

Board Office Use: Legislative File Info.	
File ID Number	20-1518
Introduction Date	8/26/20
Enactment Number	20-1274
Enactment Date	8/26/2020 er



**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 La Escuelita Elementary School.

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

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

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

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

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: La Escuelita Elementary School
CDS Code: 1612596096523
Principal: Faris Jabbar
Date of this revision: 5/21/2020

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: Faris Jabbar
Address: 1100 Third Avenue
Oakland, CA 94606

Position: Principal
Telephone: 510-874-7762
Email: faris.jabbar@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/21/2020

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:

La Escuelita Elementary School

Site Number: 121

<input checked="" type="checkbox"/> Title I Schoolwide Program	<input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input 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: 5.21.20

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

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

Signatures:

Faris Jabbar

Principal

Signature

5.21.20

Date

Alexia Maciel

SSC Chairperson

Signature

5.21.20

Date

LaResha Martin

LaResha Martin

5/29/2020

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

5/27/2020

Jody London

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

Kyla Johnson Trammell

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

2020-21 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 2020-21 SPSSA. 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	\$123,880.00
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	\$703,258.00

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)	\$121,272.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,044.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,608.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$320,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$37,700.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,599.00	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)	\$43,585.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$123,880.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$579,378.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$703,258.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** La Escuelita Elementary School**School ID:** 121**School Description**

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

School Mission and Vision

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	In ELA, 20.6 point growth on SBAC DFS from 2017-18 to 2018-19 (-71.5 to -50.9); In Math, 12.5 point growth on SBAC DFS from 2017-18 to 2018-19 (-83.6 to -71.1); In Math, 3rd grade students grew over 35 points from 2017-18 to 2018-19 on the SBAC DFS	SWUN Math PD and coaching supported teachers with DDI, incorporating best practices, and following the curriculum with fidelity while maintaining pace. Utilizing EEIP and STIP teachers to release PLCs on Wednesday's for 75minutes allowed for deeper analysis of data and best practices for instruction and intervention. PLCs with a focus on DDI and intervention was a major factor in our ELA SBAC growth.
<i>Focal Student Supports</i>	CA School Dashboard: 60% making progress towards English proficiency as indicated by ELPAC; this correlates in the high band of progress; Through December 2019, 33% of students suspensions are for African American students, down from a high of 66% at EOY for 2018-19 school year	Identifying ELs in PLC and planning integrated supports for ELs; Utilization of tier 2 restorative justice circles to resolve conflicts, providing alternatives to suspension.

<i>Student/Family Supports</i>	Functioning COST team providing services to approximately 10% of our student population. Services include 1:1, small group therapy, and mentorship programs with an SEL focus. Launched the Perfect Attendance Campaign for February 2020 and plan to launch Most Improved Attendance Campaign with incentives for March/April; incorporating monthly recognition for excellent attendance; Weak SSC attendance and participation.	Funding partnerships with Lincoln Families and Behavioral health interns to provide services for students and families. Also partnered with Project Avary which serves students who have been impacted by incarceration of a family member or border crossing trauma.
<i>Staff Supports</i>	Revamped PLC/PD schedule instituted in January with a clear focus on best practices, analysis of key data, and action plans that are followed up with by leadership; High teacher engagement with SWUN PDs and coaching	We were able to modify our prep and release times to hold PLC's biweekly in order to support our initiatives and goals. STIP, IEEP coverage, and TSA were instrumental in this; SWUN supports within the network and through coaching and pd helped teachers focus on DDI and plan next steps for instruction and intervention; providing release time for teachers to observe lessons and meet with SWUN coach monthly
Focus Area:	Priority Challenges	Root Causes of Challenges

<i>College/Career Readiness</i>	low percentage of students who are designated as HS ready (25%); On the Fall IABs grades 3-5, only 11/114 students met standard in ELA and only 17/118 met standard in Math	Lack of adequate MTSS/RTI supports and intervention for middle school students; teachers are struggling to differentiate in order for students to meet rigorous common core standards and tasks. We need to create more spaces and opportunities within PD/PLCs to focus our conversation and energy on DDI. There is a need to utilize our STIP subs explicitly to support middle school students who need further intervention and supports. We are also in need of a tier 2 support, such as a self-paced, adaptive program (Imagine Learning Language & Literacy and Imagine Learning Math) or small group intervention tutoring program to address the needs of our students. We need to focus our academic mentors and provide release time to teachers by utilizing STIP subs to cover classes so that teachers can train mentors to deliver tier 2 intervention to focal students.
<i>Focal Student Supports</i>	11.3% Reclassification of English Learners; 15% LTEL reclassification; Through December 2019, 51% of students with URFs are African American, equating to a 37% disproportion	Lack of designated ELD for ELs; lack of literacy intervention to support newcomers and ELs with ELD; Need for an ELL teacher and a language and literacy program (such as Imagine Learning) to provide tier 2 supports to ELL students.

<i>Student/Family Supports</i>	17.4% of students are designated as chronically absent as of February 2020, compared to 12.4% of students chronically absent for 2017-18 school year (EOY); Maintaining funding for Lincoln Families, behavioral health interns, and additional partnerships; consistent parent presence (10-20 parents) at each Coffee with the Principal since starting in November 2019.	Attendance team not meeting consistently until January 2020. Lack of a coordinated plan to address attendance at all tiers. Coffee with the principal provides light snacks and coffee to parents and notices are sent out via TalkingPoints and RoboCall a week in advance. Need further parent education and opportunity for parents to attend conferences on parent engagement and leadership; childcare would also help with engagement and parent attendance. Another barrier to parent volunteering in day to day school operations is the need to get them processed as volunteers, which would require fingerprinting; so allocating funds to support parents getting cleared as volunteers with Oakland EdFund would be a big help as well.
<i>Staff Supports</i>	We suffered from not having a clear scope and sequence for PD/PLC prior to start of year; 6-8 PLC only formed in February 2020; Lack of data conferencing with grade level teams;	Lack of time to prepare for the school year with key teams; We need to continue to develop our ILT; Need to increase teachers' ability to push DOK through complex task and questioning strategies, support differentiation and scaffolding; very few community building opportunities for staff to bond;

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:		Goal 1: By May 2023 all students will show 1 year of growth per year as measured by the I-Ready online reading assessment (K-2, Reading Inventory Grades 3-5)			
Instructional Focus Goal: <i>All students experience success in the early years.</i>					
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	22.7%	n/a	80.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	25.5%	n/a	80.0%

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	-50.9	n/a	-26.5
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-8 Students	+5pp	40.6%	n/a	30.6%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-71.1	n/a	-41.1
CAST (Science)	All Students	TBD	10.7%	n/a	20.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		Goal 1: By May 2023 focal students will show 1.5 years of growth per year as measured by the I-Ready online reading assessment (K-2, Reading Inventory Grades 3-5)			
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	-155.7	n/a	-100.0
SBAC ELA	English Learners	+20 points DF3	-96.5	-76.5	-56.5
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-8 Students	-5pp	50.2%	n/a	40.0%
Instructional Focus Goal:		All students continuously grow towards meeting or exceeding standards in Math and Science.			
SBAC Math	Students with Disabilities	+20 points DF3	-196.9	n/a	-142.1
SBAC Math	English Learners	+20 points DF3	-95.6	-75.6	-55.6
Instructional Focus Goal:		English Learner students continuously develop their language, reaching English fluency in six years or less.			
ELL Reclassification	English Learners	Reclassify 16%	11.3%	16.0%	20.0%

LTEL Reclassification	Long-Term English Learners	Reclassify 25%	15.4%	20.0%	25.0%
-----------------------	----------------------------	----------------	-------	-------	-------

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

School Goal for May 2023: 90% of African American students will build relationship and feel connected and engaged in learning based on CHKS student survey

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	51.9%	n/a	70.0%
Suspensions	All Students	-2pp	1.3%	1.0%	0.5%
Suspensions	African-American Students	-2pp	5.1%	n/a	1.0%
Suspensions	Students with Disabilities	-2pp	9.1%	n/a	1.0%
Chronic Absence	All Students	-2pp	35.6%	33.0%	25.0%
Chronic Absence	African-American Students	-2pp	49.2%	n/a	25%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: All staff will receive high quality professional learning based on data driven instruction through regular PLCs and Wednesday staff training.

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 scholars at La Escuelita have effective and experienced teachers and academic opportunities similar to other students in OUSD and across the state. We do believe that more funding from the state is essential in order to provide the intervention and support (behavioral and academic) necessary for our scholars to thrive at our school. Due to various socio-economic factors, attendance, and special needs, many of our students do not receive the necessary supports to compete with students in other more affluent districts, however, utilizing our funding creatively to bring in a Community Schools Manager and a Newcomer Teacher Specialist (SalesForce Principal's Innovation Fund) will directly mitigate some of these challenges. Additionally, continuity of leadership and continuity of instructional and behavioral supports across our school (MTSS) will further mitigate the impact of the equity issues we are impacted by in this vibrant community.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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: La Escuelita 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: ELA	
Theory of Change:	If teachers develop a deep understanding of CCSS/differentiation, then students will have higher levels of academic achievement in ELA as evidenced by SBAC, IAB, and lexile assessments.
Related School Goal:	Students will make 15 points toward DF3 as measured by SBAC ELA
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.	
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?	
Significant SBAC growth overall on ELA and Math from 17-18 to 18-19 (no data in 19-20 due to Covid-19)	
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.	
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. Greater focus on tier 2 interventions (supported out of title i) for next school year, such as imagine learning language and literacy self-paced adaptive programming available for use in class and at home, plus a stronger utilization of academic mentors for k-5 (also out of title i) through BOY training.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	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.
Related School Goal:	Students will make 15 points toward DF3 as measured by SBAC Math
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.	
Selected academic discussions as a cycle 1 focus, developed rubrics and held pd's around various methods to facilitate academic discussions. Teachers k-5 participated in SWUN math pds and we discussed student progress and made goals for next steps in PLCs.	
What evidence do you see that your practices are effective?	
Very few middle school students were at or above benchmark (most were far below) on IABs this year. 3-5th grade fared far better with more students at and above.	

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.	
Using title 1 funds to purchase licenses for Imagine Learning Math to support students behind grade level in Math. Use PLCs to focus in on standards based mastery data for each teacher's students and group students based on need and supports. Leadership to ensure more frequent observations and feedback for teachers on math practice	
19-20 Conditions for Student & Adult Learning Priority: Attendance	
Theory of Change:	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:	90% of students will build relationship and feel connected and engaged in learning based on CHKS student survey
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.	
We did not implement an SEL curriculum, but did hold PD around PBIS expectations through first 6 weeks and mid year pbis area rotation activities; family engagement opportunities were limited, but we did have a black history month event, as well as frequent parent/principal meetings that focused on support for ELLs and students struggling in academics/behavior.	
What evidence do you see that your practices are effective?	
Attendance was poor compared to the year before the teacher strike. Chronic absences have remained high the past two years.	
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 be adding PBIS posters around the school to reinforce expectations, ensure pbis tier 1 classroom fidelity by holding BOY PD and following up during Cycle 1 with frequent walkthroughs to provide feedback to staff; Utilize pbis team to run monthly campaigns to further engage students in school culture and allocate (salesforce) money for incentives. We plan to fund a CSM through salesforce funding to support the attendance team in delivering tier 1, 2, and 3 interventions and support for students.	
19-20 Conditions for English Language Learners Priority: English Learner Reclassification	
Theory of Change:	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:	10% increase of students reclassified as measured by LPAC
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.	
We focused primarily on integrated ELD through our COI 1 around: academic discussions.	

What evidence do you see that your practices are effective?

During ELLMA walkthroughs, we were still missing many opportunities for even simple academic discussions to take place, such as a turn and talk after posing a question.

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.

Funding (salesforce) a 0.5 newcomer/ELL intervention teacher to support ELLs and LTELs with meeting reclassification targets. Funding (title i) Imagine Learning Language and Literacy program to support ELLs and Newcomers in developing stronger literacy skills and reading abilities.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

We funded a third STIP with title 1 surplus to support our site after our noon sup left mid-year.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: La Escuelita Elementary School			School ID: 121	
3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices				
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Positive Behavior Supports			
School Theory of Change:	If we support and enhance the implementation of tier 1 pbis in all classrooms and all school spaces, fewer students will struggle academically and behaviorally as evidenced by school discipline and testing data.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Develop (with guidance from grade level team and PBS team), post visuals of, teach, and rehearse consistent classroom and school routines to all students year round	Facilitate PBS team to provide guidance and guidelines to grade level teams/teachers in developing strong routines and procedures; Provide walkthroughs and monthly observations with specific feedback on routines and procedures to all teachers, with a focus on new teachers and teachers who are identified by PBS team based on data (walkthrough data, referral data, etc.)	*90% of students know the 3 B's *Maintain rate of .5 referrals or less per day *lessen students "at risk" for being chronically absent by 5% - 80% or higher score on Tiered Fidelity Index.	
1-2	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	PBS team to develop and post PBS school area expectations around the school; Provide professional development to all staff around school and area expectations	*90% of students know the 3 B's *Maintain rate of .5 referrals or less per day *lessen students "at risk" for being chronically absent by 5% - 80% or higher score on Tiered Fidelity Index.	

1-3	Teachers work towards ensuring tier 1 classroom fidelity according to the PBS Classroom Essential Features rubric	Facilitate PBS team to provide guidance and guidelines to grade level teams/teachers in attaining tier 1 pbs classroom fidelity; Provide walkthroughs and monthly observations with specific feedback on tier 1 fidelity to all teachers, with a focus on new teachers and teachers who are identified by PBS team based on data (walkthrough data, referral data, etc)	*90% of students know the 3 B's *Maintain rate of .5 referrals or less per day *lesson students "at risk" for being chronically absent by 5% - 80% or higher score on Tiered Fidelity Index.	
1-4	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	PBS Team will develop and coordinate monthly school events/assemblies and provide teachers with expectations for participation	*90% of students know the 3 B's *Maintain rate of .5 referrals or less per day *lesson students "at risk" for being chronically absent by 5% - 80% or higher score on Tiered Fidelity Index.	

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION				
School Priority ("Big Rock"):	PLCs/COIs and Data-Based Decision Making			
School Theory of Change:	If we utilize PLC's/COIs to plan for, collect, analyze, and act on key formative assessment data, we will see growth for all students in ELA/Math on benchmark and EOY summative test data.			
Related 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	Come prepared to each PLC/PD with essential and relevant standards identified in the upcoming or current unit of study in Math/ELA and other deliverables assigned by ILT	Establish PLC/PD Calendar at BOY. Coordinate with ILT to create bi-weekly PLC agendas and come prepared to each PLC/PD with relevant data and protocols for analysis and planning next steps as well as resources for teachers based around best practices and latest research	PLC google spreadsheets documenting meeting agenda, PLC/COI process and next steps; standards based mastery tracker updated after each formative assessment	
2-2	PLC teams meet with and collaborate with STIPs and Academic Mentors during PD and PLCs to assist and coordinate differentiated supports for focal students	Principal and Leadership Team observe and provide timely feedback on evidence based on differentiated instruction and prioritize professional development as needed. Principal and Leadership Team track and analyze data on a regular basis and hold data conferences with PLC teams.	PLC notes will show evidence of planning for focal students. Principal will conduct classroom observations and walk-throughs to provide feedback. Focal student data (formative and summative) will be monitored and plans adjusted as needed.	low percentage of students who are designated as HS ready (25%); On the Fall IABs grades 3-5, only 11/114 students met standard in ELA and only 17/118 met standard in Math
2-3	All teachers will keep standards mastery trackers of anchor standards for ELA/Math in their classroom and update at benchmark points identified by the PLC	Leadership will utilize ILT to set PLC norms around standards mastery trackers and create exemplars to support teachers with developing their own.	ILT meeting agenda and creation of mastery tracker exemplar, standards based mastery tracker updated after each formative assessment and reviewed in PLC	
2-4	Engage in professional development on and off site to grow in the area of standards based instruction	Provide staff with differentiated opportunities for professional development to enhance teachers' knowledge and practice of standards based instruction	Principal will conduct walkthroughs to collect data around implementation and execution of standards based instruction.	

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	ELA
--------------------------------------	-----

School Theory of Change:		If we utilize tier 2 interventions with fidelity, we will see growth for all students, including ELLs and students multiple years behind GL, on F&P and SRI.		
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	Select focal students based on ILT parameters to receive additional time at school and at home to work on IL Language and Literacy. Track student usage and provide feedback every other week.	Provide PD and training for teachers to effectively implement Imagine Learning Language and Literacy. Support continued usage and follow up through bi-weekly PLC meetings. ILT creates parameters around students who should be designated as in need of tier 2 supports.	Teachers bring usage reports to PLCs bi-weekly for analysis and plan feedback to students; student F&P/SRI growth	low percentage of students who are designated as HS ready (25%); On the Fall IABs grades 3-5, only 11/114 students met standard in ELA and only 17/118 met standard in Math
3-2	Train and supervise academic mentors in delivering 1:1 and small group intervention in reading; Identify these focal students on F&P and/or SRI tracker	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	Teachers bring academic mentor plan to bi-weekly plc. Progress assessed BOY, Mid, and EOY through F&P/SRI data analysis	low percentage of students who are designated as HS ready (25%); On the Fall IABs grades 3-5, only 11/114 students met standard in ELA and only 17/118 met standard in Math
3-3	Teachers promote Imagine Learning Language & Literacy to families and incorporate daily practice into HW for focal students	Provide workshops for families on using IL L&L and support for families with no device or internet.	Usage reports (IL L&L shows when students use at school vs. at home).	low percentage of students who are designated as HS ready (25%); On the Fall IABs grades 3-5, only 11/114 students met standard in ELA and only 17/118 met standard in Math

District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Balanced Professional Development: Focus on Cycles of Inquiry and Teacher SEL + Wellness
--------------------------------------	--

School Theory of Change:	If we provide teachers with PD opportunities that are focused on implementation of best practices through cycles of inquiry and support their mental health and wellness, we will see an increase in the number of students at and above standard in ELA and Math.			
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 will participate in whole staff pd around SEL and Teacher Wellness provided by The Teaching Well Staff. 25-33% of teachers will participate in The Teaching Well mentorship program and commit to participating in bi-weekly sessions with their mentor	Construct PD calendar to allow for Teaching Well sessions throughout the year. Provide STIP teacher coverage for teachers to be released during the school day to receive mentorship	CHKS Survey/Staff will show an increase in Staff Satisfaction	
4-2	Engage effectively in COI, make and follow through on commitments/next steps, and share best practices, successes, challenges, and so on with staff	Co-construct PD/PLC time with ILT to incorporate teacher voice and sharing of best practices, successes, challenges, and more with staff.	PLC notes, principal walkthroughs monthly, PD showcases/shareouts	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Integrated and Designated ELD
School Theory of Change:	If we allocate resources to support integrated and designated instruction in ELD for our English Language Learners through staff PD and hiring an ELD teacher, we will see our ELLs progress on reading, benchmark, and EOY assessments and we will have a higher percentage of our students reclassify as English Proficient.

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	Integrated: Use of Content Language Objectives for each ELA/Math lesson (ALL subjects for Middle school) and opportunities for academic discussion daily.	Integrated: PD around CLOs and support for facilitation of academic discussions; provide monthly walkthroughs and observations with specific feedback around CLOs and academic discussion.	ELL growth on IAB, SWUN assessments, and SRI	11.3% Reclassification of English Learners; 15% LTEL reclassification; Through December 2019, 51% of students with URFs are African American, equating to a 37% disproportion
5-2	Integrated: English Language Learner Specialist will lead PD on integrated supports and will support teachers by providing and modeling best practices for ELLs	Integrated: Incorporate time into PD plan for ELL specialist to deliver pd to teachers; setup times to release teachers to observe demo lessons and debrief with ELL specialist	ELL growth on IAB, SWUN assessments, and SRI	11.3% Reclassification of English Learners; 15% LTEL reclassification; Through December 2019, 51% of students with URFs are African American, equating to a 37% disproportion
5-3	Designated: ELL Specialist will cocreate plan to support ELLs and newcomers with targeted, small group pullout instruction	Designated: work with ELL specialist to create plan to support ELLs and newcomers with targeted, small group pullout instruction	ELL growth on IAB, SWUN assessments, and SRI	11.3% Reclassification of English Learners; 15% LTEL reclassification; Through December 2019, 51% of students with URFs are African American, equating to a 37% disproportion

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 121
School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
After School Program on site. Focus on literacy with data that shows a high percentage of students enrolled grow an average of 1.5 years in lexile	\$152,599	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	121-1
Supplies/Copier Maintenance Agreement	\$25,044	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Come prepared to each PLC/PD with essential and relevant standards identified in the upcoming or current unit of study in Math/ELA and other deliverables assigned by ILT	121-2
Noon Supervisor to support safety for students while at lunch and recess (holding off on hiring due to possibility we start virtually)	\$37,700	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	121-3
Noon supervisor to support safety for students while at lunch and recess	\$12,304	LCFF Supplemental	2905	Other Classified Salaries	1611	Noon Supervisor	0.40	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	121-4
Provide lessons based on monthly themes to k-5 students and supports students in positive behavior while in the library and checking out/returning books	\$2,899	LCFF Supplemental	2205	Classified Support Salaries	227	Library Clerk	0.05	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	121-5
EEIP computer/science prep teacher delivers lessons to students in basic computer skills and coding for 3rd-5th grade and delivers FOSS kit lessons to TK-2nd grade students	\$27,816	LCFF Supplemental	1105	Certificated Teachers' Salaries	5203	Teacher Education Enhancement	0.25	Draft LCAP Goal 1: All students graduate college, career, and community ready.	ALL teachers will participate in whole staff pd around SEL and Teacher Wellness provided by The Teaching Well Staff. 25-33% of teachers will participate in The Teaching Well mentorship program and commit to participating in bi-weekly sessions with their mentor	121-6
TSA, to support site with PD/PLC facilitation, data collection and analysis, master scheduling and calendar, plus testing	\$116,762	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6105	10-Month Classroom TSA	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Establish PLC/PD Calendar at BOY. Coordinate with ILT to create bi-weekly PLC agendas and come prepared to each PLC/PD with relevant data and protocols for analysis and planning next steps as well as resources for teachers based around best practices and latest research	121-7

EEIP computer/science prep teacher delivers lessons to students in basic computer skills and coding for 3rd-5th grade and delivers FOSS kit lessons to TK-2nd grade students	\$44,631	LCFF Supplemental	1105	Certificated Teachers' Salaries	6638	Teacher Education Enhancement	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	ALL teachers will participate in whole staff pd around SEL and Teacher Wellness provided by The Teaching Well Staff. 25-33% of teachers will participate in The Teaching Well mentorship program and commit to participating in bi-weekly sessions with their mentor	121-8
STIP Teacher Field Trips Sub Coverage Books (other than textbooks) Extended Contracts	\$114,084	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers work towards ensuring tier 1 classroom fidelity according to the PBS Classroom Essential Features rubric	121-9
Provide lessons based on monthly themes to k-5 students and supports students in positive behavior while in the library and checking out/returning books	\$26,085	Measure G: Library	2205	Classified Support Salaries	227	Library Clerk	0.45	Draft LCAP Goal 1: All students graduate college, career, and community ready.	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	121-10
Books for library	\$13,745	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Support monthly events/campaigns pushed out by PBS team by dedicating time for students to participate in actions and challenges that build community	121-11
Electives (KDOL/MOCHA Arts)	\$43,585	Measure G1	4400	Non-Capitalized Equipment	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	ALL staff refer to PBS school and area expectations when redirecting or supporting a student with behavior	121-12
Community schools manager supports site with parent communication, holds monthly workshops, leads COST and attendance teams to plan and carry out supports for students at all tiers.	\$55,793	Salesforce Principal Innovation Fund	2305	Classified Supervisors' and Administrators' Salaries	7905	Program Mgr Community School	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide workshops for families on using IL L&L and support for families with no device or internet.	121-13
4 academic mentors support elementary students with 1:1 and small group intervention in reading as supported and directed by classroom teachers	\$48,000	Title I: Basic	2928	Classified	n/a	Academic Mentors	0000	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-14
Releases classroom teachers for peer observations, walkthroughs, and for training of academic mentors. Covers classes when no sub is available.	\$59,000	Title I: Basic	1105	Certificated Teachers' Salaries	5261	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Coordinate STIP teachers to release classroom teachers in order to train Academic Mentors to deliver 1:1 and small group intervention in reading.	121-15

Imagine Learning Language and Literacy and Math will serve as a tier 2 intervention support for ELLs and students below grade level in ELA and Math	\$14,000	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide workshops for families on using IL L&L and support for families with no device or internet.	121-16
Fingerprinting Parent Workshops Childcare	\$2,608	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide workshops for families on using IL L&L and support for families with no device or internet.	121-17
Hero k-12 management as a tool to support higher rates of attendance	\$8,150	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Hero K-12?	121-18



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

La Escuelita TK-8

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Presenting SPSA highlights to SSC
- SSC Walkthroughs of classrooms
- Spring Parent Workshop on SBAC and how to prepare your child

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Sending home copies of School Parent Compact and Family Engagement Policy with students

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

- Through the School Site Council

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

- Through SSC, Parent-Teacher conferences, and Workshops in Fall and Spring during Coffee with the Principal

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

- Utilizing TalkingPoints text messaging platform which translates to home language.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- *Providing diverse opportunities for parent involvement for all school events and assemblies, including: multicultural events, supervision team, and encouraging active participation in their child's classroom and chaperoning of field trips.

OUSD Family Engagement Standard 4: Learning at Home

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

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

- *Through SSC and Coffee with the Principal (each monthly)
 - Ex: whatever practice/strategy we focus on as a school, we will have a Coffee with the Principal which has a short training with methods for how to support their children

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- *Prepare SSC members (teachers and parents) to present to staff during staff meeting (once in Fall and Spring)

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

- SSC scheduled 2nd Tuesday after school 3:15-4:15 in library
 - Coffee with the Principal scheduled monthly at 9am in library
-

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

- Through SSC at key points throughout the year
- Through Coffee with the Principal at key points throughout the year

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

- *Utilize Robocalls and letters home in English and Spanish
- *Utilize TalkingPoints (translates to home language)
- *Have translation available when possible for meetings and events

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

- *Providing diverse opportunities for parent involvement for all school events and assemblies, including: multicultural events, supervision team, and encouraging active participation in their child's classroom and chaperoning of field trips.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- *Through SSC and Coffee with the Principal (each monthly)

Adoption

This policy was adopted by the La Escuelita School Site Council on (insert date) and will be in effect for the period of August 12, 2019 through May 28, 2020.

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

Faris Jabbar

Signature of Principal

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke at the end.

10.11.19

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

La Escuelita

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.**

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

*Focus ILT and PLC meetings around best practices and data to ensure growth on academic standards and summative assessments

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

*Scheduled parent-teacher conferences twice during the year

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

*Adherence to a policy which requires teachers to make contact with a parent when their child is not progressing or in danger of failing.

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

4) Provide parents reasonable access to staff.

*Parent-teacher conferences 2x a year

*Parent-teacher communication through TalkingPoints and/or ClassDojo

*Provide additional opportunities for parent/family engagement through special events and assemblies

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

*Providing diverse opportunities for parent involvement for all school events and assemblies, including: multicultural events, supervision team, and encouraging active participation in their child's classroom and chaperoning of field trips.

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

*Through SSC and Coffee with the Principal (each monthly)

- Ex: whatever practice/strategy we focus on as a school, we will have a Coffee with the Principal which has a short training with methods for how to support their children

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

*Prepare SSC members (teachers and parents) to present to staff during staff meeting (once in Fall and Spring)

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

*Utilize Robocalls and letters home in English and Spanish

*Utilize TalkingPoints (translates to home language)

*Have translation available when possible for meetings and events

Teacher Responsibilities

**As soon as possible, ensure contact is made with all parents of students who are not responding to tier 1 supports or who are in danger of failing.*

**Communicate weekly with class through TalkingPoints or ClassDojo to update families about assignments, activities, events, etc.*

**Commit to identifying and supporting students performing below grade level by providing them with tier 1 interventions and supports and positive encouragement*

**Refer students who are unresponsive to tier 1 supports to COST or SST teams for additional supports*

**Provide a safe, positive and healthy learning environment*

Parent Responsibilities


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

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- Ensure my child has access to books at their "Just Right" reading level

This Compact was adopted by La Escuelita on October 11, 2019, 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 October 25, 2019.

Signature of Principal

A handwritten signature in black ink, appearing to be a stylized 'R' followed by a long horizontal stroke and a small upward flick.

October 11, 2019



Strategic Resource Planning

2019-2020

School Site Council Membership Roster – Elementary

School Name: **La Escuelita**

Chairperson : Alexia Maciel

Vice Chairperson: Keziah Young

Secretary: Maria Urbi

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Faris Jabbar	x			
Robert Creek		x		
Laura Jetter		x		
Dana Grosevenor		x		
Francisca Gatica			x	
Alexia Maciel				x
Keziah Young				x
Maria Urbi				x
Inez Martinez				x
Noemi Aloana				x

Meeting Schedule
(day/month/time)

2nd Tuesday of the Month

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