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## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** CVtCVYf% , 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - La Escuelita Elementary School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** La Escuelita Elementary School  
**CDS Code:** 1612596096523  
**Principal:** Faris Jabbar  
**Date of this revision:** 5/11/2021

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:

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/11/2021*

*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:** 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 (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:** 5/11/2021

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

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

**Signatures:**

Faris Jabbar <i>Principal</i>	<i>Faris Jabbar</i>	Signature	<u>5/11/2021</u> Date
Alexia Maciel <i>SSC Chairperson</i>	<i>Alexia Maciel</i>	Signature	<u>5/11/2021</u> Date
LaResha Martin <i>Network Superintendent</i>	<i>LaResha Martin</i>	Signature	<u>6/10/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/15/2021</u> Date

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

Date	Stakeholder Group	Engagement Description
2.9.21	SSC & SELLS	Conducted needs assessment
3.9.21	SSC & SELLS	Continued discussion around state of school and school needs
4.27.21	SSC & SELLS	Reviewed budget priorities, as well as planned strategies and activities for 21-22.
4.29.21	ILT	ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals
5.11.2021	SSC & SELLS	Approved SPSA

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## 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	\$141,860.00
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	\$762,564.00

### 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)	\$129,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$26,445.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,460.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$331,500.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$58,500.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,650.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	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)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$141,860.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$620,704.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$762,564.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

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

**1A: ABOUT THE SCHOOL**

**School:** La Escuelita Elementary School

**School ID:** 121

**School Description**

La Escuelita is a TK8 school Oakland in a green energy educational center which also houses Metwest High School, United Nations CDC, and Youth Heart Health Center. Our Great Room houses our full-service kitchen, cafeteria, and our sports and multi-purpose space. Key features of our school include: bilingual classes in grades Kindergarten - 2nd, technology integration in classrooms and in the computer lab, leadership (Safety Patrol, Playworks, and All City Council) and the beginnings of a robust parent volunteer program. We have a school wide focus of serving our families and students both academically and emotionally.

**School Mission and Vision**

**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 TK-8 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.

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

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	45% of 8th graders are HS ready; In reading, of 3-8th grade students, 14% are above GL, 21.5% are at GL, 24.8% are 1 GL below, 28.9% are MY below GL	Office hours daily during distance learning! STIP teachers supporting with tutoring; Imagine Learning Math has helped many students this year
<i>Focal Student Supports</i>	All Newcomer students receiving 4x weekly instruction in EL acquisition	This year's 0.5 Newcomer TSA supported with ensuring newcomer students were receiving daily lessons to support their English acquisition and build community.

<i>Student/Family Supports</i>	11.6% of students are designated as chronically absent as of April 2020, compared to 16.7% of students chronically absent for 2019-20 school year (EOY) and 35.6% of student chronically absent for 2018-19 school year (EOY); Functioning COST team providing services to approximately 10% of our student population. Services include 1:1, small group therapy, and mentorship programs with an SEL focus. Launched the Engagement Challenge March 2021. incorporating montly recognition for excellent attendance.	Robust cost team which met weekly to review cost referrals, setup tier 2 socialization groups in 4/5th grade, and funneled students with academic/attendance concerns to either SST or Attendance teams. Funding partnerships with Lincoln Families and Behavioral health interns to provide services for students and families. Also partnered with Project Avary which serves students who have been impacted by incarceration of a family member or border crossing trauma.
<i>Staff Supports</i>	The Teaching Well is an organization which we brought on this year to support teachers with weekly mentoring (33% of teachers receiving) and staff PD's around their own SEL practices and resilience (all staff receiving); The	We were able to modify our prep and release times to hold PLC's biweekly in order to support our initiatives and goals. STIP, IEEP coverage, and TSA were instrumental in this; SWUN supports within the network and through coaching and pd helped teachers focus on DDI and plan next steps for instruction and intervention; providing release time for teachers to observe lessons and meet with SWUN coach monthly
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>



<p><i>College/Career Readiness</i></p>	<p>low percentage of students who are designated as HS ready (45%); In reading, of 3-8th grade students, 14% are above GL, 21.5% are at GL, 24.8% are 1 GL below, 28.9% are MY below GL</p>	<p>Lack of adequate MTSS/RTI supports and intervention for middle school students; teachers are struggling to differentiate in order for students to meet rigorous common core standards and tasks. We need to create more spaces and opportunities within PD/PLCs to focus our conversation and energy on DDI. There is a need to utilize our STIP subs explicitly to support middle school students who need further intervention and supports. We are also in need of a tier 2 support, such as a self-paced, adaptive program (Imagine Learning Language &amp; Literacy and Imagine Learning Math) or small group intervention tutoring program to address the needs of our students. We need to focus our academic mentors and provide release time to teachers by utilizing STIP subs to cover classes so that teachers can train mentors to deliver tier 2 intervention to focal students.</p>
<p><i>Focal Student Supports</i></p>	<p>Out of 173 ELLs, only one reclassified so far; 29.1% Chronic Absences for African American students (highest amongst all demographics)</p>	<p>Lack of academic mentors this year due to distance learning; STIP teachers stepped in to support but are often pulled to help cover classes. Lack of tiered supports/interventions in MTSS for focal students who become at risk for chronic absence. Not enough support for and focus on English Language Learners through PD/PLC due to distance learning and pandemic</p>

<i>Student/Family Supports</i>	Maintaining funding for Lincoln Families, behavioral health interns, and additional partnerships; consistent parent presence (5-10 parents at Coffee with the Principal)	Lack of a coordinated plan to address attendance at all tiers. Would like to provide light snacks and coffee to parents for family engagement. Need further parent education and opportunity for parents to attend conferences on parent engagement and leadership; childcare would also help with engagement and parent attendance. Another barrier to parent volunteering in day to day school operations is the need to get them processed as volunteers, which would require fingerprinting; so allocating funds to support parents getting cleared as volunteers with Oakland EdFund would be a big help as well. Need to create a parent room with access to technology to complete basic tasks including, but not limited to: registration, accessing resources, setting up email accounts, etc.
<i>Staff Supports</i>	Lack of data conferencing with grade level teams resulting in less time spent adjusting lessons to fit the needs of students	Lack of time to prepare for the school year with key teams due to planning for distance learning; We need to continue to develop our ILT; Need to increase teachers' ability to push DOK through complex task and questioning strategies, support differentiation and scaffolding; very few community building opportunities for staff to bond; We would like to utilize STIP teachers to release classroom teachers for PLC time and data conferencing on Wednesdays.

**1C: 20-21 STUDENT GOALS & TARGETS**

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

<b>School Goal for May 2024:</b>	Goal 1: By May 2024 80% of students will show 1 year of growth per year as measured by the I-Ready online reading assessment (K-2, Reading Inventory Grades 3-5)
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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
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	85.0%	90.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	50.0%	60.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	40.0%	50.0%
<b>Instructional Focus Goal:</b> 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	-50.9 (Spring 2019)	n/a	-35.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	40.5% (Spring 2019)	45.5%	50.5%
IAB ELA at or above Standard	All Students	n/a	n/a	N/A (instructional)	N/A
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	N/A	N/A	N/A
<b>Instructional Focus Goal:</b> 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	-55.0
IAB Math Above Standard	All Students	n/a	9.8%	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	10.7% (Spring 2019)	20.0%	35.0%

Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a
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**Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for May 2024:** Goal 1: By May 2024 students w/ disabilities and ELs will grow by 20+ points yearly on SBAC ELA. Percentage of these students multiple years below grade level in reading will also decrease by 5% points yearly.

**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	-155.7 (Spring 2019)	n/a	-100.0
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-96.5 (Spring 2019)	n/a	-50.0
IAB ELA at or above Standard	Students with Disabilities	tbd	tbd	n/a	n/a
IAB ELA at or above Standard	English Learners	tbd	tbd	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	50.2%	45.0%	40.0%

**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	-196.9 (Spring 2019)	n/a	-150.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-116.4 (Spring 2019)	n/a	-80.0

IAB Math Above Standard	Students with Disabilities	n/a	0.0%	n/a	n/a
IAB Math Above Standard	African-American Students	n/a	3.2%	n/a	n/a
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	11.3%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	15.4%	n/a	25%

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

**School Goal for May 2024:** We will decrease chronic absence from 2019-20 by 5% (20-21 was distance 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	51.9%	57.0%	65.0%
Suspensions	All Students	-2pp	1.3%	0.0%	0.0%
Suspensions	African-American Students	-2pp	5.1%	0.0%	0.0%
Suspensions	Students with Disabilities	-2pp	9.1%	0.0%	0.0%
Chronic Absence	All Students	-2pp	16.7%	30.0%	20.0%
Chronic Absence	African-American Students	-2pp	37.5%	30.0%	20.0%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

**School Goal for May 2024:** 100% of teachers will regularly attend PD and will receive observation and feedback on their 2021-22 growth goals by May 2022

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	n/a
Teacher Retention	All Teachers	n/a	78.1% (Fall 2020)	n/a	n/a

**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, 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.

School: La Escuelita Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

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

**20-21 Conditions for Student Learning Priority: Positive Behavior Supports**

**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.

**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.**

Because we were engaged in distance learning due to the global pandemic, we had to shift most resources and energy to facilitating our plan virtually.

**What evidence do you see that your practices are effective?**

Attendance is high and engagement is strong TK-5.

**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 return to our pre-pandemic model of leadership-facilitated PLCs on Wednesdays to heighten the focus on data and review of that data to inform next steps for teachers.

**20-21 Standards-Based Instruction Priority: PLCs/COIs and Data-Based Decision Making**

**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.

**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.

**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.**

Because we were engaged in distance learning due to the global pandemic, we were unable to facilitate our usual bi-weekly PLCs with teachers on Wednesdays, instead, we relied on ILT leads to facilitate some of the work.

**What evidence do you see that your practices are effective?**

Teachers focused on implementation of COI, academic conversations, and bringing evidence to PD to show growth.

**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 return to our pre-pandemic model of leadership-facilitated PLCs on Wednesdays to heighten the focus on data and review of that data to inform next steps for teachers.

**20-21 Language & Literacy Priority: ELA**

<b>Theory of Change:</b>	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.
<b>Related School Goal:</b>	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.
<b>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.</b>	
We were able to leverage Imagine Learning to support students async time at home and give them that tool to progress at their own pace towards standards mastery to get at or above gl standard.	
<b>What evidence do you see that your practices are effective?</b>	
Students consistently utilizing imagine Learning ELA saw growth in standards mastery in the program.	
<b>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.</b>	
We will return to our pre-pandemic model of leadership-facilitated PLCs on Wednesdays to heighten the focus on data and review of that data to inform next steps for teachers.	
<b>20-21 Conditions for Adult Professional Learning Priority: Balanced Professional Development: Focus on Cycles of Inquiry and Teacher SEL + Wellness</b>	
<b>Theory of Change:</b>	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.
<b>Related School Goal:</b>	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.
<b>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.</b>	
Because we were engaged in distance learning due to the global pandemic, the cycles of inquiry occurred but at a limited capacity.	
<b>What evidence do you see that your practices are effective?</b>	
Research report from the Teaching Well shared with admin and used to adjust planning with ILT/PBIS teams and support a more responsive environment.	
<b>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.</b>	
We will return to our pre-pandemic model of leadership-facilitated PLCs on Wednesdays to heighten the focus on data and review of that data to inform next steps for teachers.	



<b>20-21 Conditions for English Language Learners Priority:</b>		<b>Integrated and Designated ELD</b>
<b>Theory of Change:</b>	If we allocate resources to support integrated and designated instruction in ELD for our English Language Learners through staff PD and hiring an ELD teacher, 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.	
<b>Related School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.	
<b>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.</b>		
Because we were engaged in distance learning due to the global pandemic, we were able to implement small group supports for English Learners virtually and serve all newcomer students with 4x weekly ELD classes by our Newcomer TSA.		
<b>What evidence do you see that your practices are effective?</b>		
A majority of newcomer students attended the ELD classes with newcomer tsa and showed progress in English language acquisition.		
<b>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.</b>		
We will increase the FTE of our newcomer TSA to 0.8 to support ELD school-wide and provide an ELD lens for all PDs.		
<b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>		
<b>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?</b>		
.		

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

**School:** La Escuelita Elementary School

**School ID:** 121

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority ("Big Rock"):** 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.

**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	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.)	*90% of students know the 3 B's *Maintain rate of .5 referrals or less per day *lessen students "at risk" for being chronically absent by 5% - 80% or higher score on Tiered Fidelity Index.		Tier 1
1-2	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	*90% of students know the 3 B's *Maintain rate of .5 referrals or less per day *lessen students "at risk" for being chronically absent by 5% - 80% or higher score on Tiered Fidelity Index.		Tier 1

1-3	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)	*90% of students know the 3 B's *Maintain rate of .5 referrals or less per day *lesson students "at risk" for being chronically absent by 5% - 80% or higher score on Tiered Fidelity Index.		Tier 1
1-4	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	*90% of students know the 3 B's *Maintain rate of .5 referrals or less per day *lesson students "at risk" for being chronically absent by 5% - 80% or higher score on Tiered Fidelity Index.		Tier 1

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	PLCs/COIs and Data-Based Decision Making
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	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.
<b>Students to be served by these actions:</b>	<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	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			Tier 1
2-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	Teachers observing other teachers		Tier 2
2-3	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	Must be linked to academics (integrate)		Tier 1
2-4	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	Parent workshops on writing, etc.; B2SN, Parent Orientation, Open House (options for delivering workshops; supported by CC and ILT); student-led/facilitated		Tier 1
2-5	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.			Tier 1

2-6	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.	Year-long plan and vision		Tier 1
2-7	T7: Teachers use datainformed 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	Dates for data conferences		Tier 1
2-8	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students			Tier 1

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	ELA				
<b>School Theory of Change:</b>	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.				
<b>Related Goal(s):</b>	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.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

3-1	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.	Teachers bring usage reports to PLCs bi-weekly for analysis and plan feedback to students; student F&P/SRI growth		Tier 2
3-2	Train and supervise academic mentors in delivering 1:1 and small group intervention in reading; Identify these focal students on F&P and/or SRI tracker	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	Teachers bring academic mentor plan to bi-weekly plc. Progress assessed BOY, Mid, and EOY through F&P/SRI data analysis		Tier 2
3-3	Teachers promote Imagine Learning Language & Literacy to families and incorporate daily practice into HW for focal students	Provide workshops for families on using IL L&L and support for families with no device or internet.	Usage reports (IL L&L shows when students use at school vs. at home).		Tier 2

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

<b>School Priority ("Big Rock"):</b>	Balanced Professional Development: Focus on Cycles of Inquiry and Teacher SEL + Wellness
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	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.
<b>Students to be served by these actions:</b>	<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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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	CHKS Survey/Staff will show an increase in Staff Satisfaction		Tier 1
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, principal walkthroughs monthly, PD showcases/shareouts		Tier 1

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	Integrated and Designated ELD				
<b>School Theory of Change:</b>	If we allocate resources to support integrated and designated instruction in ELD for our English Language Learners through staff PD and hiring an ELD teacher, 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.				
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>English Language 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	Integrated: Use of Content Language Objectives for each ELA/Math lesson (ALL subjects for Middle school) and opportunities for academic discussion daily.	Integrated: PD around CLOs and support for facilitation of academic discussions; provide monthly walkthroughs and observations with specific feedback around CLOs and academic discussion.	ELL growth on IAB, SWUN assessments, and SRI		Tier 1

5-2	Integrated: English Language Learner Specialist will lead PD on integrated supports and will support teachers by providing 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	ELL growth on IAB, SWUN assessments, and SRI		Tier 2
5-3	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	ELL growth on IAB, SWUN assessments, and SRI		Tier 2



PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Classified Support Salaries	\$3,251	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	121-1
Supplies	\$18,194	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.	121-2
Copier	\$5,000	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.	121-3
Prep Teacher	\$42,269	LCFF Supplemental	1105	Certificated Teachers' Salaries	5203	Teacher Education Enhancement	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Train and supervise academic mentors in delivering 1:1 and small group intervention in reading; Identify these focal students on F&P and/or SRI tracker	121-4
TSA	\$137,405	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6105	10-Month Classroom TSA	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	121-5
Prep Teacher	\$39,675	LCFF Supplemental	1105	Certificated Teachers' Salaries	6638	Teacher Education Enhancement	0.50	Goal 1: All students graduate college, career, and community ready.	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.	121-6
consultants	\$15,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	121-7
Field Trips	\$4,788	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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)	121-8
Certificated Teacher's Salaries	\$20,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers work towards ensuring tier 1 classroom fidelity according to the PBS Classroom Essential Features rubric	121-9
Classified Salaries	\$47,363	LCFF Supplemental	2905	Other Classified Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	121-10
Substitutes	\$25,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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	121-11
STIP Teacher	\$131,920	LCFF Concentration	1105	Certificated Teachers' Salaries	7634	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	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.	121-12
3 Academic Mentors	\$36,000	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	121-15
STIP Teacher	\$59,000	Title I: Basic	1105	Certificated Teachers' Salaries	5261	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-16





**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.***

### **La Escuelita TK-8**

**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
- Spring Parent Workshop on SBAC and how to prepare your child

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:

- Engaging with relevant data in SSC and Facetime with the Principal and make recommendations on SSC

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 with students

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, Parent-Teacher conferences, and throughout the year during Facetime with the Principal

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 TalkingPoints text messaging platform which translates to home language.

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, Facetime with the Principal (each monthly), plus workshops hosted by partners: Kinder to College, Imagine Learning, and After School Program.
  - Ex: whatever programs/practices/strategies we focus on as a school, we will have a workshop on how parents can support their children

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:

- \*Prepare SSC members (teachers and parents) to present to staff during staff meeting (once 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
- Facetime with the Principal scheduled weekly at 9am and held virtually or 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 Facetime 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 in English, Spanish, Vietnamese, Chinese, Arabic
- \*Utilize TalkingPoints (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 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 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 Facetime with the Principal (weekly)

Adoption

This policy was adopted by the La Escuelita School Site Council on (insert date) and will be in effect for the period of August 10, 2020 through May 27, 2021.

**The school will distribute this policy to all parents on or before September 18, 2020.**

**Faris Jabbar**

**Signature of Principal**

**8.28.20**

*Please attach the School-Parent Compact to this document.*



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

School-Parent Compact

## **La Escuelita 2020-2021**

*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.**

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

\*Focus ILT and PLC 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 parent-teacher conferences twice during the year

- 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 progress reports and report cards go home with students; mail middle school report cards home to parents

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

\*Parent-teacher conferences 2x a year

\*Parent-teacher communication through TalkingPoints 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 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.

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

\*Through SSC, Facetime with the Principal (each monthly), plus workshops hosted by partners: Kinder to College, Imagine Learning, and After School Program.

- Ex: whatever programs/practices/strategies we focus on as a school, we will have a workshop on how parents can support their children

**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.**

\*Prepare SSC members (teachers and parents) 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 in English, Spanish, Vietnamese, Chinese, Arabic

\*Utilize TalkingPoints (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 TalkingPoints 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 "Just Right" reading level

This Compact was adopted by La Escuelita on August 28, 2020, and will be in effect for the period of August 10, 2020, to May 27, 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 September 18, 2020.

**Signature of Principal**

**August 28, 2020**

## **Título I, Parte A Política de participación de los padres y la familia de la escuela**

**Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de los padres y la familia con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para cumplir con los requisitos de participación de los padres y la familia designados en el Título I, Parte A.**

### **La Escuelita TK-8**

**acuerda implementar las siguientes prácticas de participación, de acuerdo con**

**Estándares del Distrito Escolar Unificado de Oakland para la participación familiar significativa:**

**Estándar 1 de participación familiar de OUSD: Programa de educación para padres / cuidadores**

**Las familias reciben apoyo con las habilidades de crianza y crianza de los hijos, la comprensión del desarrollo de niños y adolescentes y el establecimiento de condiciones en el hogar que apoyen a los niños como estudiantes en cada edad y nivel de grado.**

**La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos al:**

**Presentación de los aspectos más destacados de SPSA a SSC**

**Taller de primavera para padres sobre SBAC y cómo preparar a su hijo**

**La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:**

**Comprometerse con datos relevantes en SSC y Facetime con el director y hacer recomendaciones sobre SSC**

**Estándar 2 de participación familiar de OUSD: Comunicación con los padres y cuidadores**

**Las familias y el personal de la escuela participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.**

**La escuela comunica a las familias sobre la Política de participación de los padres y la familia de la escuela mediante:**

**Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y explicar los requisitos del programa y el derecho de los padres a participar.**

**Enviar copias a casa del Acuerdo de Padres de la Escuela y la Política de Participación Familiar con los estudiantes**

**La escuela se comunica con las familias acerca de los programas de Título I, Parte A de la escuela mediante:**

**A través del Consejo del Plantel Escolar**

**La escuela comunica a las familias sobre el plan de estudios que se usa en la escuela, las evaluaciones que se usan para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes al:**

**A través de SSC, conferencias de padres y maestros y durante todo el año durante Facetime con el director**

**La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entienden por:**

**Utilizando la plataforma de mensajería de texto TalkingPoints que se traduce al idioma del hogar.**

**Estándar 3 de participación familiar de OUSD: Programa de voluntariado de padres**

**Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.**

**La escuela ofrece oportunidades para que las familias se ofrezcan como voluntarias en las aulas y otras actividades escolares al:**

**\* Brindar diversas oportunidades para la participación de los padres en todos los eventos y asambleas escolares, que incluyen: eventos multiculturales, equipo de supervisión y fomentar la participación activa en el aula de su hijo y el acompañamiento de las excursiones.**

**Estándar 4 de participación familiar de OUSD: Aprendizaje en el hogar**

**Las familias participan con sus hijos en las actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.**

**La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:**

**\* A través de SSC, Facetime con el director (cada mes), además de talleres organizados por socios: Kinder to College, Imagine Learning y After School Program.**

**Ej: cualesquiera programas / prácticas / estrategias en las que nos enfoquemos como escuela, tendremos un taller sobre cómo los padres pueden apoyar a sus hijos**

**Estándar 5 de participación familiar de OUSD: Poder compartido y toma de decisiones**

**Las familias y el personal de la escuela son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.**

**Con la ayuda de los padres, la escuela educa al personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales al:**

**\* Preparar a los miembros del SSC (maestros y padres) para presentarlos al personal durante la reunión del personal (una vez en otoño y primavera)**

**La escuela brinda oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:**

**SSC programado para el segundo martes después de la escuela 3: 15-4: 15 virtualmente o en la biblioteca**

**Facetime con el director programado semanalmente a las 9 am y realizado virtualmente o en la biblioteca**

**La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas de Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:**

**A través de SSC en puntos clave durante todo el año**

**A través de Facetime con el director en momentos clave durante todo el año**

**La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:**

**\* Utilice llamadas automáticas y cartas a casa en inglés, español, vietnamita, chino, árabe**

**\* Utilice TalkingPoints (se traduce al idioma del hogar)**

**\* Tenga traducción disponible cuando sea posible para reuniones y eventos**

**La escuela brinda apoyo para las actividades de participación de los padres y la familia solicitadas por los padres por:**

**\* Brindar diversas oportunidades para la participación de los padres en todos los eventos y asambleas escolares, que incluyen: eventos multiculturales, equipo de supervisión y fomentar la participación activa en el aula de su hijo y el acompañamiento de las excursiones.**

#### **Estándar 4 de participación familiar de OUSD: Aprendizaje en el hogar**

**Las familias participan con sus hijos en las actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.**

**La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:**

**\* A través de SSC, Facetime con el director (cada mes), además de talleres organizados por socios: Kinder to College, Imagine Learning y After School Program.**

**Ej: cualesquiera programas / prácticas / estrategias en las que nos enfoquemos como escuela, tendremos un taller sobre cómo los padres pueden apoyar a sus hijos**

#### **Estándar 5 de participación familiar de OUSD: Poder compartido y toma de decisiones**

**Las familias y el personal de la escuela son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.**

**Con la ayuda de los padres, la escuela educa al personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales al:**

**\* Preparar a los miembros del SSC (maestros y padres) para presentarlos al personal durante la reunión del personal (una vez en otoño y primavera)**

**La escuela brinda oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:**

**SSC programado para el segundo martes después de la escuela 3: 15-4: 15 virtualmente o en la biblioteca**

**Facetime con el director programado semanalmente a las 9 am y realizado virtualmente o en la biblioteca**

**La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas de Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:**

**A través de SSC en puntos clave durante todo el año**

**A través de Facetime con el director en momentos clave durante todo el año**

**La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:**

**\* Utilice llamadas automáticas y cartas a casa en inglés, español, vietnamita, chino, árabe**

**\* Utilice TalkingPoints (se traduce al idioma del hogar)**

**\* Tenga traducción disponible cuando sea posible para reuniones y eventos**

**La escuela brinda apoyo para las actividades de participación de los padres y la familia solicitadas por los padres por:**



**\* Brindar diversas oportunidades para la participación de los padres en todos los eventos y asambleas escolares, que incluyen: eventos multiculturales, equipo de supervisión y fomentar la participación activa en el aula de su hijo y el acompañamiento de las excursiones.**

**Estándar 6 de participación familiar de OUSD: Colaboración y recursos comunitarios**

**Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.**

**La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos al:**

**\* A través de SSC (mensual) y Facetime con el director (semanal)**

### **Adopción**

**Esta política fue adoptada por el Consejo del Plantel Escolar de La Escuelita el (insertar fecha) y estará en vigencia durante el período del 10 de agosto de 2020 al 27 de mayo de 2021.**

**La escuela distribuirá esta política a todos los padres antes del 18 de septiembre de 2020.**

**Acuerdo entre la escuela y los padres**

**La Escuelita**

**2020-2021**

**Este Pacto entre la escuela y los padres se ha desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán un asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.**

**Este pacto entre la escuela y los padres está en vigor para el año escolar 2020-21.**

### **Responsabilidades de la escuela**

**La escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:**

**Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**

**\* Implementar sistemas, estructuras y prácticas PBIS para garantizar un entorno de aprendizaje seguro y equitativo**

**\* Enfocar las reuniones de ILT y PLC en torno a las mejores prácticas y datos para asegurar el crecimiento en los estándares académicos y evaluaciones acumulativas.**

**Llevar a cabo conferencias de padres y maestros durante las cuales se discutirá este pacto en lo que se refiere al rendimiento individual del niño.**

**\* Conferencias de padres y maestros programadas dos veces durante el año**

**Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**

**\* Cumplimiento de una política que requiere que los maestros se comuniquen con los padres cuando su hijo no está progresando o en peligro de reprobación.**

**\* Asegurar que los informes de progreso y las boletas de calificaciones se envíen a casa con los estudiantes; enviar a casa las boletas de calificaciones de la escuela secundaria a los padres**

**Proporcionar a los padres un acceso razonable al personal.**

**\* Conferencias de padres y maestros dos veces al año**

**\* Comunicación entre padres y maestros a través de TalkingPoints y / o ClassDojo**

**\* Brindar oportunidades adicionales para la participación de padres / familias a través de eventos especiales y asambleas.**

**Brindar a todos los padres y miembros de la familia, incluidos los que tienen un dominio limitado del inglés y los que tienen discapacidades, la oportunidad de ser voluntarios y participar en la clase de su hijo y de observar las actividades del aula.**

**\* Brindar diversas oportunidades para la participación de los padres en todos los eventos y asambleas escolares, que incluyen: eventos multiculturales, equipo de supervisión y fomentar la participación activa en el aula de su hijo y el acompañamiento de las excursiones.**

**Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**

**\* A través de SSC, Facetime con el director (cada mes), además de talleres organizados por socios: Kinder to College, Imagine Learning y After School Program.**

**Ej: cualesquiera programas / prácticas / estrategias en las que nos enfoquemos como escuela, tendremos un taller sobre cómo los padres pueden apoyar a sus hijos**

**Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.**

**\* Preparar a los miembros del SSC (maestros y padres) para presentarlos al personal durante la reunión del personal (una vez en otoño y primavera)**

**Asegurar una comunicación significativa y regular entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**

**\* Utilice llamadas automáticas y cartas a casa en inglés, español, vietnamita, chino, árabe**

**\* Utilice TalkingPoints (se traduce al idioma del hogar)**

**\* Tenga traducción disponible cuando sea posible para reuniones y eventos**

## **Responsabilidades del maestro**

**\* Tan pronto como sea posible, asegúrese de que se establezca contacto con todos los padres de estudiantes que no responden a los apoyos del nivel 1 o que están en peligro de reprobación.**

**\* Comuníquese semanalmente con la clase a través de TalkingPoints o ClassDojo para actualizar a las familias sobre asignaciones, actividades, eventos, etc.**

**\* Comprometerse a identificar y apoyar a los estudiantes que se desempeñen por debajo del nivel de grado brindándoles intervenciones y apoyos de nivel 1 y estímulo positivo**

**\* Refiera a los estudiantes que no responden a los apoyos de nivel 1 a los equipos COST o SST para recibir apoyos adicionales**

**\* Proporcionar un entorno de aprendizaje seguro, positivo y saludable.**

## **Responsabilidades de los padres**

**Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:**

**Ser voluntario en el salón de clases de mi hijo si es posible.**

**Participar en las decisiones relacionadas con la educación de mi hijo.**

**Promover el uso positivo del tiempo extracurricular de mi hijo.**

**Apoye a su hijo en el desarrollo de hábitos saludables:**

**Poner límites al tiempo de pantalla**

**Diviértase jugando, cantando, bailando, leyendo con su hijo a diario**

**Asegurar que mi hijo tenga acceso a libros en su nivel de lectura "Justo"**

**Este Pacto fue adoptado por La Escuelita el 28 de agosto de 2020 y estará vigente para el período del 10 de agosto de 2020 al 27 de mayo de 2021.**

**La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participen en el programa Título I, Parte A el 18 de septiembre de 2020 o antes.**



Strategic Resource Planning (SRP)

**Template ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

Chairperson:	Alexia Maciel
Vice Chairperson:	Lisa Green
Secretary:	Bob Creek

**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
Faris Jabbar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bob Creek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marlene Gutierrez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanley Slivinski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asase Omowale	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alexia Maciel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lisa Green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Keziah Young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maria Cortez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<del>Wynon</del> Thach Tran	<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"/>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Second Tuesday at 4pm
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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