

Board Office Use: Legislative File Info.	
File ID Number	25-1758
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: East Oakland PRIDE Elementary School
CDS Code: 1612590115600
Principal: Michelle Cox Grant
Date of this revision: 5/8/2025

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

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

Contact: Michelle Cox Grant

Position: Principal

Address: 8000 Birch Street
Oakland, CA 94621

Telephone: 510-636-8217

Email: michelle.grant@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/8/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: East Oakland PRIDE Elementary School **Site Number:** 107

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☒ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: _____

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

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

Signatures:

Michelle Cox Grant


Principal


Signature

5/8/2025

Date

SSC Chairperson


Signature

5/8/2025

Date

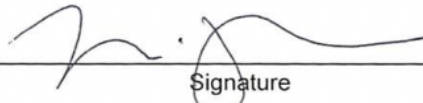
SELLS Representative (optional)

Signature

Date

Monica Thomas

Network Superintendent


Signature

5/8/2025

Date

Lisa Spielman

Director, Strategic Resource Planning


Signature

5/12/25

Date

2025-26 SPSA ENGAGEMENT TIMELINE

School Site: East Oakland PRIDE Elementary School **Site Number:** 107

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2025	SSC & SELLS combined	Overview of 2025-26 site plan
2/11/2025	Instructional Leadership Team	Review of site plan and discuss the about teacher, leadership and organization goals and how they are align
2/17/2025	Faculty Council	Share with Faculty Council budget as well as combined classes and what that will look like for next year.
3/27/2025	SSC & SELLS combined	Discussion about Part 3 & 3C of the SPSA
4/24.2025	SSC & SELLS combined	Discussion of Part 4 of SPSA

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

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

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$115,809.99
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$815,289.21

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$112,680
Title I, Part A Parent & Family Engagement (#3010)	\$3,130
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$115,810

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$815,289.21

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$29,800
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$325,000
Proposition 28 (Arts & Music in Schools #6770)	\$61,646
SUBTOTAL OF STATE & LOCAL FUNDING:	\$699,479

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School Name: East Oakland PRIDE Elementary School		School ID: 107
CDS Code: 1612590115600	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
<p>In partnership with our students’ families, we at EOP are dedicated to the intellectual, social, emotional, and physical development of our students. Together we use student data to monitor growth and achievement. As educators we continually sharpen our practice through professional development and evolve to ensure that our students are meeting academic standards and developing as ADEPT graduates.</p> <p>At East Oakland Pride learning is our fundamental purpose. Our VISION is to prepare and motivate our students as learners with strong critical thinking skills who embody the core values of PRIDE, RESPECT, INTELLIGENCE, DETERMINATION, and EMPOWERMENT. Our students will learn today and be prepared for tomorrow.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>Our students do have equitable access to funding. We start by making sure that parents have access to the SSC which allows them to understand how the Title 1 funds are used. We work very hard to make sure that our students are provided with additional support via a reading interventionist and ECE tutors as well as providing specific supports for all of our Spanish speaking and Mam students that are in need of it using small group learning and small group tutoring. Teachers are continuously provided with strong PD from all three coaches. In addition, we need to improve our language development teaching for our ELL students as it is the area that falls off when teachers are feeling that they are struggling to add additional work as they still struggle with getting all of the core curriculum completed. We also need to make sure that all the teachers we hire are well trained and clear about what our expectations are and what goals we have as a school. Having enough teachers as well as high quality substitutes when teachers need to be absent has been a big challenge. So, if a teacher has to be out for any period of time that is when a student might miss out on learning and because we have to split classrooms up that then causes challenges for the other classrooms because there are additional students in the classroom. This also leads to us not being able to provide as many opportunities for there to be walkthroughs using our teacher leaders as we would like to see. We are working to make sure that we have very high quality teachers hired this year. We are also making sure that we connect with substitutes that we can have on call on a more regular basis, so we are able to use them instead of having to have students split up into different classes. We are hopeful that this will allow for less disruption in teaching and learning.</p>		

School Demographics, 2023-24								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.7%	20.2%	70.1%	3.6%	1.5%	16.6%	100.0%	63.4%	2.1%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.3%	1.5%	0.0%	0.0%	0.0%	0.3%	94.9%	11.5%	95.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	20.0%	40.0%	not available until fall 2025	85.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.3%	57.7%	not available until fall 2025	85.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	48.9%	30.0%	not available until fall 2025	85.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-112.6	-112.6	not available until fall 2025	-88

SBAC ELA Participation	All Students	100.0%	98.8%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	33.1%	49.1%	not available until fall 2025	85.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-122.1	-126.8	not available until fall 2025	-100
SBAC Math Participation	All Students	93.7%	93.7%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	5.7%	9.5%	not available until fall 2025	60.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.2%	1.7%	not available until fall 2025	5.0%
California Science Test (CAST) Participation	All Students	98.4%	95.1%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target

SBAC ELA Distance from Standard Met	Special Education Students	-179.8	-168.5	not available until fall 2025	-88
SBAC ELA Distance from Standard Met	African American Students	-130.2	-108.5	not available until fall 2025	-88.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	73.7%	94.6%	not available until fall 2025	65.0%
SBAC Math Distance from Standard Met	Special Education Students	-186.5	-199.6	not available until fall 2025	-100
SBAC Math Distance from Standard Met	African American Students	-144.6	-136.4	not available until fall 2025	-100.0
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	6.7%	7.4%	not available until fall 2025	13.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	25.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	51.9%	40.8%	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	0.9%	0.8%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	4.3%	3.8%	not available until fall 2025	0.0%

Out-of-School Suspensions	Special Education Students	2.9%	1.4%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	69.4%	39.7%	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	80.3%	45.1%	not available until fall 2025	55.0%

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:	Specifically: <ul style="list-style-type: none"> - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. 				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	73.8%	76.0%	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i>	<ul style="list-style-type: none"><i>-1st -2nd grade students have made a 10 percent increase in students at or above their target lesson</i><i>-Trimester 1 CEA participation: ELA CEA Data reporting has been streamlined with Illuminate this year, instead of Google Sheet trackers. 4 out of 6 grade levels met the participation goal of 85% in Module 1 ELA this year. Last year 6/6 grade levels met the Module 1 participation goal in ELA. However, last year a quarter of our teachers stopped entering data after Module 1 of ELA. Teachers are analyzing CEA data in Professional Learning Communities this year.</i><i>-Grade level teams are meeting weekly to analyze CEA data and backwards plan from assessments</i><i>-Master schedule aligns all prep times for each each grade level. Some teachers are using that time to collaborate, plan and analyze data.</i><i>- D-ELD on all schedules and being taught</i><i>-Principal and Leadership Team are observing classrooms weekly</i><i>-Leadership Team actively using Inquiry and Planning Tool to monitor and implement Cycle 1 Action Plan, and prepare for cycle 2 plan</i><i>-Coaches have monitored and supported iReady participation, and ensuring quality testing conditions for all students and proactively administered iReady to students with chronic absence.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<ul style="list-style-type: none"> <i>-collaboration between RSP/SCP and Gen Ed classrooms (mainstreaming, push-ins,pull-outs, use of Tier I ELA curriculum in SEP classrooms)</i> <i>-Tier II and Tier III pull outs for ELA and Math serving AA students, ELL's & students with IEP's</i> <i>-Adults holding high expectations and growth mindset towards all students regardless of cultural background, learning differences, or language proficiency</i> <i>-monthly Professional Learning on ELD: integrated/designated ELD, analyzing student work with a language</i> <i>-teachers have engaged in professional learning to use iReady reports to guide Tier 1 instruction.</i>
<p><i>LCAP Goal 3:</i></p>	<ul style="list-style-type: none"> <i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i> 	<p><i>Incentive Program (SUPER PRIDE PRIZES) is an innovative initiative designed to encourage and reward students for demonstrating outstanding attendance and exemplary character. This program aims to improve student engagement and foster a positive school culture by providing tangible, super pride prizes that students can proudly wear as symbols of their achievements. Increased Student Motivation: Hoodies,backpacks and t-shirts being a desirable and visible reward, create strong motivation for students to strive for excellence.</i></p>

<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<ul style="list-style-type: none"> <i>-Increased number of teachers and support staff who represent the cultural background of our students</i> <i>-Provided monthly PD on English Language Development and Arts Education and mindfulness for teachers</i> <i>-Revised our hiring protocols to include demo lessons or sample lesson plans and data proficiency in order to increase number of highly qualified candidates</i> <i>-Provided weekly 1:1 support for new teachers</i> <i>- Weekly grade level PLC to support data analysis and planning next steps</i> <i>-established an ILT to reflect on school wide data, identify best practices in order to replicate them across the school.</i>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>Chronic Attendance 14%. Struggling to figure out why students are not coming to school and how we can motivate students and families to come to school daily and on time</p> <p>Pacing not the same within grade level partners</p> <p>Only one component of ALL Block is on the schedule in 3rd-5th - time to plan, and time to implement ALL Block when so many upper graders have not exited from SIPPS.</p> <p>D-ELD learnings not always transferring to ELA reading and writing.</p> <p>Sown To Grow had a delayed start</p> <p>System for tracking feedback not in place for first half of the year.</p> <p>Capacity to strategically plan modules and lessons varies greatly resulting in learning time not being maximized</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> -Quantity and quality of student talk protocols -Lack of student ownership of their learning -Attendance -First year in non-bilingual setting -New teacher capacity (not GLAD trained)

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>Incentive Program (SUPER PRIDE PRIZES) is an innovative initiative designed to encourage and reward students for demonstrating outstanding attendance and exemplary character. This program aims to improve student engagement and foster a positive school culture by providing tangible, super pride prizes that students can proudly wear as symbols of their achievements. Increased Student Motivation: Hoodies, backpacks and t-shirts being a desirable and visible reward, create strong motivation for students to strive for excellence.</i></p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>-No system for 1:1 coaching for teachers with clear credentials</i></p> <p><i>-PD feels more like a compliance activity than opportunities for collective efficacy. If we want teachers to give students ownership of their learning, we need to give teachers ownership of their own learning.</i></p> <p><i>-enough time for effective PD for an increasing number of new teachers who need more input. Professional Learning is currently only 45 minutes a week.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: East Oakland PRIDE Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Teachers have had more prep time to plan and collaborate this year. We arranged the schedule so that grade level team's prep time overlapped. We also scheduled PLC time so that a coach could meet with grade level team to facilitate data analysis and planning. Scheduling of SIPPS groups relied on staff who were not available so adjustments have been made throughout the year to ensure all students have access to the foundational skills instruction that they need. This affected ALL Block implementation. One component of ALL Block, independent reading, has begun this year in all upper grade classes, and fluency practice in some classrooms. Professional development has been strategically used to backwards plan, analyze data and support teacher learning of ELD strategies and best practices.

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

PLCS: Teachers regularly bring data to reflect on and analyze. Pacing made it a challenge to analyze CEA data, but teams persevered to support whoever had completed the assessment first.

Backwards Planning: Some teachers used this time more effectively than others. TSA facilitated multiple methods to support backwards planning and teachers were able to strategically plan for upcoming modules and units.

Walkthroughs as a leadership team were not scheduled and therefore not consistent in trimester 1. In trimester 2 walkthroughs have been scheduled and prioritized so as to be able to monitor tier 1 instruction consistently.

LCAP goal 4-3 was adjusted to occur during PLC or on professional development days. The original goal was based on a second STIP sub which we were not able to hire.

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

All members of the Leadership team will join the Attendance Team to support academics as related to attendance. This will support LCAP goal 3. Teachers will work with TSA coaches to backwards plan math and literacy, analyze data and plan during PLC, PD and coaching. This will support LCAP goal 1, 2, and 4. Leadership team will develop procedures and structures to consistently monitor tier 1 instruction and provide feedback using calibrated walkthrough forms and agendas. This will support LCAP goals 1-5.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA 11-month	3 - 5 Instructional Coach	SBAC ELA Distance from Standard Met	Coordinate and facilitate Professional Learning Communities to reflect on student data and strategically plan units	This year, the schedule and extra prep time has allowed coaches to facilitate grade level PLCs weekly to look at Math CEA data, and plan upcoming modules based on the end of unit assessment. A challenge PLCs has been the need to also look at ELA data. Because we did not have coverage for monthly 3 hour planning, time spent planning in PLCs also took away from time analyzing Topic and lesson level data. Teachers are reflecting on iReady diagnostic data to progress monitor growth in math standards.	Change: Use Wednesday afternoons for grade level PLCs facilitated by ILT members, because we will have less support staff to cover PLCs during prep times. Continue: using the planning documents (Scope and sequence, PLC calendar, Task cards, PLC agenda templates, etc.) because these have helped us stay focused on progress monitoring and improving student learning outcomes.
TSA10-month	TK-2 Instructional Coach	i-Ready Reading at or above Mid-Grade	1:1 coaching with teachers to support school wide instructional goals and reflect and troubleshoot problems of practice in Tier 1 instruction. Meet with grade levels to backwards plan curriculum. Monitor PLCs and support data reflection.	A solid coaching plan has supported me in coaching cycles and supporting PLCs and Professional Learning. To make things run smoothly, I rely on support staff such as an early literacy tutors, substitute teachers, and when they are unreliable, the process does not work as well.	I will continue to use the same organizational planning documents which supported me in a solid coaching plan and to be prepared when support staff are unavailable.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:		East Oakland PRIDE Elementary School	SCHOOL ID:	107
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Monitor Tier 1 Instruction with Coaching observation and feedback	All Students	Academic	Tier 1 - Universal
1-2	Facilitate PLCs to support grade level collaboration data analysis and reflection	All Students	Academic	Tier 1 - Universal
1-3	Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives into high quality performance tasks.	All Students	Academic	Tier 1 - Universal
1-4	Plan literacy and math units and modules with integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	All Students	Academic	Tier 1 - Universal
1-5	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	All Students	Academic	Tier 1 - Universal
1-6	Create a culture of student ownership and celebration of learning by calendaring and planning at least three school wide exhibitions of learning	All Students	Academic	Tier 1 - Universal
1-7	Provide weekly collaboration time in PLCs and PD to analyze student work, CEAs and SIPPS data, Foundational Skill, Core Literacy, and D-ELD to adjust instruction.	All Students	Academic	Tier 1 - Universal
1-8	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Monitor Tier 1 literacy and math instruction with coaching observation and feedback on UDL differentiation to support students with IEPs.	Special Education Students	Academic	Tier 1 - Universal
2-2	Monitor Tier 1 literacy and math instruction with coaching observation and feedback on differentiation to support Black students.	African American Students	Academic	Tier 1 - Universal
2-3	Backwards plan literacy and math lessons to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	African American Students	Academic	Tier 1 - Universal
2-4	Plan literacy and math lessons with UDL strategies: integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	Special Education Students	Academic	Tier 1 - Universal
2-5	Teachers provide differentiated instruction through ALL Block/small group rotation, and use formative assessment including 1:1 conferencing to progress monitor student reading and writing skills.	All Students	Academic	Tier 1 - Universal
2- 6	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Students with IEPs	Academic	Tier 3
2-7	Site's master schedule will honor the Least Restrictive Environment mandate by ensuring that all students with disabilities integrate into general education for specials, mealtimes, and special events at minimum, and that all students in SCPs within two grade levels of their chronological grade level in academic achievement have an IEP team decision about general education inclusion for core academics.	Special Education Students	Academic	Tier 1 - Universal

2-8	Site's will ensure that Special Education staff utilize appropriate, evidence-based interventions at the dosage and intensity necessary to accelerate student growth, and that progress data toward established IEP goals are developed, shared, and analyzed at least trimesterly to inform educational decision-making.	Special Education Students	Academic	Tier 1 - Universal
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Sown to Grow used as weekly screener, to monitor student social emotional health/address issues that would lead to absences.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Caring Schools Community or Social Emotional Learning Curriculum used daily as a screener, used to monitor student social emotional health/address issues that would lead to absences.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Pride HERO (Here, Everyday, Ready, On time) monthly campaign	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Using case management to increase attendance, COST meetings will assign staff members to students with poor attendance.	All Students	Academic	Tier 2 - Supplemental

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

School Goal:		By May 2026, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Plan and facilitate differentiated professional learning .	All Students	Academic	Tier 1 - Universal
4-2	Plan, facilitate and monitor collaborative PLC data cycles.	All Students	Academic	Tier 1 - Universal
4-3	Meet monthly with grade level teams to plan at the module and/or unit level.	All Students	Academic	Tier 1 - Universal
4-4	Revise the interview process to ensure we hire candidates who reflect the cultural backgrounds of our students and who have a growth mindset and deep commitment to professional growth	All Students	Academic	Tier 1 - Universal
4-5	Offer teachers the opportunity to observe peer teachers	All Students	Academic	Tier 1 - Universal
4-6	Conduct regular observation and feedback, particularly in the first 6 weeks of the school year with a focus on classroom culture building. Integrate a focus on new teachers into your learning walks.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	African American	Behavioral	Tier 1
5-2	Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	African American	Behavioral	Tier1
5-3	Community Engagement: Build and share out empowering narratives to the EOP and East Oakland community.	African American	Behavioral	Tier 1
5-4	Teachers will engage in ILT and PLC to review student achievement data and Sown to Grow data for African American students, and address identified student needs.	African American	Academic	Tier 1
5-5	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	African American	Academic	Tier 1
5-6	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American	Behavioral	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	PD on Designated ELD	English Learner Students	Academic	Tier 1 - Universal
6-2	Incorporate integrated ELD using EL supports in Eureka Math Squared, and EL Education	English Learner Students	Academic	Tier 1 - Universal
6-3	Family Engagement: Strengthen connections with English Learner families and build community for English Learner families	English Learner Students	Academic	Tier 1 - Universal
6-4	Teachers will engage in ILT and PLC to review student achievement data and Sown to Grow data for English Learner students, and address identified student needs.	English Learner Students	Academic	Tier 1 - Universal
6-5	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academics	Tier 1 - Universal
6-6	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academics	Tier 1 - Universal
6-7	Teachers build a tool kit of GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives) to integrate English Language learning in Tier I instruction.	English Learner Students	Academics	Tier 1 - Universal

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 107

School: East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	107-1
The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Family Engagement: Strengthen connections with English Learner families and build community for English Learner families	107-2
Dance Teacher for students. All students who attend the VAPA class will benefit from this supportive position for the art teacher.	\$42,954	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10023	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			Create a culture of student ownership and celebration of learning by calendaring and planning at least three school wide exhibitions of learning	107-3
Costumes for the students dances. This funding source will fund the materials and supplies that support the visual and performing arts program at the school.	\$18,692	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Create a culture of student ownership and celebration of learning by calendaring and planning at least three school wide exhibitions of learning	107-4
The recess noon supervisor who supports students during all recess periods to support positive and productive play activities for students.	\$13,445	California Community Schools Partnership Program	2905	Other Classified Salaries	756	Noon Supervisor	0.3			Ensure student safety while students are on the yard.	107-5
Increasing the time that the attendance specialist is present, so that students can attend school more and we can improve our chronic absenteeism rate.	\$30,440	California Community Schools Partnership Program	2205	Classified Support Salaries	2253	Attendance Specialist	0.5			Pride HERO (Here, Everyday, Ready, On time) monthly campaign	107-6
Community school manager supports in the office with school partnerships, COST and school culture.	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 04	11-Month Community School Manager	0.5			Using case management to increase attendance, COST meetings will assign staff members to students with poor attendance.	107-7
We are adding an attendance case manager to support with student attendance.	\$49,967	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 03	Case Manager	0.4			Using case management to increase attendance, COST meetings will assign staff members to students with poor attendance.	107-8

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 107
School: East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Supplies that are needed for the office to support with student needs. This funding source will support getting learning materials that supplement the curriculum taught in the classroom. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals.	\$6,363	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-9
Opportunity to allow additional activities and assemblies for students.	\$37,796	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			Monitor and support the implementation of core curriculum	107-10
additional supplies for the classroom when needed. This funding source will support getting learning materials that supplement the curriculum taught in the classroom. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals.	\$2,500	California Community Schools Partnership Program Carryover	4310	School Office Supplies	n/a	n/a	n/a			Monitor and support the implementation of core curriculum	107-11
Meeting refreshment for the Tea with the Principal as well as any other parent meetings.	\$3,000	California Community Schools Partnership Program Carryover	4311	Meeting Refreshments	n/a	n/a	n/a			Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	107-12
We will have additional support staff such as BAYCR and village connect that will support student learning and growth	\$82,500	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			Community Engagement: Build and share out empowering narratives to the EOP and East Oakland community.	107-13
Work orders for copiers so that learning materials that supplement the curriculum taught in the classroom will be provided to support students reach instructional goals.	\$12,000	California Community Schools Partnership Program Carryover	5826	External Work Order Services	n/a	n/a	n/a			Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives into high quality performance tasks.	107-14
Morning care for our students. This funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the school for student extracurricular success.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Family Engagement: Strengthen connections with English Learner families and build community for English Learner families	107-15

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 107
School: East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Additional support activities for students. This funding will support all students with learning activities that are fun, engaging, and supportive.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Create a culture of student ownership and celebration of learning by calendaring and planning at least three school wide exhibitions of learning	107-16
ILT payment as well as any additional time that teachers need to work overtime this will allow me to pay them.	\$24,800	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	107-17
Reading A-Z program for student reading support.	\$5,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Teachers provide differentiated instruction through ALL Block/small group rotation, and use formative assessment including 1:1 conferencing to progress monitor student reading and writing skills.	107-18
Paying for literacy coaches for support of students and teachers with literacy.	\$140,059	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 05	10-Month Teacher on Special Assignment (TSA)	0.8			Monitor Tier 1 literacy and math instruction with coaching observation and feedback on UDL differentiation to support students with IEPs.	107-19
Additional complex text to support EL Ed. This funding source will pay for materials and supplies that will benefit student improvement and achievement.	\$1,211	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a			Teachers provide differentiated instruction through ALL Block/small group rotation, and use formative assessment including 1:1 conferencing to progress monitor student reading and writing skills.	107-20
Additional supplies needed to support student learning in reading and math. This funding source will pay for materials and supplies that will benefit student improvement and achievement.	\$4,888	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			Plan literacy and math lessons with UDL strategies: integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	107-21
Providing parents with classes to support their understanding of what students are doing in the classroom and how they can support.	\$3,130	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a		ELL Reclassification	Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	107-22

[illegible]



Title I, Part A School Parent and Family Engagement Policy

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

East Oakland Pride

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

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

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

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

- Providing parents with progress reports, trimester report cards, and fall and spring conferences and

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

- BTSN, Monthly SSC Meetings,

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

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

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

- Parent Square, Flyers, Newsletter, Teacher communication

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

- Progress reports and report cards

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

- Parentsquare & Flyers

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

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

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

- Oakland Ed Fund.

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

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

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

- Teacher supports & training when requested

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

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

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

- Providing teachers with training throughout the year during professional development

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

- Having monthly SSC Meeting where student data is shared with families

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

- During Title 1 meetings as well as SSC Meetings

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

- SSC Meetings

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

- Connecting parents with school CSM

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

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

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

- Connecting with local CDC's
- Connecting parents with local community supports
- Connecting parents with our partners that might offer them support

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

ADOPTION

This policy was jointly developed and adopted by the East Oakland Pride on August 27, 2024 and will be in effect for the period August 12, 2024 through May 29, 2025

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

Michelle C. Grant

Name of Principal

Michelle C. Grant

Signature of Principal

8/27/2024

Date

Please link the School-Parent Compact to this document.



School-Parent Compact

East Oakland Pride Elementary School

2024- 2025

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

This School-Parent Compact is in effect for the 2024-2025 school year.

School Responsibilities

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

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

At EOP We Use the following Curriculum that is Standards Based

ELA - EL Education & SIPPS - Eureka Math Squared

Science - FOSS Science Social Studies - Reflections

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

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

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

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

4) Provide parents reasonable access to staff.

Parents are able to reach teachers on the school website, Via Google Classroom , Email, or by calling the school office and leaving a

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

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

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

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

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

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

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

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

Teacher Responsibilities

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

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

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.

- Promote positive use of my child's extracurricular time. *Ensure that my child is completing any unfinished work and asking for help when there is trouble understanding what is expected of them in the classroom.*

Student Responsibilities

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

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

This Compact was adopted by the East Oakland Pride Elementary on August 27, 2024, and will be in effect for the period of August 12, 2024 to May 29, 2025.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 27, 2024.

Michelle C. Grant

Signature of Principal

Date: August 27, 2024

Strategic Resource Planning (SRP)



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

EOP ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Martha Barragan
Vice Chairperson:	Breana Stevens
Secretary:	Ellen Stufflestreet

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Michelle Grant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ellen Stufflestreet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Lisa Woodruff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Cherish Ignacio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Mariana Vega Alcala	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Breana Stevens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Ladacie Riley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Martha Barragan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Celia Vasquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Marta Melendez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:
(Day/Month/Time)

4th Thursday @ 3:15

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

