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Enactment Number	19-1154
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School



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

Legislative File Id. No. 19-1306
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: La Escuelita Elementary School
CDS Code: 1612596096523
Principal: Jeffrey Franey
Date of this revision: 5/7/2019

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

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

Contact: Jeffrey Franey

Address: 1100 Third Avenue
Oakland, CA 94606

Position: Principal

Telephone: 510-874-7762

Email: jeffrey.franey@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School 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 type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input 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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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:



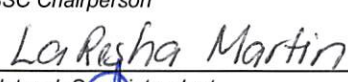
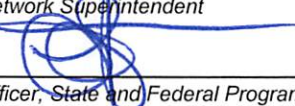
- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
- 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.
- 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 Accountability Plan (LCAP).
- 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: 5/8/19

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

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

Signatures:

	Jeffrey Franga	5/8/19	5/8/19
Principal		Signature	Date
	Alexia A Maciel		5/8/19
SSC Chairperson		Signature	Date
	LaRasha Martin		5/8/19
Network Superintendent		Signature	Date
	MURPHY OTIS		5/21/19
Officer, State and Federal Programs		Signature	Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/8/2019	Staff meeting	Staff reviewed school site budget, giving feedback and suggestions
5/7/2018	SSC & SELLS	SSC reviewed school site budge, and title 1 spending
5/10/2018	Instructional Leadership Team	ILT took staff suggestions and input as discussion points for this meeting. Review budget and connected spending to SPSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$108,382.63
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	\$693,333.77

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)	\$106,339.03	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$56,791.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,043.60	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$314,370.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$140,730.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$42,244.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$108,382.63	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$584,508.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$692,890.63
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Decline in number of AA students being suspended	Intentional focus on and use of URFs
Decline in number of AA students chronically absent	Intentional focus on attendance for both families and staff
Grades 3-8 have average -62.3 DF3 on IAB ELA	Intentional focus and professional development on standards based teaching and learning
Grades 3-5 have average -58.3 DF3 of IAB Math	Intentional focus on SWUN Math teaching model / curriculum
Priority Challenges	Root Causes of Challenges
4.1% of AA students still being suspended	Fidelity in behavior systems being implemented at site
7.69% of AA students still chronically absent	Fidelity in site wide and classroom systems to support attendance
Elementary classes showing less growth than middle school	Level of rigor in daily instruction and standards aligned instruction in classrooms.
5th Grade is furthest from grade level on IAB Math -115	Level of rigor in daily instruction and overall understanding of curriculum model.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: 90% of students will build relationship and feel connected and engaged in learning based on CHKS student survey

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	50.77%	85.00%	90.00%
Suspensions	African-American Students	-2pp	6.67%	4.70%	2.00%
Suspensions	Students with Disabilities	-2pp	6.38%	4.38%	2.00%
Chronic Absence	African-American Students	-2pp	32.35%	10.00%	5.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: Students will make 15 points toward DF3 as measured by SBAC ELA

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-71.5	-56.5	-41.5
ELA SBAC	Students with Disabilities	+20 points DF3	-154.8	-134.8	-114.8
ELA SBAC	African-American Students	+20 points DF3	-100.9	-80.9	-60.9

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: Students will make 15 points toward DF3 as measured by SBAC Math

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-83.9	-68.9	-53.9
Math SBAC	Students with Disabilities	+20 points DF3	-202.1	-182.1	-162.1
Math SBAC	African-American Students	+20 points DF3	-128.6	-108.6	-88.6%

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: 10% increase of students reclassified as measured by LPAC

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	12.43%	16.00%	26.00%

LTEL Reclassification	Long-Term English Learners	25%	15.79%	20.00%	30.00%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	All students will grow at least 1.5 reading levels as measured by F&P				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	39.60%	37.30%	32.30%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	48.88%	43.90%	38.90%
K at or above Benchmark	All Kindergarten Students	+5pp	16.36%	21.36%	26.36%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	66.67%	71.67%	76.67%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

La Escuelita Elementary
School: School

SPSA Year Reviewed: 2018-19

SPSA Link: [18-19 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority:	ELA		
June 2021 Language & Literacy Goal:	All Students will show a 10% increase in ELA as measured by SBAC ELA.		
Theory of Action for Language & Literacy:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction for ELLs, African American, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient ELL, African American, students with disabilities students on ELA formative and summative assessments (F&P, DRA, On Demand Writing, SBAC, SRI).		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA	All Students	-71	-71.5

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Title 1 money funds Academic Mentors who support Reading interventions in all K-5 classrooms. Focus on PLC structure that meets weekly. Consistent P.D. cycles that focus on small group instruction and standards aligned teaching and learning.

What evidence do you see that your practices are effective?

We were able to come 0.5% away from our End of Year Target on SBAC.

What are some possible implications for your 2019-20 SPSA?

Consistent teacher support in implementing standards aligned instruction and small group instruction. Continued use of Title 1 money to support academic mentor positions. Use of STIP sub to support PLC release time.

18-19 Standards-Based Instruction Priority:	Mathematics		
June 2021 Standards-Based Instruction Goal:	All Students will show a 10% increase in Math as measured by SBAC Math assessment.		
Theory of Action for Standards-Based Instruction:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion for ELLs, African American, newcomers, students with disabilities, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient ELL, African American, students with disabilities students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-67.5	-83.9

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Change in teacher for middle school math. Change in curriculum and teaching structure that will lead to a more focused approach to math instruction			
What evidence do you see that your practices are effective?			
Our SBAC data went down from -67.5 to -83.9.			
What are some possible implications for your 2019-20 SPSA?			
Title 1 money for academic mentors to help support small groups in math. TSA to support teaching and learning within Math. TSA and STIP to support PLC work on weekly basis.			
18-19 Conditions for Student & Adult Learning Priority:	Attendance		
June 2021 Conditions for Student & Adult Learning Goal:	La Escuelita will decrease chronic absence by 5% school wide.		
Theory of Action for Conditions for Student & Adult Learning:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, African American, students with disabilities, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	13.4%	12%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
No drastic change in implementation			
What evidence do you see that your practices are effective?			
Chronic Absense dropped by 1% from beginning to end of year			
What are some possible implications for your 2019-20 SPSA?			
School wide and community focus on chronic absense / attendance. More consistent teacher focus regarding attendance. Use of time during P.D. and PLCs to support strong implementation of attendance strategies.			
18-19 Conditions for English Language Learners Priority:	English Learner Reclassification		
June 2021 Conditions for English Language Learners Goal:	La Escuelita will show a 3% increase in the number of EL students who reclassify as measured by ELCAP		

Theory of Action for Conditions for English Language Learners:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	14.0%	12.43%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Use of TSA to support ELPAC work, and professional develop around ELPAC and student requirements. Use of Title 1 money to help support parent meetings in support of reclassification.			
What evidence do you see that your practices are effective?			
We exceeded our target. EOY Actual 12.43%			
What are some possible implications for your 2019-20 SPSA?			
Intentional plan around reclassification supported by TSA, Title 1 money, and STIP sub.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
N/A			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: La Escuelita Elementary School

School ID: 121

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Attendance
School Theory of Action:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, African American, students with disabilities, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related School Goal(s):	90% of students will build relationship and feel connected and engaged in learning based on CHKS student survey
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice for students who are English Language Learners, Latino, Students with disabilities, GATE, and African American students	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 focusing on English Language Learners, Latino, Students with disabilities, GATE, and African American students	Decrease number of chronically absent students. COST Team meets bi-monthly. Evidence of SEL practices in every classroom visit.
1-2	T4: Teachers engage families in a variety of ways around student achievement, grade level standards, and preschool transition to support homeless, foster youth, and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops, one of which is focused on Preschool Transitions to elementary school.	Decrease number of chronically absent students. Leadership Team plans and implements two family engagement workshops and collects feedback during these workshops to better support families.

1-3	T4: Teachers engage families in a variety of ways around student achievement, grade level standards, and preschool transition to support economically disadvantaged, and social emotional learning	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Decrease number of chronically absent students. PLC allocate time for teachers to develop plan around classroom attendance.
1-4	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans for all subgroups specifically GATE students		Teachers review attendance data monthly. School wide events to push the importance of attendance. At least 4 Parent workshops focused on attendance.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
School Theory of Action:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion for ELLs, African American, newcomers, students with disabilities, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient ELL, African American, students with disabilities students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC).
Related School Goal(s):	Students will make 15 points toward DF3 as measured by SBAC Math
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	T2: Teachers differentiate instruction for all students using data to form guided Math groups to inform small group instruction. This is based on evidence using SBAC, SMI, and Math CEO, and student work, regardless of current level of achievement focusing on highest student population EL, Latino, Students with disabilities, GATE, foster youth, and African American students	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed for English Language Learners, Latino, Students with disabilities, GATE, foster youth, and African American students	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Assignment is supporting a particular classroom.

2-2	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice focusing on African American and Latino populations		Anchor charts for PBIS are posted. Classroom expectations are clearly posted and practiced. Student talk is respectful and empathetic towards each other. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Assignment is supporting a particular classroom.
2-3	T4: Teachers engage families in a variety of ways around student achievement, grade level standards, and preschool transition to support all subgroups	L5: Principal and Leadership Team provides time for collaboration, professional development, sets and monitors instructional vision and expectations for an effective professional learning community	PLC expectations are clear and concise, shared with teacher teams, and developed by leadership team and TSAs
2-4	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans focusing on students with disabilities	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.	Teacher leaders plan and implement cycles of inquiry, plan and run Professional Development cycles with TSAs. Teacher plans reflect acceleration plans for students who are struggling to meet grade level standards.

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum			
School Priority ("Big Rock"):	ELA		
School Theory of Action:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction for ELLs, African American, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient ELL, African American, students with disabilities students on ELA formative and summative assessments (F&P, DRA, On Demand Writing, SBAC, SRI).		
Related School Goal(s):	Students will make 15 points toward DF3 as measured by SBAC ELA All students will grow at least 1.5 reading levels as measured by F&P		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

3-1	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement using Lucy Calkins and Guided Reading instructional strategies focused on EL, Latino, Students with disabilities, GATE, and African American students	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed English Language Learners, Latino, Students with disabilities, GATE, foster youth, and African American students	Evidence of small group instruction. Implementation of readers and writers workshop. Students independent reading and writing daily. Teaching points are posted, anchor charts posted, and evidence of conferring daily. Students are reading texts that are aligned to their independent / instructional levels.
3-2		L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Teachers communicate with parents consistently through text, phone calls, and parent teachers conferences. Minimum days are allocated for parent / teacher conference twice per year. There will be 4 or more parent engagement meetings focusing on academic growth for students.
3-3	T5: Teachers collaborate to review grade-level standards and ELA 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	Teachers will meet bimonthly with the support of the TSA in PLCs. PLCs agendas and tracker will be made for each PLC. TSA and Teacher Leaders will meet bi-monthly to plan for PLCs.
3-4	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment (SRI, SMI, F&P, SBAC, Math CEOU, and daily student work) to implement and adjust classroom and grade-level instructional plans for all subgroups including low performing students	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.	Principal will meet with teacher 3 or more times per year for data meetings. Teachers will have guided reading groups based on student level data.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification
School Theory of Action:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.

Related School Goal(s):		10% increase of students reclassified as measured by LPAC	
Students to be Served by these Practices		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	T2: Teachers differentiate instruction for Newcomers, EL, Latino, Students with disabilities, GATE, and African American 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 for English Language Learners, Latino, Students with disabilities, GATE, foster youth, newcomers, and African American students	Students will engage in academic discussion in every lesson. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Assignment is supporting a particular classroom.
4-2	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 for all subgroups (Newcomers, Homless, Foster Youth, EL, Latino, Students with disabilities, GATE, and African American).	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement, opportunities for extended learning, and ensures a minimum of two family engagement English Language Development workshops	Teachers will focus on EL data in PLCs. Leadership team will plan two family engagement events focused on ELs, and reading intervention.
4-3	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 focusing on ELs and newcomer 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	Principal and Leadership Team will plan and run P.D. focused on family engagement. Teachers will engage families 3 times per year for Parent / Teacher conferences. Teachers will meet with all students communicating student learning levels.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$140,730.00	After School Education & Safety (ASES)	Girls Inc.		5825	Consultants		n/a		L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement, opportunities for extendend learning, and ensures a minimum of two family engagement English Language Development workshops	121-1
\$12,432.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	1611	Noon Supervisor	0.40	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 focusing on ELs and newcomer students	121-2
\$5,000.00	General Purpose Discretionary	Copier Maintenance Agreement		5610	Equip Maintenance Agreeemt		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice focusing on African American and Latino populations	121-3
\$11,612.00	General Purpose Discretionary	Extended Contracts		1120	Certificated Teachers' Salaries: Stipends		n/a		T2: Teachers differentiate instruction for all students using data to form guided Math groups to inform small group instruction. This is based on evidence using SBAC, SMI, and Math CEOU, and student work, regardless of current level of achievement focusing on highest student population EL, Latino, Students with disabilities, GATE, foster youth, and African American students	121-4

\$27,747.00	General Purpose Discretionary	Supplies		4310	School Office Supplies		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice focusing on African American and Latino populations	121-5
\$2,525.32	LCFF Supplemental	Library Clerk		2205	Classified Support Salaries		n/a	0.10	L5: Principal and Leadership Team provides time for collaboration, professional development, sets and monitors instructional vision and expectations for an effective professional learning community	121-6
\$9,848.00	LCFF Supplemental	Sub Coverage		1150	Certificated Teachers: Substitutes		n/a		T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment (SRI, SMI, F&P, SBAC, Math CEOU, and daily student work) to implement and adjust classroom and grade-level instructional plans for all subgroups including low performing students	121-7
\$9,848.00	LCFF Supplemental	Stipends		1120	Certificated Teachers' Salaries: Stipends		n/a		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	121-8

\$10,000.00	LCFF Supplemental	Fieldtrips		5826	External Work Order Services		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement using Lucy Calkins and Guided Reading instructional strategies focused on EL, Latino, Students with disabilities, GATE, and African American students	121-9
\$18,031.00	LCFF Supplemental	SEL Interns			n/a		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice focusing on African American and Latino populations	121-10
\$19,088.00	LCFF Supplemental	Books		4200	Books other than Textbooks		n/a		T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans for all subgroups specifically GATE students	121-11
\$28,350.75	LCFF Supplemental	EEIP PE		1105	Certificated Teachers' Salaries	5203	Teacher Education Enhancement	0.42	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	121-12
\$52,438.80	LCFF Supplemental	STIP 2		1105	Certificated Teachers' Salaries	?	n/a	1.00	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans for all subgroups specifically GATE students	121-13

\$54,938.80	LCFF Supplemental	STIP 1		1105	Certificated Teachers' Salaries	5261	STIP Teacher	1.00	T5: Teachers collaborate to review grade-level standards and ELA curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	121-14
\$109,744.11	LCFF Supplemental	TSA		1105	Certificated Teachers' Salaries	6105	10-Month Classroom TSA	1.00	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.	121-15
\$20,182.08	Measure G	Librarian		2205	Classified Support Salaries		n/a	0.40	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement using Lucy Calkins and Guided Reading instructional strategies focused on EL, Latino, Students with disabilities, GATE, and African American students	121-16
\$10,190.92	Measure G	Surplus		4399	Surplus		n/a		n/a	121-17
\$13,286.40	Title I: Basic	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T5: Teachers collaborate to review grade-level standards and ELA curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	121-18
\$93,052.59	Title I: Basic	8 Academic Mentors	Goal 4: English Learners are reaching fluency.	2928	Other Classified Salaries: Hourly		n/a		T2: Teachers differentiate instruction for Newcomers, EL, Latino, Students with disabilities, GATE, and African American students based on evidence, regardless of current level of achievement	121-19

\$2,044.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice focusing on African American and Latino populations	121-20
\$42,244.00	Measure G1	Elective Partnerships	Goal 5: Students are engaged in school every day.		n/a		n/a		T2: Teachers differentiate instruction for all students using data to form guided Math groups to inform small group instruction. This is based on evidence using SBAC, SMI, and Math CEOU, and student work, regardless of current level of achievement focusing on highest student population EL, Latino, Students with disabilities, GATE, foster youth, and African American students	121-21



Title I School Parental Involvement Policy 2018 - 2019

La Escuelita agrees to implement the following statutory requirements:
(Name of school)

Will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the Title I Program.
2. Explain the requirements of the Title 1 Program.
3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC Meetings to review data, school and community needs, and school site plan. 2nd Tuesday of every month at 3:15pm.

Offer a flexible number of meetings for parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Monthly parent engagement meeting (Coffee with the Principal) at 9:00am in the Library. (Meeting location may be moved depending on rainy day schedule, etc.)

Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

(In the box below, briefly describe or bullet how this happens at your school.)

Involved parents in the hiring of Academic Mentors, which is outlined in the SPSA as an academic support. Allow parents and staff to develop roles and responsibilities of Academic Mentors to best serve the need of students.



Provides parents of Title I students with timely information about Title I programs. (In the box below, briefly describe or bullet how this happens at your school.)

Monthly parent meetings. 3rd Friday of the month at 9am in library (location subject to change). SSC Meetings, 2nd Tuesday of the month in the library at 3:15pm

Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

(In the box below, briefly describe or bullet how this happens at your school.)

Monthly parent meetings. 3rd Friday of the month at 9am in library (location subject to change). SSC Meetings, 2nd Tuesday of the month in the library at 3:15pm

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

(In the box below, briefly describe or bullet how this happens at your school.)

Monthly parent meetings. 3rd Friday of the month at 9am in library (location subject to change). SSC Meetings, 2nd Tuesday of the month in the library at 3:15pm

School-Parent Compact

(Name of school): La Escuelita has jointly developed with and distributed to parents of Title I students a School-Parent Compact 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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

Name of School: La Escuelita 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

(In the box below, briefly describe or bullet how this happens at your school.)

Parent - Teacher conferences 3 times per year. Monthly parent meetings. Monthly SSC meetings. Back to School Night

Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Literacy Night (TBD), Parent - Teacher conferences - 3 times per year. Informational Flyers home outlining events, announcements, student learning.

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Professional Development for Teachers on parent engagement and Title 1 spending.



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.

(In the box below, briefly describe or bullet how this happens at your schools.)

Parent volunteer group. School wide events.

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.

(In the box below, briefly describe or bullet how this happens at your school.)

Flyers, Robo calls, text messages, posted flyers

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

(In the box below, briefly describe or bullet how this happens at your school.)

Parent planning group lead by the principal.

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.

(In the box below, briefly describe or bullet how this happens at your school.)

All communicated translated. (Text messages, flyers, robo calls). Translations during meetings.

Continuous invitation for parents to participate.



Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

This policy was adopted by the (name of school) La Escuelita School Site Council on (09/11/2018) and will be in effect for the period of 2018/19 school year. The school will distribute this policy to parents of participating Title I, Part A, children. It will be made available to the local community on or before 10/16/18. The La Escuelita's notification to parents of this policy will be in an understandable uniform and to the extent practicable, provided in a language the parents can understand.

Principal's Signature

Date
10/16/18

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

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.

Student signature

Parent/Guardian or Family Member Pledge:

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

- 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.



Parent, Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.



Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 09 day of 11, 2018.



2018-2019

School Site Council Membership Roster – Elementary

School Name: LA ESCUELITA

Chairperson : Alexia Maciel
Vice Chairperson: Erika Ramirez
Secretary: Veronica Cruz

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Alexia Maciel				X
Francisca Diaz				X
Laura Jetter		X		
Michelle Saavedra			X	
Jeffrey Franey	X			
Jose Enrique Ortiz				X
Erika Ramirez				X
Ilianna Buendia				X
Robert Creek		X		
Kevin Porep		X		

Meeting Schedule (day/month/time)	10/16/2018- Time 3:15pm
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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.

