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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: East Oakland PRIDE Elementary School
CDS Code: 1612590115600
Principal: Michelle Cox Grant
Date of this revision: 4/30/2020

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

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

Contact: Michelle Cox Grant
Address: 8000 Birch Street
Oakland, CA 94621

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/30/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: East Oakland PRIDE Elementary School

Site Number: 107

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

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

Date(s) plan was approved: _____

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

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

Signatures:

Michelle C. Grant

Principal

Aaliyah Cross

SSC Chairperson

MONICA THOMAS

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

Michelle C. Grant

Signature

Aaliyah Cross

Signature

[Handwritten initials]

Signature

Lisa Spielman

Signature

5-27-2020

Date

5/28/2020

Date

July 2, 2020

Date

7/6/2020

Date

[Handwritten signature]

Jody London
President, Board of Education
8/27/2020

[Handwritten signature]

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education
8/27/2020

2020-21 SPSA ENGAGEMENT TIMELINE

School Site: East Oakland PRIDE Elementary School

Site Number: 107

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$119,700.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$618,175.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$117,180.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$20,066.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,520.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$286,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$77,510.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$119,700.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$498,475.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$618,175.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** East Oakland PRIDE Elementary School**School ID:** 107**School Description**

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

School Mission and Vision

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

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

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Decrease in DFS in ELA Admin across the year and compared to prior year. Increase in K-2 readiness on foundational standards and SIPPS lessons	Use of student data to determine next steps in the classroom through PD and PLC work. Teachers are connecting student performance to their practice. SMARTE goals and focus on standards helped build teacher capacity to understand expectations for on-standard performance. K-2 progress monitoring with clear goals and expectations from administrator.
<i>Focal Student Supports</i>	Strong intervention structure that met student needs. Teachers are able to identify and provide focal students who need most support. Robust COST team aimed at providing more intensive student support.	Robust intervention program that was managed by Coaching and Admin. Teachers trained in content around reading acceleration and changed their practice as a result. Leadership took a more structured approach to determining who/how to target students.

<i>Student/Family Supports</i>	Increase in parent communication around K-2 expectations resulted in higher achievement for those students. Share with families clearly what the expectations are for student reading and math growth. Robust SEL curriculum aimed at supporting Staff, students and families.	Direct communication to families from the principal about progress and achievement. Tools for families to work with students and then feedback to the families. Families all want what is best for their students. They may not always understand what that means or what it lookslike, but they know that it is important.
<i>Staff Supports</i>	Target PD for ELA & Math based on data received from teacher bi-weekly created smarte goals. Regular revisiting of ELA twice a month and using multiple sources of data. Narrowing focus on specific standards. Teachers sharing their practice with teach each other. Maintaining a postive staff culture led to high engagement by teachers. Weekly coaching meetings with 3 - 5 teachers.	Consistent cycles of PLCs with carefully planned agendas and tools which balanced inquiry data cycles with targeted input. Sharing of teacher practice allows teachers to try new things that are benefitting student growth.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Math growth not as strong as ELA across the school. Majority of students of still not meeting standards in ELA and Math. Staff lacks efficacy around teaching standards and math practices	Providing exposure, practice with, and strategies for rigorous, standards aligned tasks. Minimal professional learning on math conceptual development across grade levels. Lack of a clear K - 5 scope and sequence, particularly in procedural flency. No consistent progress monitoring.
<i>Focal Student Supports</i>	Focal students did not show as much growth in Math as ELA. 2018-2019 data: ELA -79.8 DFS ; Math: -101.2 DFS. High functioning COST w/limited math interventions available. Making sure that students have access and opportunity to have academic discussion.	Not having a math tracker to group students and no consistent school-wide intervention system
<i>Student/Family Supports</i>	Getting parents to understand that school attendance and work completion should be a priority.	Often our parents struggle with their own experiences with schools and do not have the knowledge as to how to connect with the necessary organizations to meet their needs. We can provide parent education through workshops on how to support their children at home, and ESL classes for parents who need them.

Staff Supports	Teacher release time and adequate use of student data as a tool to improve practice	Minimal time was given for backwards planning units
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1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	All students begin to gain an understanding of what going to college means starting in the kindergarten.
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Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	17.0%	n/a	66.5%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	37.5%	n/a	74.3%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-79.8	n/a	-35.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	40.9%	n/a	55.0%

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

SBAC Math	All Students	+15 points DF3	-101.2	n/a	-45.0
CAST (Science)	All Students	TBD	11.1%	n/a	10.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	Decrease our SBAC Distance From Standard Goal by 15 pts. over 2019-2020
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-152.9	n/a	-89.8

SBAC ELA	African-American Students	+20 points DF3	-96.9	n/a	-43.7
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	53.8%	n/a	0.3
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-175.1	n/a	-93.3
SBAC Math	African-American Students	+20 points DF3	-123.8	n/a	-53.6
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	6.9%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: All students build relationships to feel connected and engaged in learning.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	75.8%	n/a	85.0%
Suspensions	All Students	-2pp	0.8%	n/a	0.5
Suspensions	African-American Students	-2pp	1.1%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	1.4%	n/a	0.0%
Chronic Absence	All Students	-2pp	43.2%	n/a	40.0%
Chronic Absence	African-American Students	-2pp	66.7%	n/a	13.20%

1D: IDENTIFIED NEED

Instructions: 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: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Our students do in fact have equitable access to funding. We work very hard to make sure that SEI students are provided with additional support via a reading interventionist and ECE tutor as well as providing specific supports for all of our Spanish speaking and Mam students that are in need of it using small group learning and small group tutoring. Teachers are continuously provided with strong PD from all three coaches as well as the math and Science Lead, ECE, ELD & ITL. However, we do need to build the Language PDup as it is the area that falls off when teachers are feeling a crunch to get thiungs done.. WHen I think about us as we move forward, we need to make sure that the new teachers we hire are well trained and clear about what our expectations are and whert goals we have as a school. Having enough teachers as well as high quality substitutes when teachers need to be absent has been a big challenge this year. So, if a teacher has to be out for any period of time that is when a student might miss out on learning and becasue we have to split classrooms up that then causes challenges for the other classrooms becasue there are additional students in the classroom. This also leads to us not being able to provide as many opportunities for there to be walkthroughs using our teacher leaders as we would like to see. We are working to make sure that we have very high quality teachers hired this year. We are also making sure that we connect with substitutes that we can have on call on a more regular basis, so we are able to use them instead of having to have students split up into different classes. We are hopeful that this will allow for less disruption in. teaching and learning.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: East Oakland PRIDE Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Reading	
Theory of Change:	If all lessons heavily emphasize giving students opportunities to use academic language in meaningful contexts, including discussion and writing, then we will see increased performance on the SBAC ELA and will improve reclassification rates. Teachers must provide direct instruction in grade-level standards.
Related School Goal:	Decrease our SBAC ELA Distance from Standard Met by at least 7.5 points over 2017-18.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
By focusing on the IAB data and analyzing IAB data during PLCs teachers are integrating academic language into their teaching. In addition, the focus on IAB data teachers have selected focus standards to teacher and then plan direct instruction of said standards. In addition to looking at standardized data, we have also been looking at student writing responses. During direct instruction in writing teachers have been developing students response to reading by providing different strategies that support their writing (3-5).	
What evidence do you see that your practices are effective?	
There has been an increase in the students score on the fall IAB scores from last fall: increasing the number of students exceeding standards in grades 3 and 5, and decreasing the number of students failing to meet standards in Grade 4. Additionally, there was growth from the Fall Literary IAB (post) and the Mid-year Informational Text (pre) given after 8 weeks of instruction.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will have a weeklong retreat in June to backwards plan units and academic language targets for each grade level. We will have an increased focus on complex output in speaking and writing responses to reading.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	If we use End of Module and SBAC interim assessments to inform daily instruction, then students will increase their proficiency on grade level CCSS. If we provide high level coaching, and we support continuous growth and development of teachers using an asset focused evaluation and we provide evidence based feedback to teachers that improves their practice for students, then students will receive hands-on, student centered and language rich instruction.
Related School Goal:	Decrease our SBAC Math Distance from Standard Met by at least 15 points over 2018-2019.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

Grade levels have been looking at Math data every two weeks, discussing implications and sharing instructional practices using a consistent protocol. Through PLCs, professional learnings have maintained focus on the three pillars of mathematics: procedural fluency, conceptual understanding, and real world application. Coach and Math lead have conducted monthly walk-throughs which has informed both PD and coaching support. In grades 3 - 5, teachers have been engaging in improvement science strategies: making a systems investigation to identify possible root causes, determining a focus (word problems), establishing an aim statement, and a creating consistent data source to measure our progress towards our aim.

What evidence do you see that your practices are effective?

Math walk through data shows that teacher instruction is aligned by grade level, and teachers are aligning their instructional practice around shared practices for solving word problems.

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

We will have a weeklong retreat in June to backwards plan units and academic language targets for each grade level.

19-20 Conditions for Student & Adult Learning Priority: Culture & Climate

Theory of Change:	If staff implement school wide positive behavioral interventions and supports (PBIS) to support the development of social emotional competencies in students and staff, then we will see an increase in pro-social response to conflicts. This will lead to the opportunity for teachers to teach and thereby increasing academic achievement in our students.
Related School Goal:	Students behave safely and abide by school expectations as measured by no more than 50 referrals per year by 2020. AA students will be proportionally represented in these referrals.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

1. Multiple interventions prior to referrals written 2. All school house meetings/competitions 3. All school culture survey 4. Higher Ground ASP during lunch/recess 5. COST team & referrals to address individual culture/support needs 6. SEL program w/Soul Shoppe in process Interventions/supports work in unison so students behave safely and abide by school expectations.

What evidence do you see that your practices are effective?

1. Lower referrals than in the past-currently only 3 this year 2. Students excited about house meetings 3. Teachers able to lead culture teams & events 4. Decrease in student conflicts

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

Increase in PBIS supports for all students, SEL support w/Soul Shoppe. Not a change but a continuation of supports for conditions for student & adult learning.

19-20 Conditions for English Language Learners Priority: English Learner Progress

Theory of Change:	If we provide daily English language development, focused on academic language used in context of content study, to all students every day, then ELs will show steady growth on the ELPAC and in reclassification.
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Related School Goal:	We will continue to reclassify at least 16% of our ELs each year, and will raise our reclassification rate of EL-AR and LTEL students to 25%
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<p>75%+ of our teachers have done the 6-day GLAD institute. There is varied implementation of GLAD practices across classrooms, with teachers in grades 3-5 doing the most consistent implementation of GLAD strategies during their content instruction. Many teachers are consistently incorporating integrated ELD.</p> <p>We have backslid on designated ELD--many classrooms are not regularly teaching it, despite PD in past years.</p> <p>We did not hire a STIP sub at all this year, and PLCs are all meeting on Wednesdays. However, we have not focused on ELD during these cycles, choosing instead to focus on cycles of inquiry around reading and math. We have not done any ELD unit planning.</p>	
What evidence do you see that your practices are effective?	
<p>Despite the change in ELPAC cut points, making it more difficult to fall into any given performance band, 34% of our ELs grew from one overall ELPAC level to another between 17-18 and 18-19. 41% held flat at the same ELPAC level. But due to the change in cut points, our reclassification rate is much lower than last year.</p> <p>Schoolwide, we had a dip in SBAC performance on both ELA and math, and this dip was reflected among our EL students as well. Nearly the same number of EL students were proficient on the SBAC ELA in 2018-19 as 2017-18, but a much higher percentage scored "Below" (67% vs. 77%). The math scores were worse.</p>	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
<p>At our end-of-year retreat, we will do curriculum planning with language development (ELL & ALL) in mind. We need to bring language development back to the center of our thinking in order to raise our reclassification rates. We will backwards plan our units to include language targets. We are also beginning to plan for a transition to a dual language model. This retreat will include finding or developing a language assessment tool so that we can progress monitor language development among both ELLs and ALLs.</p>	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
<p>We did not make any significant changes to our budget outside of changing the funding for our ITL due to some changes in the budget. Overall the choices that we made for our budget are all things that were necessary and put to good use.</p>	

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School: East Oakland PRIDE Elementary School**School ID:** 107**3: SCHOOL STRATEGIES & ACTIONS**[Click here for guidance on SPSA practices](#)*District Strategy:* Building **CONDITIONS FOR STUDENT LEARNING****School Priority
("Big Rock"):**

School culture

**School Theory of
Change:**

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

Related Goal(s):

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Explicitly teach, progress monitor, and set goals and expectations with students around the qualities and behaviors of EOP scholars.	Work with grade levels to establish criteria and rubrics for EOP scholarship	Rubrics, PLC discussion notes.	
1-2	Provide classroom management that allows students to function in the classroom.	Provide teachers with the necessary tools to provide classroom management for their students and support when there are struggles in the classroom.	*Few to no referrals to main office *1:1 conversations w/students/teachers to address challenges *"push-in" support for students who need addtl support (Higher Ground)	
1-3	Provide students with SEL curriculum that allows them to develop skills that are needed to function in classroom & in life (self-management, relationship skills, problem solving tools)	Provide teachers/students with curriculum that will give students the tools to handle challenging situations and tools on how to solve those situations.	*Soul Shoppe SEL curriculum for teachers and students *PeaceMakers mediation/conflict resolution program offered to students and staff *students able to resolve minor conflicts using "peace path" *students able to verbalize emotional state w/o resorting to aggression, "meltdowns", or escalating situation	

1-4	Provide students with relationship building tools, so they know how to get along with each other and adults that they encounter.	Support teachers w/identifying & triaging higher level resources for students demonstrating challenges/needs with peer, social, relationship interactions.	*Stars MH program (counseling, groups, classroom support) *Higher Grounds ASP (case management, boys groups)	
1-5	Review & enforce school-wide rules	Share, review, & enforce school-wide rules/expectations	*Parent/student handbook *Students/parents/teachers/staff know rules, expectations as a whole and how to address issues as they arise	
1-6	School wide culture building/relationship building	Provide built-in time for house meetings & rallies, informing/educating parents about culture, purchase house tshirts	*"Houses" for students *Prep rally *Student/staff/teacher "buy in" with points and class dojo *Students/teachers knowing their house, earning pts, wearing their shirts, knowing their house chant. Use of Responsive Strategies.	
1-7	Identify/observe/address challenges w/student learning related to outside factors as well as potential learning challenges which impact students ability to access curriculum	Attend SST's, COST, IEP's as indicated. Provide framework & rubric to address learning challenges as well as behavioral/emotional challenges. Make sure that attendance team meets and gets a hand on students attendance as it pertains to students academic challenges.	SST's, COST, & related resources (counseling, food bank, ASP)	
1-8	Conduct empathy interviews with students to better understand how students are experiencing their learning		Empathy interviews, reflection notes	

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

School Priority ("Big Rock"): Mathematics and Science

School Theory of Change:	If we set up routines and procedures for engaging students with opportunities to use academic language to explain, clarify and revise, evaluate thinking and support academic writing, then we will see growth in math and science as measured by IABs, SBAC, FossMap, and CAST.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Backwards Plan FOSS and Eureka Math Units	Plan and facilitate backwards planning sessions throughout the year	Unit Scope and Sequences and unit plans for each grade level, week by week plan for first units	
2-2	Set up routines and procedures with daily opportunities to engage in academic discussion to explain, clarify and revise, evaluate thinking and provide a bridge to academic writing	Provide professional learning and coaching follow ups on academic discussion and error analysis strategies (e.g.: better, clearer each time/my favorite no)	Observation notes	
2-3	Engage students in academic writing in science and math to document their thinking and learning	PD on science and math academic writing	Student writing	
2-4	Develop and/or identify and administer performance tasks for science and math units	Provide access and orientation to performance tasks already developed within content areas (SWT, Math Core Curriculum)	Unit plans	
2-5	Provide explicit instruction in mathematical practices	Provide PD on specific mathematical practices	PLC minutes, Smarte Goals, Observation notes	
2-6	Explicitly teach and promote the qualities and capacities of STEM professions (perseverance, flexibility, etc.)	Provide PD on STEM capacities and provide time to create/calibrate on rubrics	Rubrics, Anchor charts	
District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum				

School Priority ("Big Rock"):		Balanced two-pronged approach to literacy.		
School Theory of Change:		If teachers provide literacy instruction daily, using grade level standards and individualized reading instruction to address gaps in prerequisite skills, then we will see students meeting grade level ELA standards and we will improve reclassification rates.		
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Pilot two units of Adelante/Advance.	Provide time for and support PLC to guide teachers in planning Adelante/Advance pilot. Co-create and monitor weekly schedules to ensure use of complex texts.	Observation and feedback.	
3-2	Backwards Plan Content aligned ELA units, to include designated and integrated ELD, balance of literacy experiences and close reading of complex texts.	Provide time for and support PLC to guide teachers in planning. Co-create and monitor weekly schedules to ensure a balance of literacy experiences and designated ELD.	Monitor weekly lesson plans. Make regular observations and provide feedback.	
3-3	Explicit teaching of reading, writing and vocabulary strategies daily with opportunities for students to practice towards independent mastery.	Set up and monitor systems for teaching with fidelity and progress monitoring to ensure students reach grade level benchmark in foundational skills and increase performance on the SBAC	Assess students who have not been at school using F & P, as well as SIPPS Mastery Test Students will also take writing Pre and Post Assessments (K-5). Then we will analyze data to guide future teaching	

3-4	Set up routines and procedures for engaging students in daily academic conversations as a bridge to written responses and written responses to reading as appropriate to grade level and student ability.	Provide responsive professional development on improving quality of, and engagement/participation in, academic conversation based on data from classroom observations	Evidence of more academic discussion during scheduled and nonscheduled classroom walk throughs	
3-5	Teachers will use assessment data to guide teaching objectives for literacy instruction.	Schedule and lead PLC with a focus on data informed instruction	Use PLC minutes as a tool to guide teaching and create smart goals that will allow teachers to monitor what they are teaching and then analyze student data	
3-6	Teachers will share texts that reflect and celebrate the diverse cultures of our school; specifically African American, Latino, Mam, and Arab cultures.	Provide complex texts with characters reflective of our population, assessments normed on diverse population, and curriculum developed for use with a diverse population.	Observed use of culturally responsive complex text as part of the lesson when making walk throughs	
3-7	Small-group ELA instruction and conferring, informed by data analysis and on-going progress monitoring for Students with Disabilities	Provide time for and support PLC to guide teachers in reviewing data to inform instruction.	Observation of small group instruction when making walk throughs as well as teacher provided data from student conferring	
3-8	Intervention through small-group instruction and conferring, informed by data analysis and on-going progress monitoring.	Meet with teachers for data conferences to help differentiate instruction. Lead PLC to collaboratively analyze the content, language, and literacy demands of complex texts and tasks.	Use teachers lesson plans as a tool to see that the data conferences have helped them plan and determine what next steps need to be taken when it comes to student improvement	
3-9	Use progress monitoring monthly to ensure students are meeting literacy benchmarks	Develop assessment and progress monitoring calendar. Support teachers to complete assessments in a timely manner.	Clear understanding of where students are and what needs to happen to either improve their growth or keep them on the correct path to meeting necessary literacy benchmarks	

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

School Priority ("Big Rock"):	Strong Professional Learning Communities			
School Theory of Change:	If we provide professional learning and coaching centered on trust and learner's mindset which provides opportunities to experience content as learners and opportunities to rehearse teaching strategies then teachers will grow in their understanding of what they are teaching, and how students learn.			
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	All teachers experience benchmark tasks (IABs, End of Module Assessments, etc.) as learners	Provide teachers with the necessary time to plan when and how to implement benchmark tasks.	Analysis of implementation and completion of IAB performance task	
4-2	Engage in math lesson study cycles to build content expertise	Plan lesson study cycles with support partnership with Mills College	Analysis of outcomes of the lesson study cycle with Mills College	
4-3	Use improvement science strategies to conduct PDSA/Inquiry cycles	Implementing improvement science principles and tools: PDSA cycles to test change ideas.	Empathy interviews, process maps, PLC discussion notes	
4-4	Sharing best teaching practices with colleagues through ghost walks, peer observations, video, and mini-PDs and consultancy protocols to learn from each other and refine instructional strategies	Leverage professional expertise to spread consistent and effective teaching practices across grade levels. Allows for teacher leaders to rise throughout the PD period.	Sign up and use of the best practices that have been shared by fellow teachers during PD time. Onbservation and feedback about use of best practices with Coaches	

4-5	Meet once a week in grade levels to analyze quantitative and qualitative assessment data to adjust instruction to meet the needs of all learners, including making lessons more relevant to students' lived experience.	Plan, coordinate and facilitate PLC meetings. Provide input as needed	PLC agendas, notes	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Designated & Integrated ELD			
School Theory of Change:	If we provide English language development opportunities every day, both designated and integrated, then ELs will make consistent progress on the ELPAC.			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Develop designated ELD units based on content units. (During A/A pilot, critically implement existing designated ELD lessons)	Provide opportunity for planning content units AND support to pull out the language demands of these units and plan ELD lessons	Teachers hand in electronic or paper units specifying objectives for at least Unit 1 in ELD.	
5-2	Implement daily designated ELD aligned to content.	Create a schedule and groupings for designated ELD.	Teachers regroup students for ELD.	
5-3	Use integrated ELD strategies in every lesson (e.g. GLAD hip-pocket tools)	GLADiator (Ingrid) provides PD on hip-pocket tools, refreshers on other GLAD strategies; during unit planning, leadership reminds teachers of how to incorporate GLAD strategies	During observations, teachers use: hip-pocket tools (10/2, say it with me, gestures, "prove it," paraphrase, sketch, color-code), GLAD structures (pictorials, cognitive content dictionary, process grid, GOIC, etc.)	
5-4	K-2 bilingual classes integrate with K-2 English classes for 1-2 periods each day.	Create integration schedule in collaboration with teachers.	Students are seen physically switching classes each day.	

5-5	Assess students' progress in the language goals of the units.	Help teachers design assessments to go with each of their units.	Data in a tracker demonstrating students' mastery and progress	
5-6	Pilot Units 1 and 2 of Adelante/Advance during Cycle 1, including D-ELD	Develop transition plan for a dual-language program.	Teachers are bought in and ready to make a transition to a dual language program	
5-7		Engage staff and families around transition to dual language program.	Provide staff and families with a clear plan as to how the transition to a dual language program will look. Provide opportunities for staff and families to share their concerns about the transition and how they will be included in this transition	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 107
School: East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Provide students with afterschool enrichment and learning opportunities.	\$114,449	After School Education & Safety (ASES)	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Provide students with SEL curriculum that allows them to develop skills that are needed to function in classroom & in life (self-management, relationship skills, problem solving tools)	107-1
Supplies needed for student learning.	\$2,770	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Set up routines and procedures with daily opportunities to engage in academic discussion to explain, clarify and revise, evaluate thinking and provide a bridge to academic writing	107-2
Supplies needed for the classroom for teacher preparation for student learning.	\$7,296	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Provide teachers with the necessary time to plan when and how to implement benchmark tasks.	107-3
Maintenance of copy machines	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide teachers with the necessary tools to provide classroom management for their students and support when there are struggles in the classroom.	107-4
Funds used to hire Teacher on Special Assignment for student and staff support.	\$62,956	LCFF Concentration	2305	Classified Supervisors' and Administrators' Salaries	7896	Program Mgr Community School	0.59	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide responsive professional development on improving quality of, and engagement/participation in, academic conversation based on data from classroom observations	107-5
Supplies for students in classrooms	\$711	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide teachers/students with curriculum that will give students the tools to handle challenging situations and tools on how to solve those situations.	107-6
Additional funds to pay the PE Teacher to make him 1.0, so each class can have PE twice weekly.	\$19,768	LCFF Supplemental	1105	Certificated Teachers' Salaries	5204	Teacher Education Enhancement	0.25	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide students with SEL curriculum that allows them to develop skills that are needed to function in classroom & in life (self-management, relationship skills, problem solving tools)	107-7

Used to hire coach for student and staff support.	\$86,376	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7711	10-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide responsive professional development on improving quality of, and engagement/participation in, academic conversation based on data from classroom observations	107-8
Used to hire coach for student and staff support.	\$86,376	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide responsive professional development on improving quality of, and engagement/participation in, academic conversation based on data from classroom observations	107-9
Use for Engage NY math curriculum purchase.	\$21,760	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Plan lesson study cycles with support partnership with Mills College	107-10
Used to purchase additional technology for student use in the classroom.	\$28,080	Measure G: Library	2205	Classified Support Salaries	7710	Library Clerk	0.50	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Set up routines and procedures for engaging students in daily academic conversations as a bridge to written responses and written responses to reading as appropriate to grade level and student ability.	107-11
Monies used to pay for Engage NY Math curriculum	\$11,447	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Engage in math lesson study cycles to build content expertise	107-12
Used to hire coach for student and staff support.	\$29,339	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2053	10-Month Classroom TSA	0.30	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Help teachers design assessments to go with each of their units.	107-13
Used to pay for ILT as well as Retreats for teacher planning and preparation	\$13,663	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Plan, coordinate and facilitate PLC meetings. Provide input as needed	107-14
Monies used to pay pay for additonal Psyche time	\$24,486	Title I: Basic	1205	Certificated Pupil Support Salaries	NH0-148	Psychologist	0.20	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Provide students with SEL curriculum that allows them to develop skills that are needed to function in classroom & in life (self-management, relationship skills, problem solving tools)	107-15

Purchase of additional student materials	\$12,000	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Set up routines and procedures with daily opportunities to engage in academic discussion to explain, clarify and revise, evaluate thinking and provide a bridge to academic writing	107-16
Student supplies	\$44	Title I: Basic	4400	Non-Capitalized Equipment	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Set up routines and procedures with daily opportunities to engage in academic discussion to explain, clarify and revise, evaluate thinking and provide a bridge to academic writing	107-17
Use funds towards CSM as well as English Language Learner Teacher Leader	\$31,600	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	School wide culture building/relationship building	107-18
Hired parent educator to support parents in learning english	\$2,520	Title I: Parent Participation	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Identify/observe/address challenges w/student learning related to outside factors as well as potential learning challenges which impact students ability to access curriculum	107-19
Used to prepare any packets or paperwork that students might need during connected learning.	\$7,875	Title IV: Student Support & Academic Enrichment	5870	Printing	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Set up routines and procedures for engaging students in daily academic conversations as a bridge to written responses and written responses to reading as appropriate to grade level and student ability.	107-20



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

East Oakland Pride Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

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

- Providing parents with an opportunity to participate in Title 1 that shows student progress and what the strategic plans are to improve student progress throughout the year.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Having quarterly parent meetings to discuss academic achievement .

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Monthly SSC and SELLS Meetings

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

- Back to School Night, Title 1 Meeting, SSC Meeting

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

- Title I meeting, Trimester Report Cards

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

- Meeting Flyers, Robo Calls, Talking Points and Teacher calls and notifications

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Offering volunteer opportunities at all times through Oakland Ed Fund, Letting Parents know when volunteers are need for different activities via Talking Points

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Providing parent classes on how to support children at home. Provide parents with videos that demonstrate how to support student learning at home.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- During SSC and SELLS meetings parents are asked for their input about concerns facing the school and then if possible some of those suggestions are put into place.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- SSC and SELLS meetings, where the principal and coaches share with parents what the school is doing and get their input about concerns and changes they would like to see around student education..

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

- Review of Title I programming happens during SSC Meetings. We discuss progress towards strategic actions and develop new strategies as needed.

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

- Providing translation at all meetings, SELs meetings where families share their concerns and ideas about the school.

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

- If parents make requests about certain things they are then asked to become part of a committee which is dealing with the event or situation and asked to help solve the issue.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Sharing any available resources with families via robo calls, flyers and Talking Points. Teachers as well as Community School Manager may also contact families in person.

Adoption

This policy was adopted by the East Oakland Pride School Site Council on April 10, 2020 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal
Michelle C. Grant

Signature of Principal



Date 4/10/2020

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

East Oakland PRIDE Elementary

2019-20

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

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

East Oakland Pride engage 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 involvement, it does the following:

- Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

We generally review academic expectations at Back to School Night and review progress three times a year during parent-teacher conferences. In addition, we are developing a series of workshops to support parents in supporting the school and its students in its site-based goals for the year.

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

In the beginning of the school year, parents are provided with parent/kid friendly examples of the California State Standards. These are provided, so parents are clear about grade level expectations for the year. When the teacher finds that a student is struggling, parents are notified that the teacher will be contacting the Coordination of Services Team (COST), which will provide the necessary intervention support services for their student. As part of that process teachers also meet with parents and provide them with ways that they can support the growth of their child at home.

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

This is a function of the SSC that allows for regular opportunities for parent input in regards to needs and requests.

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

Because 99% of our population qualifies for free or reduced lunches, all parental involvement activities are integrated and open to all parents and families. Documents, communications and meetings are regularly translated for parents whose first language is not English.

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

This year we have partnered with Oakland Parents Together to engage families in a series of workshops to review protective factors of healthy families. We've also partnered with Oakland Reads 2020 to equip families with age appropriate strategies to promote literacy. Finally, we've partnered with First Teach to support TK/K families with early literacy in the home.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

We are currently in the process of developing long-term efforts to increase opportunities to train classroom teachers on how to engage with and maximize relationships with all families. Meanwhile, we ask teachers to promote family facing initiatives and opportunities during Professional Development and staffing meetings, when possible.

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

Communications are sent home in English and Spanish 3-5 days in advance of a scheduled activity.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the East Oakland Pride Elementary on April 10, 2029 and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before April 24, 2020.

Signature of Principal

Michelle C. Grant

Date
4/26/20



2019-2020

School Site Council Membership Roster – Elementary

School Name: East Oakland Pride Elementary

Chairperson : Aaliyah Cross

Vice Chairperson: Brenda Prado

Secretary: Ellen Stufflestreet

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Clara Roberts	x			
Ellen Stufflestreet ✓		x		
Nelly Alcantar ✓		x		
Eugenia Maluf ✓		x		
Daceia Malone			x	
Aaliyah Cross				x
Brenda Prado				x
Francesca Adams				x
Esmeralda Ramos				x
Onix Izaguirre				x

Meeting Schedule
(day/month/time)

3rd Monday @ 3:00 p.m.

SSC Legal Requirements (EC Sections 65000-65001):

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

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