

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

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for La Escuelita Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for La Escuelita Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** La Escuelita Elementary School  
**CDS Code:** 1612596096523  
**Principal:** Tammy Rose  
**Date of this revision:** 4/14/2016

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

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

**Contact:** Tammy Rose  
**Address:** 1050 2nd Avenue  
Oakland, CA 94606

**Position:** Principal  
**Telephone:** 510-874-7762  
tammy.rose@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** La Escuelita Elementary School

**Site Number:** 121

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

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

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

**Date(s) plan was approved:** 4/14/2016

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

- Fliers in students' home languages       Announcement at a public meeting       Other (Notices, Media Announcements, etc.)

**Signatures:**

<u>Tammy Rose</u> Print name of School Principal	<u>[Signature]</u> Signature	<u>5/20/16</u> Date
<input checked="" type="checkbox"/> <u>Doralis Cuevas</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/20/16</u> Date
<u>Wesley Jacques</u> Print name of Network Superintendent	<u>[Signature]</u> Signature	<u>5/20/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>[Signature]</u> Signature	<u>5-26-16</u> Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
11/12/2015	School Site Council	Discussed SRI and SMI. and Focused Annual Plan
12/10/2015	School Site Council	Begin development of 2016-2017 SPSA.
1/14/2016	School Site Council	Continue development of 2016-2017 SPSA.
2/16/2016	School Site Council	Reviewed 2016-17 Budget and discussed priorities for the SPSA.
4/14/2016	School Site Council	Made modifications to SPSA.
1/11/2016,	Faculty Meeting, ILT, Professional Development	Reviewed SPSA.

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$78,322.75	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$225,164.93	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$400,366.85</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$61,677.01	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,581.03	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$63,258.04</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

We are a TK-8th full-service community school which partners with La Clinica to provide health services, located near downtown Oakland in a green energy educational center including Metwest High School, Dewey Academy, United Nation CDC, and Youth Heart Health Center. Our Great Room houses our full-service kitchen, cafeteria, sports, and multi-purpose area. Key features of our school include: Bilingual classes in grades Kindergarten - 2nd, technology integration in classrooms and computer lab, Makerspace, leadership (Safety Patrol, Playworks, and All City Council) and enrichment (Luna Dance, Art, Garden, Harvest of the Month, and Music). Additionally, we provide after-school enrichment and homework support with East Bay Asian Youth Center (EBAYC). We are a resource and service hub that connects with local partners (Succeeding by Reading, Lincoln Child Center, La Clinica, and East Bay Asian Youth Center and the Mandela Farmer's Market) to help build a healthy, vibrant school and community.

### School Mission and Vision

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

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>Address student achievement data in ELA and Math</b>
<b>Major Improvement Priority #2:</b>	<b>Culturally Relevant Practices and SEL Practices for a positive school community for students, staff, parents, and community.</b>
<b>Major Improvement Priority #3:</b>	<b>Rigorous Common Core Tasks</b>

### MAJOR IMPROVEMENT PRIORITY #1: Address student achievement data in ELA and Math

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Overall suspensions were down last year 2014-2015.	Grade 6 SRI: 12.5%. We have 12.5% of students at/above grade level on SRI.

English Language Learner chronic absences are down.	Grade 2-5 SRI: 24.9%, growth -2.8%. At end of 2015 we have 24.9% students at/above grade level on SRI and we expect growth at end of 2016. Currently in 2-7 we went from 72% multiple years below grade level to 58%. By end of year 2016 we will have even fewer students multiple years below grade level. During this mid-year point we have 21% students at/above grade level.
Students with disabilities (chronic absences are down).	Grade 6 SBAC: ELA 25% SBAC Math 9.4%. At end of year we have 25% of our 6th grade are at/above grade level on the SBAC and 9.4% at/above in math. In grades 3-5 14.4% of students on SBAC scored at/above grade level and 19.30% scored above grade level on math.
6th Culture/climate exceeds or meets targets	
Math overall is a relative strength (19% overall)	

<b>ROOT CAUSE ANALYSIS for Priority #1</b>	
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>	
We need dedicated planning and collaboration time on agreed upon strategies learned in Professional Development.	
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>	
We do not have dedicated planning and collaboration time to implement agreed upon strategies learned in Professional Development and to build on the expertise and knowledge of teachers. We now have a system for peer observations through TGDS (Teacher Growth & Development System) but do not yet have a culture in place for this for all staff.	

<b>STUDENT PERFORMANCE GOAL(S) for Priority #1</b>							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase by 20% percentage points the percent of students (2nd-5th grade) reading at or above grade level as measured by SRI	SRI	All Students	25%	35%	45%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal



Academic	Increase by 20 percentage points the percent of 2nd - 7th graders who grow a year or more on SRI: Students at or above grade level will grow at least one year. Students below grade level will grow at least 1.5 years.	SRI	All Students	25%	35%	45%	3: Students are reading at or above grade level.
Academic	Kinder/1st graders will meet level D and level J comprehension levels as measured by Fountas +Pinnel Assessments (includes high frequency words).	F&P	All Students	33%	43%	53%	3: Students are reading at or above grade level.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Data-Driven Collaboration: use cycles of inquiry to guide collaboration by assessing, scoring, analyzing, and planning from data together.*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Weekly lesson planning aligned to standards using core curriculum.	Set norms and expectations for collaboration and a staff. Create planning calendar that aligns PD, planning during 2nd Preparation Period for grade levels to have a common planning time. Planning will include scaffolds to meet the needs of students.	During Science/Computer Preparation aligned schedules will allow for release time for grade-level collaboration, planning time and cross grade collaboration.
Planning lessons with strategies that support English Language Arts and Mathematics.	Tailor Professional Development to support Teacher needs. Instructional Leadership Team to lead sharing best practice opportunities for school alignment across the grades.	Instructional Leadership Team will meet to plan professional development according to Teacher need and support in English Language Arts and Mathematics.
Conferring: Meeting with students during independent reading and students discussing how the teaching point/objective connects to their reading.	Create professional development with Instructional Leadership Team on conferring and other practices.	
Guided Reading: Small group time to support students to help them progress in their reading which is a Tier 1 Intervention and support for all students during workshop.	Plan intervention goals and supports for all students and New Comers as a staff to build staff community.	Tier 2 Interventions: Computer Intervention for math and Language Arts/Leveled Literacy Instruction at targeted grades.
Use data to plan instruction as an on-going practice.	Set data conference agenda to celebrate success and identify areas of need, and plan next steps.	



Teachers provide feedback on staff development professional development needs.	Create professional development with Instructional Leadership Team members to facilitate professional development content to share best practices from colleagues.	
Identify and use high leverage math practices	Create professional development with Instructional Leadership Team. Instructional Leadership and other staff members to facilitate content to share best practices and build leadership capacity.	Math lead to facilitate professional development.
Use software to support English Language Development.		

**MAJOR IMPROVEMENT PRIORITY #2: Culturally Relevant Practices and SEL Practices for a positive school community for students, staff, parents, and community.**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
English Language Learner chronic absences are down.	The Healthy Kids survey shows 60% positive response for students and we want to increase to 85% positive responses.
Overall suspensions are down.	The Healthy Kids survey shows 73% positive response for parents, increase to 85% positive responses.

ROOT CAUSE ANALYSIS for Priority #2
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
Instructional Leadership Team to review California Healthy Kids Survey data by grade level to see where we have the most positive responses and why.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
We do know have a system for Instructional Leadership Team or other staff to review California Healthy Kids Survey data by grade level to see where we have the most positive responses and why.

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Reach 98% attendance school-wide.	Attendance Rate	All Students	95.7%	97%	98%	5: Students are engaged in school everyday.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Reduce chronic absences for subgroups: for example African American.	Chronic Absence	All Students	9.3%	2.0%	1.5%	5: Students are engaged in school everyday.
Climate & Culture	60% positive response for student, increase to 85% positive responses.	Culture/ Climate: Student	All Students	60%	85%	90%	5: Students are engaged in school everyday.
Climate & Culture	73% positive response for students, increase to 85% positive responses.	Suspensions	All Students	1.2%	1.0%	.5%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *Social Emotional Learning Practices for a positive school community for students, staff, parents, and community the name of your priority here.*

### KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Use class meetings to engage students in relationship-building and problem solving in class and in school.	Use restorative practices to support a positive school climate by building relationships and using positive problem solving strategies.	Playworks to train and hold leadership meetings with Junior Coaches.
Transitional Kindergarten and Kindergarten Orientation.	Discuss importance of attendance at early grades with parents of Transitional Kindergarten and Kindergarten students.	Work with Teachers to calendar Transitional Kindergarten and Kindergarten orientation.
Collectively create as a staff school-wide expectations for learning in a positive school environment.	Plan Back-to-School Buy Back day with ILT around culturally responsive reading, and staff sharing of a classroom community building strategy.	Post expectations and send home for families and continually revisit throughout the year.
All teachers will discuss and support students with practicing classroom and school-wide behavior expectations at the beginning of the school year and on-going.	Share and post school-wide expectations with parents.	Noon Supervisors and Academic Mentors support students as another caring adult
Advisory for 6th and 7th to support Social Emotional Learning, Restorative Justice, organization, and College and Career Readiness.	Principal check-in meetings and coordination with After School Director, Community School Manager, and Quality Support Coach to ensure school day and after school alignment.	Monthly check-in meetings with AfterSchool Coordinator, Community School Manager. Contract with East Bay Consortium if funds are available, and adopt Summit mentorship model to provide weekly check-ins.

Provide after school, extended learning and enrichment opportunities. Our goal is to align school day strategies with after school program.	Collaborate with after-school Coordinator for school day and after school alignment.	Contract with East Bay Asian Youth Agency
Teachers will use the referral forms for Coordination of Services Team (COST)	Principal and Community Schools Manager will coordinate with Youth Heart Health Clinic (La Clinica) clinician and staff to coordinate services for families to support all families and foster youth.	Provide continued opportunities for staff to be informed of the COST (Coordination of Services Team) process during faculty meetings.
Teachers will have access to referral forms and Student Study Team (SST) process.	Facilitate SART meeting for parents that positively engage parents as partners and to problem solve and support. Partner with SST and COST Teams to support all students, including foster youth and homeless students, and families to work together.	Attendance meetings with Principal, Student Attendance Review Team (SART Meetings). Weekly meetings with Attendance Clerk/COST Coordinator. Monthly recognition of students with 98% attendance for the month. Recognition awards for parents support with improving attendance from SART meetings/contract.
Build student leadership, cooperation, inclusion and an anti-bully school environment, and sportsmanship through our Playworks contract and All City Council	Use COST data, surveys to identify needs.	Calendar meetings with time bound outcomes.
Strengthen home-school connections and family presence at school during Parent-Teacher conferences and other meetings (Student Study Team).	Collaborate with Community Schools manager to plan engagement topics for parents. using Summit Schools models for Middle grades and on personalized, learning and goal setting school-wide.	Host ongoing parent outreach programs such as Parent University.
		Provide copies of parent newsletters and other information to engage families.
		Contracts will provide leadership and support school climate on the yard, Community School Manager will facilitate COST (Coordination of Services Team) for services through La Clinica and Lincoln Child Center, support Parent engagement, and other school community events.

**MAJOR IMPROVEMENT PRIORITY #3: Rigorous Common Core Tasks**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Overall suspensions are down	Grade 6 SRI: 12.5%

English Language Learner chronic absences are down	Grade 2-5 SRI: 24.9%, growth -2.8%
Students with disabilities (chronic absences are down)	Grade 6 SBAC: ELA 25% SBAC Math 9.4%

### ROOT CAUSE ANALYSIS for Priority #3

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

We need dedicated planning and collaboration time on agreed upon strategies learned in Professional Development and strategies to support students with emotional safety to set goals and learn in a positive learning environment.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

We do not have dedicated collaboration and agreed upon strategies learned in Professional Development and strategies to support students with emotion safety to set goals and learn in a positive environment.

### STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	8th grade students will be ready for high school success and college and career, as measured by SBAC ELA performance.	SBAC ELA	All Students	14.4%	21%	29%	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	8th grade students will be ready for high school success and college and career, as measured by SBAC Math performance.	SBAC Math	All Students	19.3%	24%	31%	1: Graduates are college and career ready.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *Build vision, structures, and curriculum alignment across grades to develop middle grade students who are ready for high school success and college and career.*

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
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Teachers identify and name self-directed learning strategies appropriate to the grade level and learning objective/standards.	Build a shared vision around students taking ownership for their learning in creating and achieving their learning goals that aligns with adults learning and goals setting with TDGS. This will support student in self-advocacy, setting learning goals and self management.	Literacy Coach and Teacher Leads plan parent workshops to help families know the skills and behaviors students need to develop across grades in order to meet College and Career Readiness and how parents can support students in a TK-8 School.
Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning.	Observation and feedback to support Teachers with grade level agreements.	Principal observations, Literacy Coach, and ILT learning walks to provide feedback and support to Teachers.
Connect with resource teacher to align support and best practices in collaboration with Student Study Team and Coordination Of Services Team (COST).	Monthly check-in on progress of interventions.	The Community Schools Manager will coordinate monthly meetings with all partners (After school program, Adult Education Teacher, Playworks Coach, and Quality After School Coach) focused on effective social-emotional and leadership supports for TK-8.
Teachers implement workshop/small group instruction model in Math and ELA to differentiate instruction and provide Tier I interventions.	Observation and feedback to support Teachers with grade level agreements.	Literacy Coach will provide daily intervention using Leveled Literay Invention ( LLI) and other Guided Reading Strategies to support targeted grade level supports.
Utilize Core Curriculum to teach standards based lessons.	Observation and feedback to support Teachers with grade level agreements.	6th-8th grade teachers participate in monthly secondary PD at district in core subject areas
		Build community partnerships to provide tutors to support 6th-8th grade. PE Teacher provides push-in support.
Use Summit School model to support goal setting.	Support implementation of Summit Model through Professional Development and collabroation with other Summit Schools.	Implement project-based and blended learning curriculum in 6th-8th grade
Collaborate with Mentors to provide guidance for student learning and students academic needs.	Build Mentor capacity with on-site support and check-ins.	Hire Academic Mentors: support students in guided reading groups, assessments, and intervention
Collaborate with Library Clerk to classroom projects by gathering resources.	Build Library Clerk capacity with on-site support and check-ins and clerk participation in Central Professional Development for Library Clerks.	Hire Library Clerk and build library resources to support teachers and students in quality text selection and cultivate love of reading
Collaborate with volunteers to identify students in grades 2-3 for weekly reading supprt.	Review beginning and end of year progress of students.	Connect with Reading by Succeeding if funding available: provide 1-1 reading intervention
Collaborate with MakerSpace Teacher to support students in self directed learning and goals.	Observation and feedback on how activities support the standards.	Hire Prep (Makerspace) teacher and fund garden program: Provide rigorous hands-on experiences aligned with NGSS and CCSS.

Create extended learning opportunities for teachers to engage in personalized learning based on self-identified goals.	Check in with teachers in on plans, provide feedback and support as needed.	Support teachers wth on-line training such as No Nonsense Nurturer, and other professional development opportunities that support goals.
Support GATE through differentiation.	Monitoring student progress to make modifications to meet the needs of the students.	Support teachers with professional development and planning opportunities to support all students.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Contract with after school provider East Bay Asian Youth Center (EBAYC)	Contract with East Bay Asian Youth Agency	A1.6: After School Programs	5825	n/a	n/a	n/a	121-1	121
\$19,963.05	General Purpose Discretionary	Hire a noon supervisor. This role is integral to partnering with all staff to create fun and welcoming play environment. This role will help students to develop SEL skills that will translate into the classroom.	Noon Supervisors and Academic Mentors support students as another caring adult	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.4	121-2	121
\$12,000.00	General Purpose Discretionary	Provide extended contracts for teachers to serve on ILT (Instructional Leadership Team to meet 2x month) to support PD around workshop/personalized learning models for students to set goals and know their progress.	Create professional development with Instructional Leadership Team on conferring and other practices.	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	121-3	121
\$10,000.00	General Purpose Discretionary	Provide substitute coverage for Parent-Teacher conferences, one-on-one assessments with students, and Professional Learning (PD).	Strengthen home-school connections and family presence at school during Parent-Teacher conferences and other meetings (Student Study Team).	A6.5: Academic Parent-Teacher Communication & Workshops	1150	n/a	n/a	n/a	121-4	121
\$2,500.00	General Purpose Discretionary	Purchase classroom materials.	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning.	A2.3: Standards-Aligned Learning Materials	2225	n/a	n/a	n/a	121-5	121
\$2,000.00	General Purpose Discretionary	Purchase classroom materials.	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning.	A2.3: Standards-Aligned Learning Materials	2250	n/a	n/a	n/a	121-6	121
\$15,859.70	General Purpose Discretionary	Provide the necessary classroom supplies (notebooks for Science, post-its for independent reading/close reading, workshop/personalized learning folders/binders, etc.)	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	121-7	121
\$3,000.00	General Purpose Discretionary	Provide refreshments for staff Buy Back Days and parent meetings.	Strengthen home-school connections and family presence at school during Parent-Teacher conferences and other meetings (Student Study Team).	A6.5: Academic Parent-Teacher Communication & Workshops	4311	n/a	n/a	n/a	121-8	121
\$6,000.00	General Purpose Discretionary	Provide hard copies of instructional materials and parent communications.	Strengthen home-school connections and family presence at school during Parent-Teacher conferences and other meetings (Student Study Team).	A6.5: Academic Parent-Teacher Communication & Workshops	5610	n/a	n/a	n/a	121-9	121
\$500.00	General Purpose Discretionary	Mailing cum folders when requested by other schools.	Provide student records when requested by other schools.		5724	n/a	n/a	n/a	121-10	121
\$4,500.00	General Purpose Discretionary	Provide rich and engaging learning experiences outside of school that promote community engagement.	Provide after school, extended learning and enrichment opportunities. Our goal is to align school day strategies with after school program.	A1.6: After School Programs	5826	n/a	n/a	n/a	121-11	121
\$2,000.00	General Purpose Discretionary	Provide rich and engaging learning experiences outside of school that promote community engagement.	Provide after school, extended learning and enrichment opportunities. Our goal is to align school day strategies with after school program.	A1.6: After School Programs	5829	n/a	n/a	n/a	121-12	121
\$87,554.23	LCFF Supplemental	Hire science prep teacher to engage students in meaningful tasks that supports the Next Generation Science Standards in the classroom and beyond.	During Science/Computer Preparation aligned schedules will allow for release time for grade-level collaboration, planning time and cross grade collaboration.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	1	121-13	121
\$35,021.69	LCFF Supplemental	Provide Computer Preparation .70 and .30 Intervention support.	Tier 2 Interventions: Computer Intervention for math and Language Arts/Leveled Literacy Instruction at targeted grades.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.4	121-14	121
\$7,186.45	LCFF Supplemental	Hire computer prep/intervention teacher.	Tier 2 Interventions: Computer Intervention for math and Language Arts/Leveled Literacy Instruction at targeted grades.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0011	0.06	121-15	121
\$49,918.60	LCFF Supplemental	An additional Teacher will eliminate combination classes.	An additional teacher eliminate combination classes.	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	0.58	121-16	121
\$483.96	LCFF Supplemental	Supplies	Implement Common Core State Standards Curriculum according to defined master schedule with fidelity and agreements set during grade level planning.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	121-17	121



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$45,000.00	LCFF Supplemental	Contracts: Playworks, Community Schools Manager, OUSD Garden Partnership with Metwest. Depending on funding Succeeding by Reading and Consortium Volunteers	Contracts will provide leadership and support school climate on the yard, Community School Manager will facilitate COST (Coordination of Services Team) for services through La Clinica and Lincoln Child Center, support Parent engagement, and other school community events.	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	121-18	121
\$10,000.00	Measure G (School Libraries)	Expand school library with computers and additional literature.	Hire Library Clerk and build library resources to support teachers and students in quality text selection and cultivate love of reading	A3.2: Reading Intervention	4310	n/a	n/a	n/a	121-19	121
\$11,000.00	Measure G (School Libraries)	Update existing computers for students to engage in personalized, differentiated learning. To minimize technical difficulties to increase instruction time.	Hire Library Clerk and build library resources to support teachers and students in quality text selection and cultivate love of reading	A3.2: Reading Intervention	4420	n/a	n/a	n/a	121-20	121
\$26,266.27	Measure G (TGDS)	Provide Computer Preparation .70 and .30 Intervention support.	Tier 2 Interventions: Computer Intervention for math and Language Arts/Leveled Literacy Instruction at targeted grades.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.3	121-21	121
\$708.73	Measure G (TGDS)	Meeting supplies and refreshments			4311	n/a	n/a	n/a	121-22	121
\$36,147.95	Program Investment	An additional Teacher will eliminate combination classes.	An additional teacher eliminate combination classes.	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	0.42	121-23	121
\$3,277.05	Program Investment	Purchase classroom supplies and materials.	Classroom supplies will support instruction and the learning environment.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	121-24	121
\$48,000.00	Title I Basic	Hire academic mentors to lead small groups as identified through inquiry cycles to support students in guided reading groups and assessments. Support intervention by providing Teachers with the capacity to conference and support workshop/personalized learning. This role is integral to partnering with all staff to create a positive school climate where students feel supported by many adults.	Hire Academic Mentors: support students in guided reading groups, assessments, and intervention	A3.2: Reading Intervention	2928	n/a	n/a	n/a	121-25	121
\$4,262.40	Title I Basic	Benefits for academic mentors	Hire Academic Mentors: support students in guided reading groups, assessments, and intervention	A3.2: Reading Intervention	3102	n/a	n/a	n/a	121-25	121
\$696.00	Title I Basic	Benefits for academic mentors	Hire Academic Mentors: support students in guided reading groups, assessments, and intervention	A3.2: Reading Intervention	3322	n/a	n/a	n/a	121-25	121
\$513.60	Title I Basic	Benefits for academic mentors	Hire Academic Mentors: support students in guided reading groups, assessments, and intervention	A3.2: Reading Intervention	3502	n/a	n/a	n/a	121-25	121
\$3,000.00	Title I Basic	Benefits for academic mentors	Hire Academic Mentors: support students in guided reading groups, assessments, and intervention	A3.2: Reading Intervention	3602	n/a	n/a	n/a	121-25	121
\$5,205.01	Title I Basic	Purchase software to support English Language Development	Use software to support English Language Development.	A4.1: English Learner Reclassification	4420	n/a	n/a	n/a	121-26	121
\$1,581.03	Title I Parent Participation	Use for copying and supplies for parent meetings.	Provide copies of parent newsletters and other information to engage families.	A6.5: Academic Parent-Teacher Communication & Workshops	4310	n/a	n/a	n/a	121-27	121

**Student Pledge:**

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

**Family/Parent Pledge:**

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

- Send my child to school each day on time in school uniform.
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Student

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Teacher

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Parent/Guardian



## School Site Council Membership Roster - Elementary

School Name: La Escuelita

School Year: 2015-2016

<b>Chairperson :</b> Doralis Cuevas	<b>Vice Chairperson:</b> Norma Juarez
<b>Secretary:</b> Marisela De Anda	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Doralis Cuevas				X
Norma Juarez				X
Marisela De Anda				X
Noreen Magaloni		X		
Tammy Rose ✓	X			
Carmen Sabalza		X		
Rosita Cruz ✓			X	
Tom Slivinski		X		
Celsa M. Solis				X
Jinni Zhang				X

Meeting Schedule (day/month/time)	2nd Thursday every month at 5:00 pm
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**SSC Legal Requirements: (Ed. Code 52852)**

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**And**  
5-Parent /Community

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/15

## **Parent Involvement Policy 2015-16**

**La Escuelita TK-8 School** has jointly developed with and distributed to parents of Title I students a Parent Involvement Policy that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

**Students and Parents will follow school rules and school expectations.**

**Students will wear the school uniform as a way to unify us as a school.**

### **Building Parent Capacity for Involvement**

**La Escuelita Elementary School** engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

- 1) The State of California's academic content standards
- 2) The State of California's student academic achievement standards
- 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- 4) Academic proficiency levels students are expected to achieve
- 5) How to monitor their child's progress

Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. **\*SSC Meetings, \*Parent-Teacher Conferences. \*Homework with nightly reading will support practice at home.**

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. **\*School Data reviews and suggestions for how parents can help at home at SSC Meetings, \*Parent-Teacher Conferences.**

Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. **\*Establish Parent, Teacher, Association (PTA) support from families and teachers.**

Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that

the parents understand. **\*Regular school communication about programs and school events.**

Provides support, during regularly meetings, for parental activities requested by Title I Program parents. **\*Provide translations for parents.**

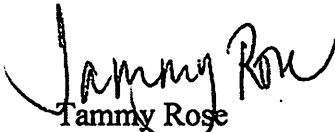
#### **Accessibility**

Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Provide written and verbal translations during meetings.

#### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the La Escuelita School Site Council on 10/1/14 and will be in effect for the 2015-2016 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The La Escuelita Elementary School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
Tammy Rose  
Principal's Signature

Date: September 10, 2015