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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: La Escuelita Elementary School
CDS Code: 1612596096523
Principal: Faris Jabbar
Date of this revision:

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/24/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

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

Date(s) plan was approved: 4/24/2023

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

- | | | |
|------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
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Signatures:

Faris Jabbar <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Faris Jabbar</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/1/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Green <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Lisa Green</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/22/23 <hr style="border: 0; border-top: 1px solid black;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/23/23 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/23/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10.19.22	Staff Meeting	Needs assessment and selecting school priorities for 23-24
10.28.22	Parent Group	Coffee with the Principal hosted by CSM; engagement of parents around their priorities for several domains: Collaborative Leadership, Joyful Schools, Student Engagement, Family Engagement, Academic Innovation and Acceleration; Black and ELL families present (translation provided for Spanish speaking families)
11.15.22	Culture & Climate Team	We met with our Culture and Climate team to organize results of the teacher survey and parent focus groups. We organized the data based on how much interest there was in each item suggested and did our best to prioritize what was most asked for by the community.
11.30.22	Culture & Climate Meeting	Needs Assessment with culture & climate team members
12.5.22	SSC	December SSC/Title I & Title IV Budget Expenditures Worksheet
12.13.22	Student Focus Group	Met with a small group of students to survey them on what enrichment programs they wanted to see at La Escuelita
1.9.23	SSC	Amending and Finalizing Title I and IV Budget Expenditures
1.30.23	SSC	SPSA (22-23) Program Evaluation
1.31.23	ILT	EL Task Card completion and Reflection
2.13.23	Staff Meeting	Priorities ranking to provide staff input on budget expenditures

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$95,940.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$489,000.24

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$87,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,320	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,340	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$201,745	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$174,995	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,850	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$95,940	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$393,060	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$489,000
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: La Escuelita Elementary School

School ID: 121

School Description

La Escuelita Elementary in Oakland is a green energy educational center which also houses Metwest High School, United Nations CDC, and Youth Heart Health Center (La Clinica). Our Great Room houses our full-service kitchen, cafeteria, and our sports and multi-purpose space. We have a beautiful astroturf field for, PE, soccer, sports and partner with Ball for Life to support all students during lunch recess and to run soccer and basketball programming for many of our 4th and 5th grade students. Key features of our school include: weekly arts classes TK-5, music offered TK-5 through Cantare Con Vivo, Living Jazz, and our Instrumental Music teacher, Drama/Theatre classes offered through Bay Area Children's Theatre, 1:1 Laptops in every classroom, dedicated support for English Language Learners and Newcomer students, Lincoln Families counselor on site 5 days a week to support students and families, and the beginnings of a robust parent volunteer program. We have a school wide focus of serving our families and students both academically and emotionally.

School Mission and Vision

MISSION:

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

VISION:

We believe that serving students in a small school setting results in consistent academic expectations and strong social-emotional development for all students. All La Escuelita students are empowered as leaders and expected to give back to our school community.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
47.9%	51.8%	51.8%	5.4%	3.9%	0.5%	91.2%	8.5%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
13.7%	5.7%	53.4%	17.5%	1.0%	0.5%	0.3%	5.4%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.						
School Goal for College, Career & Community Readiness: By May 2024, the percentage of students at or above grade level as measured by the iReady diagnostic will grow by 10pp.						
Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	46.3%	35.3%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	29.0%	24.4%	<i>not available until Fall 2023</i>	35.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	25.0%	18.4%	<i>not available until Fall 2023</i>	30.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-50.5	n/a	-62.3	<i>not available until Fall 2023</i>	-40.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	22.8%	23.7%	<i>not available until Fall 2023</i>	30.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-71.1	n/a	-90.3	<i>not available until Fall 2023</i>	-70.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	19.8%	<i>not available until Fall 2023</i>	30.0%
CAST (Science) at or above Standard	All Students	10.7%	n/a	18.8%	<i>not available until Fall 2023</i>	25.0%

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

School Goal for Targeted Supports for By May 2024, students receiving special services will increase their SBAC Focal Student Groups: Distance from Standard Scores by 10 points.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-155.7	n/a	-131.6	<i>not available until Fall 2023</i>	-120.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-96.1	n/a	-84.8	<i>not available until Fall 2023</i>	-75.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	21.4%	15.4%	<i>not available until Fall 2023</i>	25.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-196.9	n/a	-153.6	<i>not available until Fall 2023</i>	-130.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-95.6	n/a	-97.5	<i>not available until Fall 2023</i>	-80.0

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	2.5%	0.6%	26.6%	<i>not available until Fall 2023</i>	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	38.5%	<i>not available until Fall 2023</i>	20.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement: By May 2024, La Escuelita elementary will reduce Chronic Absenteeism to 30%						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	52.2%	63.9%	58.7%	<i>not available until Fall 2023</i>	70.0%
Out-of-School Suspensions	All Students	0.7%	n/a	2.4%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	1.5%	n/a	2.4%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	Special Education Students	4.0%	n/a	2.4%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	16.7%	10.5%	51.6%	<i>not available until Fall 2023</i>	25.0%
Chronic Absenteeism	African American Students	37.5%	34.0%	62.5%	<i>not available until Fall 2023</i>	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: By May 2024, La Escuelita Elementary will retain 90% of its non-retiring teaching staff						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	76.2%	78.1%	73.1%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	25% at and 32.5% approaching standard on Fall 2022 ELA IAB 15.4% at and 32.5% approaching standard on Fall 2022 Math IAB	Weekly PLC work for all teachers; PD focused on support and engagement for ELLs, which also benefits all students; iReady daily in class and at home recommended minutes

<i>LCAP Goal 2: Focal Student Group Supports</i>	26.6% Reclassification of ELL students in 21-22	Focus on Integrated ELD instruction and ENTL co-teaching, coaching, and supporting teachers with Integrated and Designated ELD. Teacher growth around delivering language dives and D-ELD
<i>LCAP Goal 3: Student & Family Engagement</i>	Drop in Out of School Suspensions for SpEd students from 4% to 2.4%.	Collaboration with Resource specialist, School Psych, and COST team on support for SpEd students
<i>LCAP Goal 4: Staff Supports</i>	Steady retention over past three years (each year in 73-76%)	Partnership with the Teaching Well; staff research yearly and leadership support to improve communication and support of staff. Recruitment; staff relationships are strong; open mindset of staff; arts partnerships
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Drop in iReady reading scores (46-35% at grade level for Kinder iReady).	Testing from home the year before could have inflated scores; switch from Imagine Learning to iReady
<i>LCAP Goal 2: Focal Student Group Supports</i>	Lack of growth in ELL Math SBAC (-95 to -97 DFS)	Lack of PD focus on Math curriculum and intervention
<i>LCAP Goal 3: Student & Family Engagement</i>	slide in student connectedness (63-58%)	middle school closure certainly impacted this. Need for parent center supplies, refreshments, and childcare to support parents staying connected to school
<i>LCAP Goal 4: Staff Supports</i>	Small slide to 73% retention	Middle school closure certainly impacted this.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: La Escuelita Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

Family liaison position will now be funded through ccspg grant so we will not continue to use title i for this. Everything else is moving forward and we would like to offer more events which parents can sign up for childcare so they can participate in future workshops and learn more about how to best support their child at home and in school.

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

The effectiveness of the Newcomer TSA is the easiest to correlate to data, since they deal specifically with ELLs, Newcomers, and reclassification. They have been very effective in increasing our reclassification rate well past district average and amongst the highest in comparable schools.

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

We will have access to less funds now that our enrollment has been cut with the elimination of our middle school. We may not be able to fund our STIP teacher.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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10-Month Teacher on Special Assignment (TSA)	ELL Reclassification	Newcomer classes 4x/week; supports with DELD; coordinates SIPPS rotations and training for ELTs; ELL Lead to track reclassification and support parents in understanding	There has been an increase in reclassification; 26.6% reclassification 21-22 vs. 19.4% in 18-19 (last year of ELPAC)	Interested in diving deeper into the data; GL breakdown; how long a reclassified students was enrolled at Escuelita. Based on district data and comparable schools, feel that it's a good investment; Looking at the assessment results and analyzing portions of the test that students did not pass to inform next steps (seconded by Mr. Green); Wanting to double down on this progress.
Childcare	Student Connectedness to School	Eliminate barriers to parent attendance at key school events (Back to School Night)	Parent attendance to events, parent participation at events, staff feedback, parent feedback; Made B2SN successful, fun and interactive; parents wanting more opportunities for B2SN rotations; idea about parent volunteers to support with childcare (question about fingerprinting) - 122 parents attended B2SN!	This is necessary to enhance school-family relationship
Community/Family Engagement Liaison	Student Connectedness to School	Not hired (now through CCSPP Grant)	Not hired (now through CCSPP Grant)	Not hired (now through CCSPP Grant)
Food/Refreshments	Student Connectedness to School	Encourage participation at key parent engagements	Helps to encourage parent attendance, especially at Coffee with the Principal; Based on principal observation, parent attendance has increased as a result, especially at Coffee with the Principal	Continue

<p>Substitute Teacher Incentive Plan (STIP) Teacher</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Releases teachers for additional PLCs; involved in SIPPS; class coverage for Kinder to assess students 1:1`</p>	<p>Difficult to correlate directly to iReady growth, as this is more of a support to our systems, structures, and ability for us to maintain a consistent environment for students. Helps to release teachers to iReady PD/PLC during school day. STIPs provided weekly coverage for our 4/5th grade team to attend weekly PLCs on Tuesdays. STIPs were also instrumental in releasing teachers to iReady data meetings with iReady representatives and TSA 2x/year;</p>	<p>Would like to continue if funds available.</p>
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2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: La Escuelita Elementary School

School ID: 121

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Priority: PLCs/COIs and Data-Based Decision Making

School Theory of Change: If we utilize PLC's/COIs to plan for, collect, analyze, and act on key formative assessment data, we will see growth for all students in ELA/Math on benchmark and EOY summative test data.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning	PLC Notes; Exit/Topic Ticket Analysis; Unit and Interim Assessment Data		Tier 1
1-2	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	CC and COST Agendas; CHKS Survey		Tier 1

1-3	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of three family engagement workshops	Data Conferences on Master Schedule; Family Workshops scheduled and coordinated by CSM and Family Coordinator		Tier 1
1-4	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	PLC Notes; Exit/Topic Ticket Analysis; Unit and Interim Assessment Data		Tier 1
1-5	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers receive and complete GLAD training in summer or during school year		Tier 1
1-6	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	COI Planning Tool; Unit, Interim and EOY assessment data		Tier 1

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

School Priority:	ELA
School Theory of Change:	If we utilize tier 2 interventions with fidelity, we will see growth for all students, including ELLs and students multiple years behind GL, on F&P and SRI.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Select focal students based on ILT parameters to receive additional time at school and at home to work on IL Language and Literacy. Track student usage and provide feedback every other week.	Provide PD and training for teachers to effectively implement Imagine Learning Language and Literacy. Support continued usage and follow up through bi-weekly PLC meetings. ILT creates parameters around students who should be designated as in need of tier 2 supports.	After School Tutoring sign in sheets; iReady progression; Unit, Interim and EOY Assessment data		Tier 2
2-2	ENTL to train and supervise academic mentors in delivering 1:1 and small group intervention in reading	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	SIPPS mastery test data		Tier 2
2-3	Teachers promote iReady to families and incorporate daily practice into HW for focal students	Provide workshops for families on iReady	iReady Pathway Progression and diagnostic		Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:		Positive Behavior Supports			
School Theory of Change:		If we support and enhance the implementation of tier 1 pbis in all classrooms and all school spaces, fewer students will struggle academically and behaviorally as evidenced by school discipline and testing data.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Develop (with guidance from grade level team and PBS team), post visuals of, teach, and rehearse consistent classroom and school routines to all students year round	Facilitate PBS team to provide guidance and guidelines to grade level teams/teachers in developing strong routines and procedures; Provide walkthroughs and monthly observations with specific feedback on routines and procedures to all teachers, with a focus on new teachers and teachers who are identified by PBS team based on data (walkthrough data, referral data, etc.)	Completion of schoolwide virtual scavenger hunt / PBIS TFI		Tier 1
3-2	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	PBS team to develop and post PBS school area expectations around the school; Provide professional development to all staff around school and area expectations	PBIS TFI		Tier 1

3-3	Teachers work towards ensuring tier 1 classroom fidelity according to the PBS Classroom Essential Features rubric	Facilitate PBS team to provide guidance and guidelines to grade level teams/teachers in attaining tier 1 pbs classroom fidelity; Provide walkthroughs and monthly observations with specific feedback on tier 1 fidelity to all teachers, with a focus on new teachers and teachers who are identified by PBS team based on data (walkthrough data, referral data, etc)	Walkthroughs first six weeks		Tier 1
3-4	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	PBS Team will develop and coordinate monthly school events/assemblies and provide teachers with expectations for participation	Calendaring of assemblies on master calendar; slide decks		Tier 1
3-5	Establishment of a parent center on site and Family Association which can support the school via fundraising and volunteering.	Allocate a reserved space for the FA to meet weekly	Meeting agendas and sign in sheets		

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

School Priority:	Balanced Professional Development: Focus on Cycles of Inquiry and Teacher SEL + Wellness
School Theory of Change:	If we provide teachers with PD opportunities that are focused on implementation of best practices through cycles of inquiry and support their mental health and wellness, we will see an increase in the number of students at and above standard in ELA and Math.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	ALL teachers will participate in whole staff pd around SEL and Teacher Wellness provided by The Teaching Well Staff. 25-33% of teachers will participate in The Teaching Well mentorship program and commit to participating in bi-weekly sessions with their mentor	Construct PD calendar to allow for Teaching Well sessions throughout the year. Provide STIP teacher coverage for teachers to be released during the school day to receive mentorship	Teacher participation in mindful mentoring and participating in Winter and Spring Research Study		
4-2	Engage effectively in COI, make and follow through on commitments/next steps, and share best practices, successes, challenges, and so on with staff	Co-construct PD/PLC time with ILT to incorporate teacher voice and sharing of best practices, successes, challenges, and more with staff.	PLC Notes and deliverables		

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

School Priority:	Black students make accelerated growth in Early Literacy and 3-5th grade standards mastery in reading and math
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School Theory of Change:		<p>If teachers provide mathematics instruction that includes culturally sustaining strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives and analyze data of focal African American students, then Black students will have a positive math identity, and become the owners of mathematics.</p> <p>If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.</p> <p>If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement.</p>			
Related Goals:		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Staff completion of Quetzal Anti-Racist PD module		
5-2	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Exit/Topic Ticket analysis in PLC		

5-3	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	PLC Notes and teachers video incorporating culturally responsive strategies		
5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Virtual Home Visits calendared and tracked for completion plus data conferences		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Integrated and Designated ELD
School Theory of Change:	If we maintain consistency in DELD and implementation of integrated ELD strategies, continue to have a collaborative focus on language in PD and PLC, and schedule walkthroughs and ELL Shadowing, we will see our ELLs progress on reading, benchmark, and EOY assessments and we will have a higher percentage of our students reclassify as English Proficient.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Integrated: Incorporation of GLAD strategies and Thinking/Talking Tools	Integrated: PD around CLOs and support for facilitation of academic discussions; provide monthly walkthroughs and observations with specific feedback around CLOs and academic discussion.	Walkthrough data collection and feedback to staff in weekly memo; PLC Notes; Exit/Topic Ticket analysis		

6-2	Integrated: English Language Learner Specialist will support PD to include integrated ELD supports and will assist teachers by co-teaching and modeling best practices for ELLs	Integrated: Incorporate time into PD plan for ELL specialist to deliver pd to teachers; setup times to release teachers to observe demo lessons and debrief with ELL specialist	Schedule of co-teaching for ENTL		
6-3	Designated: ELL Specialist will cocreate plan to support ELLs and newcomers with targeted, small group pullout instruction	Designated: work with ELL specialist to create plan to support ELLs and newcomers with targeted, small group pullout instruction	Schedule of newcomer classes		

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Subagreement over \$25K	\$149,995	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers promote iReady to families and incorporate daily practice into HW for focal students	121-1
Subagreement first \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers promote iReady to families and incorporate daily practice into HW for focal students	121-2
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$51,394	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	6638	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Integrated: Incorporation of GLAD strategies and Thinking/Talking Tools	121-3
10-Month Classroom Teacher on Special Assignment (TSA)	\$18,899	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	8213	10-Month Classroom Teacher on Special Assignment (TSA)	0.15	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	121-4
Early Literacy Tutor	\$8,068	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	9484	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	ENTL to train and supervise academic mentors in delivering 1:1 and small group intervention in reading	121-5
Early Literacy Tutor	\$20,170	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	9485	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	ENTL to train and supervise academic mentors in delivering 1:1 and small group intervention in reading	121-6
Family/Parent Liaison	\$50,670	California Community Schools Partnership Program	2405	Clerical Salaries	New	Family/Parent Liaison	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Establishment of a parent center on site and Family Association which can support the school via fundraising and volunteering.	121-7

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	\$79,554	California Community Schools Partnership Program	2405	Clerical Salaries	8422	Case Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	121-8
To be allocated in Fall 2023.	\$6,486	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	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.	121-9
Professional Development, Teacher Extended Contract	\$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	121-10
Sub Coverage	\$5,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	ELL Reclassification	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-11
STIP Teacher	\$86,968	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7634	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-12
Early Literacy Tutor	\$43,374	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8015	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-13
Early Literacy Tutor	\$48,891	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8014	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-14

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Clerical Extra Time	\$2,000	LCFF Discretionary	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-15
Supplies	\$9,320	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-16
Copier Maintenance	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	121-17
10-Month Classroom Teacher on Special Assignment (TSA)	\$128,515	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6105	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	121-18
Noon Supervisor	\$17,608	LCFF Supplemental	2905	Other Classified Salaries	1611	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	PBS team to develop and post PBS school area expectations around the school; Provide professional development to all staff around school and area expectations	121-19
Noon Supervisor	\$17,856	LCFF Supplemental	2905	Other Classified Salaries	8421	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	PBS team to develop and post PBS school area expectations around the school; Provide professional development to all staff around school and area expectations	121-20
Noon Supervisor	\$24,272	LCFF Supplemental	2905	Other Classified Salaries	9113	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	PBS team to develop and post PBS school area expectations around the school; Provide professional development to all staff around school and area expectations	121-21

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$13,494	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Develop (with guidance from grade level team and PBS team), post visuals of, teach, and rehearse consistent classroom and school routines to all students year round	121-22
Library Technician	\$93,424	Measure G, Library Support	2205	Classified Support Salaries	8897	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	121-23
Early Literacy Tutor	\$6,196	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8015	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-24
Early Literacy Tutor	\$6,984	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8014	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-25
Early Literacy Tutor	\$23,959	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	583	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-26
Childcare	\$700	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide workshops for families on iReady	121-27
Supplies for Parents	\$1,000	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Establishment of a parent center on site and Family Association which can support the school via fundraising and volunteering.	121-28

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Refreshments	\$640	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide workshops for families on iReady	121-29
10-Month Classroom Teacher on Special Assignment (TSA)	\$81,897	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	8213	10-Month Classroom Teacher on Special Assignment (TSA)	0.65	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	121-30
To be allocated in Fall 2023.	\$5,853	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	SBAC ELA Distance from Standard Met	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	121-31
Arts Programming (Supplies)	\$850	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	121-32
Lincoln Family Counseling	\$5,000	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	121-33
Early Literacy Tutor	\$23,959	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	583	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-34

Title I, Part A School Parent and Family Engagement Policy 22-23

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

La Escuelita Elementary

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

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

- Presenting SPSA highlights to SSC
- Fall and Spring Data Conferences with Parents
- Workshops throughout the school year to show parents how best to support their children at home with their education

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:

- Presenting SPSA highlights to SSC
- Fall and Spring Data Conferences with Parents
- Workshops throughout the school year to show parents how best to support their children at home with their education
- Fall & Spring Makers Fair Project Exhibitions

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers *Families and school staff engage in regular, two-way, meaningful communication about student learning.*

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Sending home copies of School Parent Compact and Family Engagement Policy via ParentSquare and having copies readily available in the main office

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

- Through the School Site Council

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

- Through SSC, Fall/Spring Parent-Teacher conferences, Fall/Spring Data Conferences, throughout the year during Coffee with the Principal and workshops offered periodically

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

- Utilizing ParentSquare messaging platform which translates to home language.
- Provides translation services for SSC and Coffee with the Principal and workshops with Community School Manager (Spanish always, other languages may be requested but we need 30 days advance notice)

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

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:

- *Community School Manager and Family Liaison present to staff in Fall and Spring

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by: ■ SSC scheduled 2nd Tuesday after school 3:15-4:15 virtually or in library

- Coffee with the Principal scheduled on last Friday at 8:45a in library

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

- Through SSC at key points throughout the year
- Through Coffee with the Principal at key points throughout the year

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

- *Utilize Robocalls and letters home
- *Utilize ParentSquare (translates to home language)
- *Have translation available when possible for meetings and events

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

- *Providing diverse opportunities for parent involvement at all major school events, as well as encouraging active participation in their child's classroom and chaperoning of field trips.

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program

with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- *Through SSC (monthly) and Coffee with the Principal (monthly)

Adoption

This policy was adopted by the La Escuelita on 8/26/22 and will be in effect for the period of 8/8/22 through 5/25/23.

The school will distribute this policy to all parents on or before September 15, 2022.

Faris Jabbar

Signature of Principal

Please attach the School-Parent Compact to this document.

La Escuelita

2022-23

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

This School-Parent Compact is in effect for the 2021-22 school year.

School Responsibilities

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

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

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

*Focus Instructional Leadership Team and Professional Learning Communities meetings around best practices and data to ensure growth on academic standards and summative assessments

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

*Scheduled data conferences with parents and during parent-teacher conferences in Fall and Spring

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

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

*Ensure report cards go home with students and notify parents of how to access grades in Aeries Parent Portal

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

*Data Conferences and Parent-teacher conferences in Fall and Spring

*Parent-teacher communication through ParentSquare and/or ClassDojo

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

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

*Providing diverse opportunities for parent involvement at all major school events, as well as encouraging active participation in their child's classroom and chaperoning of field trips.

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

*Through SSC, Coffee with the Principal (monthly), data conferences in Fall and Spring, plus workshops hosted by Community School Manager and school partners

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.

*Community School Manager and Family Liaison to present to staff during staff meeting (once in Fall and Spring)

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

*Utilize Robocalls and letters home

*Utilize ParentSquare (translates to home language)

*Have translation available when possible for meetings and events

Teacher Responsibilities

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

**Communicate weekly with class through ParentSquare or ClassDojo to update families about assignments, activities, events, etc.*

**Commit to identifying and supporting students performing below grade level by providing them*

with tier 1 interventions and supports and positive encouragement

**Refer students who are unresponsive to tier 1 supports to COST or SST teams for additional supports*

**Provide a safe, positive and healthy learning environment*

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
 - *Support your child in developing healthy habits:*
 - *Putting limits on screen time*
 - *Have fun playing, singing, dancing, reading with your child daily*
- Ensure my child has access to books at their reading level

This Compact was adopted by the La Escuelita on 8/26/22 and will be in effect for the period of 8/8/22 through 5/25/23.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 15, 2022.

Signature of Principal

Faris Jabbar



Strategic Resource Planning (SRP)

La Escuelita ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Lisa Green
Vice Chairperson:	Jesus Murguia
Secretary:	Kevin Porep

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Faris Jabbar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asase Omowale	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Kevin Porep	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Marlene Gutierrez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Stanley Slivinski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Lisa Green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Mark Green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Jesus Murguia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Monica Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Angelica Marquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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: <small>(Day/Month/Time)</small>	4th Monday of the Month at 3pm in Library
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members