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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - East Oakland PRIDE Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for East Oakland PRIDE 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: East Oakland PRIDE Elementary School
CDS Code: 1612590115600
Principal: Michelle Cox Grant
Date of this revision: 4/12/2021

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
Address: 8000 Birch Street
Oakland, CA 94621

Position: Principal
Telephone: 510-636-8217
Email: michelle.grant@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/12/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input 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 (ASES) | <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 (ELSBG) |
| <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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 12, 2021

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

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

Signatures:

Michelle C. Grant
Principal

Michelle C. Grant
Signature

4/12/21
Date

Aaliyah Cross
SSC Chairperson

Aaliyah Cross
Signature

4/12/21
Date

Monica Thomas
Network Superintendent

mt

Signature

June 23, 2021
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

6/23/21
Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/1/2021	Leadership Team	Review the previous years SPSA and determine if there are things that we will continue to use as well as what we will change
2/15/2021	Leadership Team	Review what changes have been made to the SPSA and add any additional parts in preparation for the ILT Meeting
2/16/2021	Instructional Leadership Team	Review what the Leadership Team has written and make any suggestions that they think might be helpful.
2/22/2021	SSC & SELLS combined	Share with them the updates parts of the SPSA and how it affects the Title 1 Budget. As well as the Parent SSC fund usage
3/16/2021	Instructional Leadership Team	Conduct an ILT discussion about the changes that were made to the SPAS as well as what SSC said about the SPSA.
4/12/2021	SSC	SSC approves SPSA

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$120,130.00
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	\$619,155.00

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)	\$109,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$19,080.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,930.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$266,050.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$46,950.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,325.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$120,130.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$499,025.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$619,155.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: East Oakland PRIDE Elementary School

School ID: 107

School Description

At East Oakland PRIDE we are proud of our cultures, community and education. We are respectful of ourselves and others. We are intelligent in our personal and academic choices. We are determined to set and reach goals for ourselves. We are empowered to make a difference in our communities.

School Mission and Vision

East Oakland Pride Elementary prepares scholars to be global citizens that are passionate problem-solvers, college and career ready and are socially and emotionally competent with a life-long desire for learning.

Through effective collaboration and caring and nurturing community, all adults challenge students with high academic expectations and rigorous instruction that will empower them as learners and inspire all students to reach their full academic, social- emotional, and physical potential.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Students have facility with different learning platforms & technology in general for learning	Consistent technology support
<i>Focal Student Supports</i>	Targeted PD and coaching, teachers were provided targeted PD weekly with varied foci. They also had weekly meetings to support their growth in the classroom and go over student learning, which led to the work they did in PLC.	We had an intentional plan to build the capacity of teachers in the area of differentiation.
<i>Student/Family Supports</i>	Consistent technology support, Family ELD classes, SSC & SELLS, Community School Manager,	Consistent and ongoing communication with families with regular and routine follow-up. We had bi-weekly materials pickup
<i>Staff Supports</i>	Targeted PD, structured PLC, strong sense of collective efficacy and collaboration among majority of staff, PLCs are growing in autonomy	Allowing staff to develop a system where they collaborate with, create and attend different learning opportunities based on teacher needs.
Focus Area:	Priority Challenges	Root Causes of Challenges

<i>College/Career Readiness</i>	Gaps in student math skills and not being on grade level;	lack of clear systems to progress monitor for math and provide necessary acceleration;
<i>Focal Student Supports</i>	Connecting with students, student engagement, giving students access to rigorous grade level standards, Identifying the specific needs of these students and how to support them; lack of understanding of language and culture; teachers lack of understanding of priority standards; teachers not consistently collecting or effectively using data to guide teaching	Teachers understanding vertical alignment of standards and developmental stages of learning, skill to plan and deliver high quality "low floor, high ceiling" whole group and targeted, strategic small group instruction in math. Student exposure to foundational skills, literacy and language, teachers not understanding how to use data to provide students with what they need to be successful
<i>Student/Family Supports</i>	a need to increase parent voice, relationship building, connecting families to community services, understanding academic expectations	Fear/hesitancy of confrontation w/parents/guardians, ignorance of what's available & how to access resources,
<i>Staff Supports</i>	Tier I Instruction not accelerating academic growth for students	The root causes of this challenge a collective acceptance of the status quo can contribute to a negative cycle of lower expectations for our students. Prioritizing data and student learning in professional learning communities and establishing a clear collective focus with the Instructional Leadership Team in June will result in an alignment of our coaching, PLCs, and professional learning time. This in turn will produce tangible gains in academic proficiency, which will strengthen our collective sense of efficacy for our teaching.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	From kindergarten on, all students begin to gain an understanding of the value, rigor and prerequisites needed for going to college, trade school and becoming informed members of society.
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Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	80.0%	80.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	80.0%	80.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	80.0%	80.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-79.8 (Spring 2019)	n/a	-64.8
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	Coming soon	n/a	tbd
Grades 3–5 at or above Mid-Grade (i-Ready)	All Students	tbd	tbd	n/a	tbd

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	tbd
IAB Math at or above Standard	All Students	TBD	6.1%	n/a	tbd
CAST (Science) at or above Standard	All Students	TBD	11.1%	n/a	tbd

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

School Goal for May 2024: Decrease our SBAC distance from standard by 15pts. from 2021. We will develop a clear system for math and ELA intervention supported with data and progress monitoring trackers, COST, SST, and PLC.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-152.9 (Spring 2019)	n/a	-137.9
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-96.9 (Spring 2019)	n/a	-81.9
Grades 3–5 at or above Mid-Grade (i-Ready)	Students with Disabilities	tbd	Please choose a focal student group at left.	n/a	tbd
Grades 3–5 at or above Mid-Grade (i-Ready)	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	n/a	tbd
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	53.8%	tbd	tbd

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-175.1 (Spring 2019)	n/a	tbd
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-123.8 (Spring 2019)	n/a	tbd
IAB Math at or above Standard	Students with Disabilities	n/a	0.0%	n/a	tbd
IAB Math at or above Standard	English Learners	n/a	n/a	n/a	tbd

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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ELL Reclassification	English Learners	Reclassify 16%	6.9%	n/a	tbd
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	tbd

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: All teachers build relationships with their students and families to help them feel connected behaviorally and emotionally engaged in learning.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	75.8%	n/a	tbd
Suspensions	All Students	-2pp	0.8%	n/a	tbd
Suspensions	African-American Students	-2pp	1.1%	n/a	tbd
Suspensions	Students with Disabilities	-2pp	1.4%	n/a	tbd
Chronic Absence	All Students	-2pp	18.5%	n/a	tbd
Chronic Absence	African-American Students	-2pp	36.4%	n/a	tbd
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024: All staff will grow and develop through high quality professional learning which, in turn will support the growth, development and engagement of students and their families.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	100.0%	100.0%
Teacher Retention	All Teachers	n/a	72.1% (Fall 2020)	100.0%	100.00%

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 students do in fact have equitable access to funding. We work very hard to make sure that SEI students are provided with additional support via a reading interventionist and ECE tutor 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 as well as the math and Science Lead, ECE, ELD & ITL. However, we do need to build the Language PD up as it is the area that falls off when teachers are feeling a crunch to get things done.. When I think about us as we move forward, we need to make sure that the new teachers we hire are well trained and clear about what our expectations are and whert 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 this year. So, if a teacher has to be out for any period of time that is when a student might miss out on learning and becasue we have to split classrooms up that then causes challenges for the other classrooms becasue 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 substitues 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.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: School culture

Theory of Change:

If we build on a schoolwide culture of shared values by explicitly teaching our students the capacities and behaviors of a EOP scholar and citizen, students will feel cared for, be more engaged and be more proactive in their learning.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

During the 19-20 school year we developed a "house" system to support our theory of change & school goal. This system encouraged a positive atmosphere, team work, increased morale, as well as cross grade & teacher interaction with all students & staff. We planned to continue to implement & improve this house system in 20-21, however, due to shelter-in-place and distance learning constraints, the house system was not implemented & EOP had to pivot to keep students engaged, feeling cared for and proactive in their learning. The practices via distance learning which helped with conditions for student learning were; realizing & addressing inequities in technology, regular communication with families & students (phone calls, email, zoom, & TalkingPts), addressing basic needs & concerns related to food, rent, & healthcare, and finally, ongoing SEL activities via morning meetings, check-ins, and times set aside specifically to address parent/student concerns. We continued with the plan to offer English classes to parents who don't speak English as a means to support their connection with & to the school in support of increased engagement from parents for their students. Finally, we held an attendance challenge for January 2021 to encourage all students to rejoin distance learning after the winter break & re-engage.

What evidence do you see that your practices are effective?

Despite shelter-in-place, we have noticed that our attendance numbers are holding steady or increasing over last school year, we had over 240 students earn an attendance certificate for the January attendance challenge, students were excited to come back to class after winter break, parents communicate with teachers, good attendance at the offered English class, all students have a Chromebook/hotspot, and families respond to picking up work as needed on distribution days.

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

No changes will be made to the goal as a result of the analysis. EOP will revisit & improve on house system as originally planned, we will continue to support & encourage a positive environment through the house system. SEL engagement will continue via morning meetings, mindfulness, mentoring, & counseling groups as indicated. Ongoing efforts to engage parents in support of students will continue via various communication efforts, meetings, & events at the site as permitted.

20-21 Standards-Based Instruction Priority: Mathematics and Science

Theory of Change:

If we set up routines and procedures for engaging students with opportunities to use academic language to explain, clarify and revise, evaluate thinking and support academic writing, then we will see growth in math and science as measured by IABs, SBAC, FossMap, and CAST.

Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We backwards planned math and science units across the year but did not backwards plan individual units (week by week). We did not Set up routines and procedures with daily opportunities to engage in academic discussion. We identified learning projects in math but did not develop and/or identify and administer performance tasks for science and math units. English only classes in 1-5 are using Zearn (Eureka Math online) and K is using Math Shelf app. With help from our Mat Lead, we did a professional learning cycle on using games and projects to promote engagement and open-ended math reasoning.

What evidence do you see that your practices are effective?

We have evidence of students writing in multiple platforms. Teachers' lessons reflect use of the backwards planning and progress towards the standards. Many teachers taught STEM learning projects. Through a coordinated effort to ensure technology to all students, students have access to online platforms during distance learning.

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

Our goal will remain the same with the addition of teachers understanding the K-5 standards progression and aligning learning projects to standardized performance tasks. We will build on our math games to move toward Low floor/high ceiling learning experiences and projects that will support our students in the rigorous SBAC performance tasks.

20-21 Language & Literacy Priority: Balanced two-pronged approach to literacy.

Theory of Change:	If teachers provide literacy instruction daily, using grade level standards and individualized reading instruction to address gaps in prerequisite skills, then we will see students meeting grade level ELA standards and we will improve reclassification rates.
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Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We began implementing Adelante/Advance's designated ELD units in the winter along with targeted PD, after teachers had become familiar with the A/A core program. As we ramped up to distance learning, we did not ask teachers to plan their own D-ELD units as we had originally stated. However, since the beginning of the year we have focused intensively on integrated ELD, reviewing GLAD strategies in multiple PDs and providing time for PLCs to plan lessons with I-ELD strategies. We have also observed teachers for these practices and provided feedback. K-2 teachers have provided daily foundational skills instruction in small groups, 3rd-5th teachers have provided foundational skills interventions as needed. A/A through units 7+ will be used for ELA instruction throughout the year. Mid year, focus on increasing writing opportunities was added. Teachers created analytical group to explore A/A and choose culturally relevant books. Routines and procedures were adapted to online platforms to provide opportunities for academic conversation, some as a bridge to written responses to reading.

What evidence do you see that your practices are effective?

Student progress in iReady towards annual growth and students passing iReady lessons, observations of teachers delivering I-ELD and D-ELD, all teachers implementing Benchmark, observations of PLC planning ELD and Benchmark units.

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

With the continuation of distance learning, we have narrowed our focus in ELA (complex text exposure, small groups, writing). Our goal will remain the same with the addition of teachers understanding the K-5 standards progression in ELA.

20-21 Conditions for Adult Professional Learning Priority: Strong Professional Learning Communities

Theory of Change: If we provide professional learning and coaching centered on trust and learner's mindset which provides opportunities to experience content as learners and opportunities to rehearse teaching strategies then teachers will grow in their understanding of what they are teaching, and how students learn.

Related School Goal: All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

During the first half of the school year, grade level PLC groups met with a structured, leadership team based PLC agenda. As we developed our ILT, through input from them, our PLCs became teacher driven with teacher created agendas based on these essential questions: What do we want students to know or be able to do? (Learning Objective), How will we know if they've learned it? (Formative assessment), and What will we do when students don't learn it, and when students do? (Differentiation). Professional development learning cycles continued on a weekly basis targeting areas derived from data collection and analysis and ILT input.

What evidence do you see that your practices are effective?

PLC agenda notes which reflect that more than 80% of PLC time is spent discussing instruction, students and student data. After targeted PD, including sharing teacher best practices, teachers are implementing site priorities.

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

Our goal will remain the same and we will add: If we support ILT reflecting and adjusting PLCs and increasing proficiency with data practices then PLC will be more effective.

20-21 Conditions for English Language Learners Priority: Designated & Integrated ELD

Theory of Change: If we provide English language development opportunities every day, both designated and integrated, then ELs will make consistent progress on the ELPAC.

Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have extensively reviewed GLAD strategies (including hip-pocket tools) through PD, and have observed and coached teachers for these practices, as we planned. Teachers have also begun piloting the D-ELD lessons in Adelante/Advance, though we did not start the year with them. We had originally planned to have teachers develop content-aligned ELD units themselves, and to regroup students for ELD, but that stopped being a priority as we tried to figure out distance learning in the pandemic. Likewise, K-2 bilingual students have not regrouped with K-2 SEI classes during distance learning. Since teachers are not developing their own units, we also did not help them develop their own assessments. Regarding Adelante/Advance, we had planned to only pilot the first two units, but teachers have been using it all year (to greater or lesser degrees).	
What evidence do you see that your practices are effective?	
In many classes, newcomers have relatively high participation, indicating that even ELs with limited English knowledge are able to access the core curriculum (on average) due to teachers' use of I-ELD strategies.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will not be able to measure ELPAC progress as we had planned, as last year's ELPAC data is incomplete and this year's may be as well (depending on students' ability to complete the test from home). However, we will continue our focus on supporting both designated and integrated ELD, tied to the content (ELA, science, social studies) students are learning in class. We have pushed back our DL start date by another year.	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?	
Currently there will not be any changes to the budget. Any changes that happen will occur based on what my budget. allocations look like once I receive my budget.	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: East Oakland PRIDE Elementary School

School ID: 107

3: SCHOOL STRATEGIES & ACTIONS

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

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"): School culture

School Theory of Change: If we build on a schoolwide culture of shared values by explicitly teaching our students the capacities and behaviors of a EOP scholar and citizen, students will feel cared for, be more engaged and be more proactive in their learning.

Related Goal(s): All students build relationships to feel connected and engaged in learning.

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	Implement strategies in classroom & student interactions, implement interventions early on to decrease escalation	Provide professional development & training	Observation of tools/strategies in classrooms		Tier 1
1-2	Complete any requested data points	Review data regularly & monitor progress	Decrease in URFs, increased attendance, decrease in suspensions		Tier 1
1-3	Be knowledgeable about what's offered for parents, communicate with parents regularly from start of school	Offer parent workshops/trainings, other engagement opportunities	Increase in parent involvement & connectedness to school		Tier 1
1-4	Understand, participate & fully advocate for students to be a part of the system	Implement school-wide pbis system & awards	Increased positive behavior, school connectedness, decreased negative behaviors		Tier 1

1-5	Teachers & staff will make referrals to COST for additional support services beyond Tier 1	Staff/contract for case management, specific student groups, & alternative support practices to address behavior/emotional needs of students	Decrease in URFs, increased attendance, decrease in suspensions. Increase in emotional well-being, less students referred to Tier 3 supports.		Tier 2
1-6	Teachers & staff will make referrals to COST for additional support services beyond Tier 1	Staff/contract for 1:1 supports such as tutoring, mentor support, individual therapy/counseling, &/or family counseling/support.	Managed behaviors & supports allow for student to remain in school successfully with supports in place to be able to access education. Decrease in URF's, suspensions, poor attendance.		Tier 3

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics and Science
School Theory of Change:	If we set up routines and procedures for engaging students with opportunities to use academic language to explain, clarify and revise, evaluate thinking and support academic writing, then we will see growth in math and science as measured by IABs, SBAC, FossMap, and CAST.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
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?
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2-1	Backwards Plan FOSS and Zearn Math Units from priority/focal standards and mathematical practices	Facilitate summer retreat(s) with ILT to review standards progressions, curriculum pacing, and standardized assessments to identify priority learning targets at each grade level, and backwards plan units across the year to prioritize focal standards and mathematical practices, and incorporate progress monitoring assessments.	Backwards unit plans, ILT agenda, math data tracker		Tier 1
2-2	Provide daily opportunities (open ended tasks or projects) to engage in academic discussion to explain, clarify and revise, evaluate thinking, engage in mathematical practice standards, and provide a bridge to academic writing	Provide professional learning and/or coaching support in creating open ended and project based learning with opportunities for academic discussion to support priority/focal standards	Support manual to support open ended and project-based learning for teachers., drive folder with artifacts of student projects,		Tier 1
2-3	Engage students in academic writing in science and math to document their thinking and learning	Provide professional learning in academic writing for science and math	Student writing samples,		Tier 1
2-4	Develop instructional experiences which support students in high-rigor/DOK performance tasks for science and math units.	Monthly math and science walk throughs with teachers leaders to support implementation of high rigor instructional experiences. Provide time for experiencing, planning and implementing DOK 3 and 4 tasks.	Data,PD agendas, student work		Tier 1
2-5	Use standardized, curriculum embedded and/or teacher-created assessments to guide teaching objectives for math instruction.	Monitor and support PLCs with a focus on data informed instruction. Monitor and support progress monitoring and benchmark assessments.	Lesson plans, PLC agendas and notes, student progress towards Math benchmarks		Tier 1

2-6	Implement blended learning model with smart boards (not yet funded) to provide differentiated, small group math instruction.	Provide professional learning and/or coaching support in Zearn's blended learning lesson model.	classroom observations, Zearn reports		Tier 1
2-7	Plan for and use manipulatives (not yet funded) with students to provide visual and tactile experiences in math learning	Provide math manipulatives for each class. Provide professional learning and/or coaching on creating manipulative-based learning centers	classroom observations, Zearn reports		Tier 2
2-8	Intervention through small-group instruction and conferring, informed by data analysis and on-going progress monitoring.	Research what effective math intervention looks like and implement with a pilot group of students, to expand in 2022-23.	Notes, intervention schedules, progress monitoring data		
2-9	Use progress monitoring monthly to ensure students are meeting math priority learning targets.	Develop assessment and progress monitoring calendar. Support teachers to complete assessments in a timely manner.	Teachers will understand where students are academically and what needs to happen to either improve their growth or keep them on the correct path to meeting grade level literacy benchmarks. Understanding will be reflected in coaching notes, PLC agenda and notes and lesson plans.		

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Balanced two-pronged approach to literacy.
School Theory of Change:	If teachers provide literacy instruction daily, using grade level standards and individualized reading instruction to address gaps in prerequisite skills, then we will see students meeting grade level ELA standards and we will improve reclassification rates.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

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?
3-1	Backwards Plan Content aligned ELA units, to include balance of literacy experiences which move students up text levels and close reading of complex texts.	Provide time for and support PLC to guide teachers in planning. Co-create and monitor weekly schedules to ensure a balance of literacy experiences and designated ELD.	Teacher lesson plans, classroom observations , PLC agendas and notes.		Tier 1
3-2	Explicit teaching of reading, writing and vocabulary strategies daily with opportunities for students to practice towards independent mastery.	Provide blended learning accessible platforms for students to practice ELA strategies to move towards independent mastery.	Student progress on platform, student reading and writing logs, observations during walk throughs, lesson plans		Tier 1
3-3	Set up routines and procedures for engaging students in daily academic conversations as a bridge to written responses and written responses to reading as appropriate to grade level and student ability.	Provide responsive professional development on improving quality of, and engagement/participation in, academic conversation based on data from classroom observations	Evidence of increased academic discussion during scheduled and nonscheduled classroom walk throughs compared to first walk through.		Tier 1
3-4	Teachers will use assessment data to guide teaching objectives for literacy instruction.	Monitor and support PLCs with a focus on data informed instruction. Monitor and support progress monitoring and benchmark assessments.	Lesson plans, PLC agendas and notes, student progress towards ELA benchmarks		Tier 1
3-5	Teachers will share texts that reflect and celebrate the diverse cultures of our school; specifically African American, Latino, Mam, and Arab cultures (not yet funded).	Provide complex texts (not yet funded) with characters reflective of our population, assessments normed on diverse population, and curriculum developed for use with a diverse population.	Observed use of culturally responsive complex text as part of the lesson when making walk throughs and in lesson plans		Tier 1

3-6	Small-group ELA instruction and conferring, informed by data analysis and on-going progress monitoring for Students with Disabilities	Provide time for and support PLC to guide teachers in reviewing data to inform instruction.	Observation of small group instruction when making walk throughs as well as teacher provided data from student conferring and progress monitoring. Small groups reflected in lesson plans.		Tier 1
3-7	Intervention through small-group instruction and conferring, informed by data analysis and on-going progress monitoring.	Meet with teachers for data conferences to help differentiate instruction. Support PLC to collaboratively analyze the content, language, and literacy demands of complex texts and tasks. Use teachers lesson plans as a tool to see that the data conferences have helped them plan and determine what next steps need to be taken when it comes to student improvement	Use teachers lesson plans as a tool to see that the data conferences have helped them plan and determine what next steps need to be taken when it comes to student improvement Small groups reflected in lesson plans. Data analysis reflected in PLC agenda and notes.		Tier 2
3-8	Use progress monitoring monthly to ensure students are meeting literacy benchmarks in both foundational skills and comprehension skills.	Develop assessment and progress monitoring calendar. Support teachers to complete assessments in a timely manner.	Teachers will understand where students are academically and what needs to happen to either improve their growth or keep them on the correct path to meeting grade level literacy benchmarks. Understanding will be reflected in coaching notes, PLC agenda and notes and lesson plans.		Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):	Strong Professional Learning Communities
School Theory of Change:	If we provide professional learning and coaching centered on trust and learner's mindset which provides opportunities to experience content as learners and opportunities to rehearse teaching strategies then teachers will grow in their understanding of what they are teaching, and how students learn.

Related Goal(s):		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
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?
4-1	Engage in professional learning which leverages expertise of teachers as professionals	Provide opportunities for teachers to share practice: consultancy protocols, ghost walks, peer observations, video lessons, artifacts etc.	Agendas, slide decks, observation notes, feedback		
4-2	Engage in data-based inquiry cycles around math priority standards and ELA benchmarks and best teaching practices	Coordinated coaching support from coaches and teacher leads for individual and grade level teaching goals.	Reading and math tracker, coaching notes, PLC agendas		
4-3	Build understanding of priority standards for their grade level and understand their progression from preceding to following grades.	Incorporate grade level focal standards into professional learning, coaching and grade level inquiry	Agendas, slide decks, observation notes, feedback		
4-4	Build deep understanding of math concepts and how they develop and interrelate with each other.	Provide "Mindset Mathematics" and NCTM Essential Understandings Series" books for teachers. Incorporate hands-on low-floor/high ceiling" experiences into professional learning, coaching and grade level inquiry.	Agendas, slide decks, observation notes, feedback		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Designated & Integrated ELD
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School Theory of Change:	If we provide English language development opportunities every day, both designated and integrated, then ELs will make consistent progress on the ELPAC.				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teach designated ELD that is aligned to content instruction	Support planning of ELD within PD or coaching	Lesson plans, data from leadership team observations, PLC agendas and notes		Tier 1
5-2	Implement language-focused assessments (e.g. Rita's language overlay tool for writing) to monitor progress and inform instruction	Support ELD assessments within PD or coaching. Support analysis of data during PLC and coaching sessions.	Lesson plans, PLC agendas and notes		Tier 1
5-3	Use integrated ELD strategies in all lessons to make content comprehensible and to support English acquisition	Provide professional development in integrated ELD strategies based on need as determined by leadership team classroom observations and lesson plans.	Lesson plans and classroom observations		Tier 1
5-4	Teachers and ILT engage in discussions and provide input into a school transition to Dual Language	Engage staff and families around transition to dual language program.	Provide staff and families with a clear plan as to how the transition to a dual language program will look. Provide opportunities for staff and families to share their concerns about the transition and how they will be included in this transition		Tier 1
5-5	Continue newcomer pull-out program in 2-5 with ENTL.	Support newcomer program and reclassifying assessments	Students continuing to reclassify and number of students reclassifying increasing.		Tier 2

5-6	Backwards Plan Content aligned ELA units to include designated and integrated ELD.	Provide time for and support PLC to guide teachers in planning. Co-create and monitor weekly schedules to ensure a balance of literacy experiences and designated ELD.	Monitor weekly lesson plans. Make regular observations and provide feedback. Monitor PLC agendas and notes.		Tier 1
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PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link expenditure to a relevant LCAP goal.</i>	<i>Link expenditure to an SPSA action.</i>	<i>Autofills to identify the action.</i>
After School Program	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide safe, engaging after school curriculum and activities for students during extended school hours.	107-1
Classified Support Salaries Overtime	\$991	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Offer parent workshops/trainings, other engagement opportunities	107-2
Cerical Salaries Overtime	\$991	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Offer parent workshops/trainings, other engagement opportunities	107-3
Supplies	\$5,517	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	107-4
Copier	\$9,081	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	107-5
Teacher Professional Development	\$2,500	General Purpose Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide opportunities for teachers to share practice: consultancy protocols, ghost walks, peer observations, video lessons, artifacts etc.	107-6
TSA	\$14,365	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom TSA	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement strategies in classroom & student interactions, implement interventions early on to decrease escalation	107-7
To be allocated Fall 2021	\$3,354	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	107-8
Teacher Professional Development	\$34,950	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support ELD assessments within PD or coaching. Support analysis of data during PLC and coaching sessions.	107-9
Teacher Prep	\$25,598	LCFF Supplemental	1105	Certificated Teachers' Salaries	5204	Teacher Education Enhancement	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide time for and support PLC to guide teachers in planning. Co-create and monitor weekly schedules to ensure a balance of literacy experiences and designated ELD.	107-10
TSA	\$142,415	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7711	10-Month Classroom TSA	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Support ELD assessments within PD or coaching. Support analysis of data during PLC and coaching sessions.	107-11
TSA	\$93,372	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom TSA	0.65	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Monitor and support PLCs with a focus on data informed instruction. Monitor and support progress monitoring and benchmark assessments.	107-11
To be allocated Fall 2021	\$93,372	LCFF Supplemental	4399	Unallocated	tbd	tbd	tbd	tbd	tbd	107-12
Library Equipment	\$30,000	Measure G: Library	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Library Equipment	107-13

Library Furniture	\$25,000	Measure G: Library	4432	Furniture < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Library Furniture	107-14
ENTL TSA	\$32,042	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2053	10-Month Classroom TSA	0.30	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continue newcomer pull-out program in 2-5 with ENTL.	107-15
Early Childhood Literacy TSA	\$35,912	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom TSA	0.25	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Backwards Plan Content aligned ELA units, to include balance of literacy experiences which move students up text levels and close reading of complex texts.	107-16
Community School Manager - works to support students and families	\$40,728	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7896	Program Mgr Community School	0.25	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Be knowledgeable about what's offered for parents, communicate with parents regularly from start of school	107-17
Reading Interventionist	\$1,193	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Explicit teaching of reading, writing and vocabulary strategies daily with opportunities for students to practice towards independent mastery.	107-20
Technology for Parent Center	\$430	Title I: Parent Participation	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Offer parent workshops/trainings, other engagement opportunities	107-21
English Language Classes for Parents	\$2,500	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Offer parent workshops/trainings, other engagement opportunities	107-22
Yoga class equipment for students	\$2,325	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Yoga equipment for students	107-23
Yoga class instruction for students	\$5,000	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Yoga instruction for students	107-24



Strategic Resource Planning (SRP)

**East Oakland Pride
School Site Council Membership Roster
2020-2021**

SSC - Officers

Chairperson:	Aliyah Cross
Vice Chairperson:	Brenda Prado
Secretary:	Ellen Stufflestreet

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Michelle Grant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aaliyah Cross	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Brenda Prado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ellen Stufflestreet*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daceia Malone	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Eugenia Maluf*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nelly Alcantar	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maly Alcantar*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Anissa Green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Claudia Polanca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<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 @ 3:30
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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.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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: SHaring with parents what the expectations are at Back to School night as well as connecting with parents on a weekly basis using things like the School Website and their Virtual Classroom

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:

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.
- *School Website, Virtua; Classroom, Google Classroom, Class dojo, Weekly Check-Ins with teacher,*
- The school communicates to families about the school's Title I, Part A programs by:
- *Sharing with Parents what we are doing during the Title 1 Meeting as well as monthly SSc Meetings*

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:

- Using the weekly classroom schedule on Google Classroom or SeeSaw to share with parents so they are aware of what students need to be prepared for when they are assessed.

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:

- School Website, Google Classroom, See Saw, Talking Points, Robo Calls and Class dojo

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:

- Connecting them with the COmmunity School manager and 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:

- Giving them any materials that they might need in order to help their student improve in the classroom. Providing them with access to the Virtual platforms that we use to support student learning. Providing them with virtual training on those platforms, so they are able to assist their student in learning.

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:

- Having parents participate in things like SSC as well as SELLS, so they are aware of what parents bring to the table.

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:

- We schedule meetings at times that will allow parents to be present when they are able to. Depending on the group it may be in the evening or morning.

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:

- The SPSA is shared with the parents in the Winter meetings as the SPSA will be reviewed and necessary changes made, so that parents are aware of how Title 1 funds will be used.

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:

- We go over the same things in SELLS as we do in the SSC, so that all parents are aware of what is going on and they are allowed to have their voices heard as well as their concerns about their child's education.,

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

- They let the Principal or Community School Manager know and then we determine if we're able to meet those needs or find a place where parents can get their needs met in the community.

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:

- Sharing with parents when there are things that they might need in the community and when and how to access those services.

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

Adoption

This policy was adopted by the East Oakland Pride School Site Council on August 18, 19, 20 and will be in effect for the period August 10, 2020 through May 27, 2021 .

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

Name of Principal

Michelle C. Grant

Signature of Principal

Michelle C. Grant

August 18, 2020

Date

Please attach the School-Parent Compact to this document.



School-Parent Compact

East Oakland Pride Elementary School

2020-21

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 2020-21 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 - Fountas & Pinnell Reader's & Writers' Workshop Math - Eureka Math

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.

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.*
- [Add other responsibilities at school's discretion]

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 18, 19, 20**, and will be in effect for the period of August 10, 2020 to May 28, 2021.

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 31, 2020**.

Michelle C. Grant

Signature of Principal

Date: August 18, 2020