal Programs

[Signature]  
Signature

5/24/18  
Date

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

Date	Stakeholder Group	Engagement Description
2/16/2018	PBIS TEAM	Met as PBIS team. Review SPSA and how we can better incorporate PBIS strategies both school wide and classroom.
3/12/2018	STAFF Meeting	Met as a staff to review the SPSA and give input on next years plan.
3/13/2018	SSC Meeting	Met as an SSC to review the SPSA and give input on next years plans.
5/22/2018	SSC Meeting	Met as an SSC to review the SPSA and give input on next years plans.

## 2018-2019 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$85,600.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$308,387.11	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$140,691.59	TBD
<b>TOTAL:</b>	<b>\$534,678.70</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$91,452.14	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,249.19	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$93,701.33</b>	<b>\$0.00</b>

## 2018-19 SINGLE 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

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

#### Family & Student Engagement

Consistent family engagement that is parallel to the academic journey that students are taking throughout the year. Our goal is to have ALL parents understand grade level demands for their students, how to support their students at home, and what assessment levels mean for their students.

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	17.4% of Latino student population are at or above grade level based on SBAC ELA. 16.6% of African American student population are at or above grade level based on SBAC ELA. 36.6% of Asian student population are at or above grade level based on SBAC ELA.	Low percentage of largest student population are at grade level. 4.3% of EL students are at grade level on SBAC ELA. 83.4% of African American student population below / far below grade level on SBAC.	Instructional practices are not aligned to the demands of SBAC assessment
<b>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</b>	20.9% of Latino student population are at or above grade level on SBAC Math. 16.7% of African American students are at or above grade level on SBAC Math. 50% of Asian student population are at or above grade level based on SBAC Math.	Low percentage of largest student population are at grade level. 13.9% of EL students are at grade level on SBAC Math. 83.3% of African American student population are below / far below grade level on SBAC.	Instructional practices are not aligned to the demands of SBAC assessment

<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b></p> <p><i>(CULTURE &amp; CLIMATE)</i></p>	<p>School wide implementation of PBIS practices in both common spaces and classrooms.</p>	<p>In the process of refining our PBIS Matrix for both school-wide and classroom expectations. This will be implemented for the 18-19 school year.</p>	<p>We are continuing to build our capacity, and our main focus is the communication of PBIS to our community.</p>
<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b></p> <p><i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>We have established this parent-lead committee this year and have met consistently.</p>	<p>Increasing the number of parents involved, and linking it directly to what is happening at our site.</p>	<p>This is the first year we have established this committee.</p>

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

**School:** La Escuelita Elementary School

**School ID:** 121

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

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	ELA	All Students will show a 10% increase in ELA as measured by SBAC ELA.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	All Students	-78.5	-71	-63.5
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction for ELLs, African American, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient ELL, African American, students with disabilities students on ELA formative and summative assessments (F&P, DRA, On Demand Writing, SBAC, SRI).				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement using Lucy Calkins and Guided Reading instructional strategies focused on EL, Latino, Students with disabilities, GATE, and African American students	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed		Evidence of small group instruction. Implementation of readers and writers workshop. Students independent reading and writing daily. Teaching points are posted, anchor charts posted, and evidence of conferring daily. Students are reading texts that are aligned to their independent / instructional levels.	
1-2		L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops		Teachers communicate with parents consistently through text, phone calls, and parent teachers conferences. Minimum days are allocated for parent / teacher conference twice per year. There will be 4 or more parent engagement meetings focusing on academic growth for students.	



1-3	T5: Teachers collaborate to review grade-level standards and ELA 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	Teachers will meet bimonthly with the support of the TSA in PLCs. PLCs agendas and tracker will be made for each PLC. TSA and Teacher Leaders will meet bi-monthly to plan for PLCs.
1-4	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment (SRI, SMI, F&P, SBAC, Math CEOU, and daily student work) to implement and adjust classroom and grade-level instructional plans for all subgroups EL, Latino, Students with disabilities, GATE, and African American students	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.	Principal will meet with teacher 3 or more times per year for data meetings. Teachers will have guided reading groups based on student level data.

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Mathematics	All Students will show a 10% increase in Math as measured by SBAC Math assessment.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	All Students	-77.5	-67.5	-57.5
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we progress monitor CEOU, SMI, and student performance on common formative assessments				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion for ELLs, African American, newcomers, students with disabilities, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient ELL, African American, students with disabilities students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	T2: Teachers differentiate instruction for all students using data to form guided Math groups to inform small group instruction. This is based on evidence using SBAC, SMI, and Math CEOU, and student work, regardless of current level of achievement focusing on highest student population EL, Latino, Students with disabilities, GATE, and African American students	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective
2-2	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice		Anchor charts for PBIS are posted. Classroom expectations are clearly posted and practiced. Student talk is respectful and empathetic towards each other.
2-3		L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	PLC expectations are clear and concise, shared with teacher teams, and developed by leadership team and TSAs
2-4	T7: Teachers use data-informed 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.	Teacher leaders plan and implement cycles of inquiry, plan and run P.D. cycle with TSAs

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Attendance	La Escuelita will decrease chronic absence by 5% school wide.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	14.6%	13.4%	12.1%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				

<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>		If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, African American, students with disabilities, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice for EL, Latino, Students with disabilities, GATE, and African American students	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 focusing on students with disabilities	Decrease number of chronically absent students. COST Team meets bi-monthly. Evidence of SEL practices in every classroom visit.
3-2	T4: Teachers engage families in a variety of ways around student achievement, grade level standards, and preschool transition to support African American, Latino, and economically disadvantaged academic achievement, homeless, foster youth, and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops, one of which is focused on Preschool Transitions to elementary school.	Decrease number of chronically absent students. Leadership Team plans two family engagement workshops.
3-3		L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Decrease number of chronically absent students. PLC allocate time for teachers to develop plan around classroom attendance.
3-4	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans focusing on African American, Latino, and economically disadvantaged academic achievement, homeless, foster youth, and social emotional learning		Teachers review attendance data monthly. School wide events to push the importance of attendance. At least 4 Parent workshops focused on attendance.
		<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	English Learner Reclassification	La Escuelita will show a 3% increase in the number of EL students who reclassify as measured by ELCAP			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	11.0%	14.0%	17.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will monitor ELPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				
<b>Theory of Action for English Language Learners Priority:</b>	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
4-1	T2: Teachers differentiate instruction for Newcomers, EL, Latino, Students with disabilities, GATE, and African American 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		Students will engage in academic discussion in every lesson. Principal will provide feedback.	
4-2	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 for all subgroups (Newcomers, Homless, Foster Youth, EL, Latino, Students with disabilities, GATE, and African American).	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement English Language Development workshops		Teachers will focus on EL data in PLCs. Leadership team will plan two family engagement events focused on ELs, and reading intervention.	
4-3	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		Principal and Leadership Team will plan and run P.D. focused on family engagement. Teachers will engage families 3 times per year for Parent / Teacher conferences. Teachers will meet with all students communicating student learning levels.	

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 121

**School:** La Escuelita Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$140,691.59	After School Education & Safety (ASES)	Contract with afterschool provider	ELA	A1.6 After School Programs	5825				121-1
\$24,767.40	General Purpose Discretionary	Extra time (teacher contracts)	ELA	A2.10 Extended Time for Teachers	1120				121-2
\$12,383.70	General Purpose Discretionary	Sub coverage	ELA	A4.4 Teacher Professional Development focused on English Learners	1150				121-3
\$30,000.00	General Purpose Discretionary	Supplies	ELA	A2.3 Standards-Aligned Learning Materials	4310				121-4
\$5,779.51	General Purpose Discretionary	Surplus	n/a	n/a	4399				121-5
\$5,000.00	General Purpose Discretionary	Copier maintenance	English Learner Reclassification	A6.2 Family Engagement Professional Learning for Administrators/Teachers/Staff	5610				121-6
\$3,200.00	General Purpose Discretionary	ST Math license	Mathematics	A2.1 Implementation of the CCSS & NGSS	5846				121-7
\$500.00	General Purpose Discretionary	Postage	Attendance	A6.5 Academic Parent-Teacher Communication & Workshops	5910				121-8
\$3,969.39	General Purpose Discretionary	Noon supervisor	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0174	0.15	121-9
\$6,191.85	LCFF Supplemental	Extra time (teacher contracts) to plan and run professional development	Mathematics	A2.1 Implementation of the CCSS & NGSS	1120				121-10
\$6,937.72	LCFF Supplemental	Books other than textbooks to build out classroom libraries to support readers workshop	ELA	A2.3 Standards-Aligned Learning Materials	4200				121-11

\$23,194.78	LCFF Supplemental	EEIP prep teacher for PE	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0011	0.25	121-12
\$30,539.29	LCFF Supplemental	EEIP prep teacher for Computers	Attendance	A3.1 Blended Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0178	0.31	121-13
\$45,329.01	LCFF Supplemental	STIP sub to support small group instruction, intervention, data meetings, and teacher collaboration	English Learner Reclassification	A2.9 Targeted School Improvement Support	1105	TEACHER STIP	TCSTIP0733	1.00	121-14
\$93,158.59	LCFF Supplemental	TSA to support implementation of english language development, guided reading, coaching teachers, and implementation of district ELA curriculum	ELA	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA9999	1.00	121-15
\$103,035.87	LCFF Supplemental	TSA to support implementation english language development, small group instruction in Math, coaching teachers, and implementation of district Math curriculum	Mathematics	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA0136	1.00	121-16
\$20,857.91	Measure G1	Consultants	Attendance	A2.2 Social Emotional Learning	5825				121-17
\$89,162.64	Title I: Basic	Academic mentors	ELA	A3.2 Reading Intervention	2928				121-18
\$2,289.50	Title I: Basic	Surplus	English Learner Reclassification	A6.5 Academic Parent-Teacher Communication & Workshops	4399				121-19
\$1,581.00	Title I: Parent Participation	Supplies	English Learner Reclassification	A6.4 Parent/Guardian Volunteer Support	4310				121-20
\$668.19	Title I: Parent Participation	Refreshments	English Learner Reclassification	A6.3 Professional Learning for School Site Councils	4311				121-21



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## **Title I School Parental Involvement Policy 2017 - 2018**

**La Escuelita** 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 I 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 I Plan.

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

***Monthly SSC Meetings that review data, school initiatives to increase student academic proficiency, and the school site plan. Meetings are held on the 4<sup>th</sup> Tuesday of every month at 3:30pm in the school's library***

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 on Wednesday one time per month. Evening parent meeting with the principal one time per month at 5:00pm.***

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.)

***Involve parents on the personnel committee. Parents will help develop what next steps our school site will take in the spending of our Title 1 money. They will also review data and help build our SPSA for the coming school year.***



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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 (location subject to change). SSC Meetings on the last Tuesday of each month at 3:30pm in the library.**

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 (location subject to change). SSC Meetings on the last Tuesday of each month at 3:30pm in the library.**

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 (location subject to change). SSC Meetings on the last Tuesday of each month at 3:30pm in the library.**

### **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 2 times per year, and as needed. 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 – 2 times per year and as needed. Informational flyers, posted sign at entrance of the school, and text messages.***

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, monthly parent meetings, school wide events throughout the year***



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.)

***Robo Calls, posted flyers, text messages, posted signage, translation during 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 Volunteer Group, monthly parent meetings, school wide events throughout the year***

### 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.)

**Communication to parents translated. Translation during meetings. Parent volunteer group.**

### Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

This policy was adopted by the (name of school) LA ESCUELITA School Site Council on (09/26/17) and will be in effect for the period of 2017/2018. The school will distribute this policy to all parents of participating Title I, Part A. It will be made available to the local community on or before 09/26/2017. The 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

Date

La Esuelita

**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\_\_\_\_\_.



**2017-2018**  
**School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

<b>Chairperson :</b>
<b>Vice Chairperson:</b>
<b>Secretary:</b>

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule (day/month/time)	
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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 at the site.

1-Principal  
3-Classroom Teachers  
1-Other Staff

**AND**

5-Parent /Community

