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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

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

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: 3/13/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: East Oakland PRIDE Elementary **Site Number:** 107

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Comprehensive Support & Improvement (CSI)
- Targeted Support & Improvement (TSI)
- Additional Targeted Support & Improvement (ATSI)
- After School Education & Safety Program
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century Community Learning Centers
- Early Literacy Support Block Grant

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

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

Date(s) plan was approved: 3-13-2023

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, ParentSquare blasts, etc.)

Signatures:

Michelle Cox Grant
Principal

Michelle C. Grant
Signature

3.13.23
Date

Chanel Falk
SSC Chairperson

[Signature]
Signature

3.13.23
Date

Monica Thomas
Network Superintendent

Monica Thomas
Signature

5/16/23
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/16/2023
Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/31/2023	Instructional Leadership Team	Shared the 22-23 SPSA and expected changes for the 23-24 SPSA
1/26/2023	School Site Council/ SELLS	Shared the start of the SPSA for families. We will be revisiting it again this month.
2/27/2023	Faculty	Share of the SPSA with faculty
4/13/2023	SSC/SELLs	Review and approve SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$128,740.00
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	\$544,931.43

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)	\$117,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$20,400	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,140	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$264,545	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,850	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$128,740	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$416,191	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$544,931
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.2%	47.8%	66.8%	20.9%	2.2%	0.6%	92.1%	16.5%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
18.0%	1.9%	75.6%	1.3%	0.0%	1.3%	0.0%	0.6%

1B: STUDENT GOALS & TARGETS

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

School Goal for Rigorous Instruction and Student Academic Growth

By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.

Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	41.2%	24.0%	<i>not available until Fall 2023</i>	95.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	7.1%	2.5%	<i>not available until Fall 2023</i>	60.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	5.5%	3.6%	<i>not available until Fall 2023</i>	50.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-79.8	n/a	-91.6	<i>not available until Fall 2023</i>	-49.8
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	3.5%	5.6%	<i>not available until Fall 2023</i>	60.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-101.2	n/a	-101.2	<i>not available until Fall 2023</i>	-71.2
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	4.1%	<i>not available until Fall 2023</i>	70.0%
CAST (Science) at or above Standard	All Students	11.1%	n/a	8.9%	<i>not available until Fall 2023</i>	41.1%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: By May 2024, our focal student groups will show continued growth. Students with IEPs will decrease distance from standard by 21.4 points in ELA and 26.8 points in Math. Our Black students will decrease their distance from standard by 55.1 points in ELA SBAC, and by 16.7 points in Math SBAC.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-152.9	n/a	-144.3	<i>not available until Fall 2023</i>	-122.9
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-96.9	n/a	-122.0	<i>not available until Fall 2023</i>	-66.9
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	20.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-175.1	n/a	-171.9	<i>not available until Fall 2023</i>	-145.1
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-123.8	n/a	-110.5	<i>not available until Fall 2023</i>	-93.8

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	3.7%	0.0%	8.8%	<i>not available until Fall 2023</i>	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	8.3%	<i>not available until Fall 2023</i>	50.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement: By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	81.3%	0.0%	0.0%	<i>not available until Fall 2023</i>	95.0%
Out-of-School Suspensions	All Students	1.3%	n/a	3.4%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	1.1%	n/a	3.4%	<i>not available until Fall 2023</i>	0.5%
Out-of-School Suspensions	Special Education Students	4.2%	n/a	3.4%	<i>not available until Fall 2023</i>	2.0%
Chronic Absenteeism	All Students	18.5%	26.3%	58.2%	<i>not available until Fall 2023</i>	13.2%
Chronic Absenteeism	African American Students	36.4%	47.5%	65.2%	<i>not available until Fall 2023</i>	23.8%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: By May 2024, we will retain teachers by providing differentiated coaching, strategic and data based PD aligned to district priorities, and providing opportunities for teacher collective efficacy.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	88.9%	72.1%	73.0%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	TSAs ensure that high quality core curriculum is implemented coherently and consistently across TK-5 to maximize student engagement, meaning-making, and student ownership of learning as evident in student talk and writing.	Hiring two TSAs assists in developing strong cycles of professional learning, monitoring and coaching of teachers aligned to school goals. Plan and facilitate monthly time for grade level backwards planning from end of unit assessments.
<i>LCAP Goal 2: Focal Student Group Supports</i>	TSAs support and review student data regularly & monitor progress, and make sure that teachers are on pace. They also make sure that 100% of teachers will bring formative assessment data to Wednesday PLCs so that all students reach the standards.	Our two TSAs (math and literacy) facilitate weekly professional learning communities engaging in data cycles in ELA and Math. Strong progress monitoring and explicit instruction of foundational literacy. Almost all students were SIPPS ready by December.
<i>LCAP Goal 3: Student & Family Engagement</i>	Provide opportunities for parents and families to be part of the Design Team and invite them to become members of SSC and SELLS. Establish a strong culture of learning with a focus on time on task for all students, minimizing disruptions and distraction during the core school day.	The more parents are engaged, the more they will understand why students need to be present in school and this will help with time on task, minimizing disruptions and distractions.
<i>LCAP Goal 4: Staff Supports</i>	Provide opportunities for teachers to share practice: consultancy protocols, ghost walks, peer observations, video lessons, artifacts etc. All support staff are provided with coaching and training in an effort to make sure they prioritize and understand our school priorities and to move teacher practice.	Providing weekly opportunities for PLC data analysis as well as monthly PLC planning time. PD based on regular classroom walk throughs and data with a focus on school priorities and goals. Coaching support prioritized.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	At least half of our students are not reading at grade level by third grade, and are unable to access grade level texts independently. Students are not meeting grade level standards in Math fluency and reasoning.	Foundational Skills have been off pace leading to multiple reading levels within a class making it difficult to staff each level and meet the needs of every student. Math fluency is not taught or prioritized by the curriculum.

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Too many students are not exiting SIPPS by end of 2nd grade. Upper grade teachers have more groups to teach than they have time for.</p>	<p>Students in Spanish Bilingual classes are starting SIPPS later. We don't currently have enough reading tutors to support SIPPS in the upper grades. The current math curriculum don't have specific supports for small group differentiation.</p>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Families have competing priorities with work, family, and managing life during the pandemic which limit or hinder ongoing involvement. Many also don't understand what's being requested of them so they are shy or hesitant to reach out or participate.</p>	<p>Families feeling as though they are a part of the process.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Tier I Instruction not accelerating academic growth for students. Staff needing support with students who are language learners. Multiple academic levels within a class requiring differentiated learning/teaching.</p>	<p>Students in Spanish Bilingual classes are starting SIPPS later. We don't currently have enough reading tutors to support SIPPS in the upper grades. The current math curriculum don't have specific supports for small group differentiation.</p>

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Our students do in fact have equitable access to funding. We start by making sure that parents have access to the SSC which allows them to understand how the Title 1 funds are used. We work very hard to make sure that our students are provided with additional support via a reading interventionist and ECE tutors 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. In addition, we need to improve our language development teaching for our ELL students as it is the area that falls off when teachers are feeling that they are struggling to add additional work as they still struggle with getting all of the core curriculum completed. We also need to make sure that all the teachers we hire are well trained and clear about what our expectations are and what 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. So, if a teacher has to be out for any period of time that is when a student might miss out on learning and because we have to split classrooms up that then causes challenges for the other classrooms because 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

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

East Oakland PRIDE Elementary
School: School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have implemented professional learning cycles and coaching support for implementing strong Tier I instruction, backwards planning from unit assessments and lesson learning targets. We have supported language and literacy instruction for all students, including our English Language Learners, by focusing our professional learning and coaching on integrated and designated ELD, to increase quality of student talk as a bridge to academic writing. We have implemented weekly PLC cycles around literacy and math data. We did notice that many of our actions we had planned for were written before the adoption of the Math curriculum, and so were not relevant, or were de-prioritized in order to support implementation of the new curriculum.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Focusing on, and protecting time for, advanced planning has led to stronger Tier I instruction, as evidenced by the posting of learning targets, teachers following the lesson structure of EM2 and EL Education, implementing daily Designated ELD, and a majority of teachers being on pace. We have seen an increase in quantity of student talk, but are still waiting to see an increase in quality of student talk, and the improvement in student academic writing.

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

We are increasing our coaching support by implementing weekly observations and feedback for all teachers. We will be focusing our weekly literacy learning walk on monitoring and supporting strong differentiated instruction during ALL Block in 3 - 5 and Small Group Rotation in K - 2.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?

<p>10-Month Teacher on Special Assignment (TSA)</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Provide instructional coaching and professional development to teachers in order to improve tier one teaching. Support teachers in giving and analyzing assessments.</p>	<p>By December 2022, 92% of kindergarten students met our Network goal by knowing enough letter names to begin the phonics reading program. More than 50% of our second grade students are not reaching benchmark on the Dibels Oral Reading Fluency . After targeted Professional Learning, all teachers posted learning targets for core curriculum as measured by the math language arts indicators.</p>	<p>In 2023-24, TSA will continue to plan coaching sessions with teachers and support them as needed. TSA will work with leadership team to put protocols in place to reduce interruptions to core duties.</p>
<p>10-Month Teacher on Special Assignment (TSA)</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Provide instructional coaching and professional development to teachers in order to improve tier one teaching. Support teachers in giving and analyzing assessments.</p>	<p>Fall to Spring Math IABs grew from 0% to 7% proficient in 3rd grade and from 0% to 4% proficient in 4th grade. In six weeks, the average score on Language Standard 4 grew 10pp in 5th grade, and 7pp in in 3rd grade as measured by iReady Standards Mastery. After a targeted Professional Learning about Language Dives, all teachers started Designated ELD Language Dives within two weeks.</p>	<p>In 2023-24, TSA will continue to plan coaching sessions with teachers and support them as needed. TSA will work with leadership team to put protocols in place to reduce interruptions to core duties.</p>

<p>Parent workshops</p>	<p>Student Connectedness to School</p>	<p>Classes provided to increase parent access to school communication & school/home work for students</p>	<p>Yes, parents benefitted and liked the option to learn English to support their students. Language acquisition takes time and will continue to support parents in their ability to communicate effectively with the school and teachers.</p> <p>We didn't offer the Parent Workshops this year because the person who offered the classes no longer did that and we are looking for someone new to offer the classes for next year.</p>	<p>Possibly. It depends on teacher and funding availability as well as ongoing parent interest in participating.</p>
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2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: East Oakland PRIDE Elementary School

School ID: 107

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	Math
School Theory of Change:	If we plan strong Tier I instruction with integrated English Language Development and GLAD strategies, provide daily opportunities to engage in math discourse using Tier II and Tier III academic vocabulary, and monitor progress using curriculum-embedded assessments and fluency checks, then we will see more students meeting grade level standards as measured by Math SBAC.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Backwards Plan EM2 modules	Plan and facilitate monthly backwards planning math units and lessons with grade level partners. Provide professional learning to build teacher's understanding of math concepts and standards, how they develop, and how they are taught across the grade levels in EM2	Walkthrough observations and indicators. Planning agendas and notes.	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1

1-2	Plan EM2 lessons with integrated language supports, checks for understanding, vocabulary supports and opportunities for math discourse and thinking.	Review lesson plans. Provide professional learning opportunities on checking for understanding, within the learn section, supporting math discourse, and providing differentiated instruction during the problem set in EM2 lessons. Provide opportunities for teachers to share their best practices and problems of practice with each other.	Lesson plans Professional learning calendar Professional Learning slide decks and feedback Walk through observations and indicators	By May 2024, we will retain teachers by providing differentiated coaching, strategic and data based PD aligned to district priorities, and providing opportunities for teacher collective efficacy.	Tier 1
1-3	Teach EM2 Math lessons with CFU and differentiated supports during the problem set daily.	Support math intervention based on curriculum embedded assessments Provide 1:1 coaching support through observation/feedback cycles, co-teaching, and modeling.	Coaching notes/tracker Intervention schedule Student data		
1-4	Assign iReady digital lessons based on identified learning gaps	Support teachers with iReady implementation, and monitoring	iReady instruction, usage and growth reports	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1
1-5	In professional learning communities, regularly monitor progress with curriculum embedded assessments and math fact fluency and provide targeted instruction.	Work with ILT to plan and facilitate effective PLCs.	ILT/PLC agendas and notes Curriculum embedded assessments	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Literacy
School Theory of Change:	If we provide a comprehensive, equity-based approach to literacy, grounded in the science of foundational literacy and rigorous literacy tasks with complex text, progress monitor and provide targeted differentiated language and literacy instruction then then we will see more students meeting grade level standards as measured by ELA SBAC.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Backwards plan literacy units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	Plan and facilitate monthly module and unit planning with grade level partners. Provide Professional Learning throughout the year to support an understanding of the standards and concepts taught within the curriculum. Provide expected classroom Look-Fors following PD and provide feedback after weekly learning walks.	Teachers backwards plan literacy instruction from the unit assessments and performance task. Teachers analyze curriculum-embedded assessments to guide their planning Observation data	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1

2-2	Backwards plan foundational skills based on initial assessments and curriculum scope and sequence	Plan and facilitate monthly literacy planning with grade level partners. Provide differentiated Professional Learning learning on fluency and foundational reading skills throughout the year to support an understanding of the standards and concepts taught within the curriculum.	<p>100% of teachers will bring formative assessment data to Wednesday PLCs</p> <p>Teachers analyze curriculum-embedded assessments to guide their planning</p> <p>iReady Diagnostic growth, passing Mastery Test, on target lessons,</p> <p>Observation data</p>	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1
2-3	Plan literacy lessons with integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	<p>Continuously monitor and revise schedules and plans to support quality Tier 1 curriculum implementation.</p> <p>Monitor and support weekly PLC and monthly grade level planning with a focus on data informed instruction. Monitor and support progress monitoring and benchmark assessments.</p>	<p>Teachers analyze curriculum-embedded assessments to guide their planning</p> <p>iReady Diagnostic growth</p> <p>Teacher lesson plans</p>	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1

2-3	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	Provide on-going coaching feedback. Provide expected classroom Look-Fors following PD and provide feedback after weekly learning walks. Continuously monitor and revise schedules and plans to support quality Tier 1 curriculum implementation. Monitor and support weekly PLC and monthly grade level planning with a focus on data informed instruction. Monitor and support progress monitoring and benchmark assessments.	iReady Diagnostic growth, passing Mastery Test, on target lessons, Students on benchmark in DIBLES All students naming upper and lowercase letters by December	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1
2-5	Teachers will progress monitor and use assessment data to target and differentiate instruction for all students..	Monitor and support PLCs with a focus on data informed instruction. Monitor and support progress monitoring and benchmark assessments.	SIPPS Mastery Students on benchmark in DIBLES All students name upper and lower case letters by December	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1
2-6	Teachers provide differentiated instruction through ALL Block/small group rotation, and use formative assessment including 1:1 conferencing to progress monitor student reading and writing skills.	Coordinate and/or provide professional learning and coaching support and classroom observation to implement small group rotations systems in all classrooms.	iReady Diagnostic Growth IABs Growth Learning walks/Observations iReady Diagnostic growth, passing Mastery Test, on target lessons, Students on benchmark in DIBLES All students naming upper and lowercase letters by December	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1

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

School Priority:	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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement strategies in classroom & student interactions, implement interventions early on to decrease escalation	Provide professional development & training	-Students are not sent to the office -Students are engaged in classwork with minimal redirection -teachers use strategies from PD to inform practice and implement 1-2 in first semester	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 1
3-2	Teachers progress monitor student data aligned to schoolwide goals/cycles	Review data regularly & monitor progress	-Teachers are aware of the progress/needs of black students -Parents are involved and aware of their student's progress -Student's know how they are doing and what their next progress step/goal is	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 1

3-3	Teachers are knowledgeable about what's offered for parents, communicate with parents regularly from start of school	Offer parent workshops/trainings, other engagement opportunities	-Teachers develop a system and use all available tools to communicate with parents (ParentSquare, texting, phone calls, emails, letters/notes home, and the Thursday envelopes) -Parents seem more aware of offerings at the school, parent/teacher communications, who their student's teacher is, and how to reach them	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 1
3-4	Understand, participate & fully advocate for students to be a part of the pbis system	Implement school-wide pbis system & awards	-Every teacher/staff participates/impliments pbis system and rewards to fidelity -Student's know/understand the chart/values to earn Den Dollar\$	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 1
3-5	Teachers & staff will make referrals to COST for additional support services beyond Tier 1	Staff/contract for case management, specific student groups, & alternative support practices to address behavior/emotional needs of students	-SST's are conducted w/parents for Tier 2/3 needs & parents are aware of concerns -COST referrals are made for Tier 2/3 needs -Students are referred for services as indicated based on COST recommendations	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 2
3-6	Teachers & staff will make referrals to COST for additional support services beyond Tier 1	Staff/contract for 1:1 supports such as tutoring, mentor support, individual therapy/counseling, &/or family counseling/support.		By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 2

3-7	Teachers & staff encourage after school program attendance, direct parents to ASP forms for enrollment, & director for questions	Contract w/ASP to provide homework start, enrichment, & other activities to engage youth in supervised activities	-Teachers/ASP have regular communication/expectations -ASP knows grade level work/expectation -Parents enroll students in ASP	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 1
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Priority:	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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Engage in high-leverage, and responsive Professional Learning to support teacher understanding of content, and practice strong pedagogical practices.	Weekly planning meeting to: - set, monitor and review professional learning cycles - review and respond to PD feedback -reflect on learning walk data -plan and prepare professional learning	Planning agenda and notes Slide decks Learning walk data Professional learning feedback	By May 2024, we will retain teachers by providing differentiated coaching, strategic and data based PD aligned to district priorities, and providing opportunities for teacher collective efficacy.	Tier 1
4-2	Support colleagues in professional growth, and identifying effective instructional strategies to support strong Tier I instruction.	Provide time and opportunities for sharing of practice during professional learning, professional learning communities, grade level planning and weekly email to teachers	Professional learning calendar PLC calendar Grade level planning calendar	By May 2024, we will retain teachers by providing differentiated coaching, strategic and data based PD aligned to district priorities, and providing opportunities for teacher collective efficacy.	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Black students will have access to the curriculum
School Theory of Change:	If we ... focus on AA students' outcomes in our data analysis ... If we ... elicit from students and families what their needs and interests are ... If we ... plan with our AA students' needs and interests in mind ... If we...ensure that all AA students and families have regular/sustained relationships with multiple adults at the school.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will share the grade level profile with the families and explain how their child fits in that profile and what it means.	Leadership will provide teachers with the grade level profiles as a tool to help parents understand what their students know and where they need support.	Progress reports, parent teacher conference sign-in sheets	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 1
5-2	Working with the ASP we will provide students with ways to identify their culture and why sharing that culture is important to the community.	We will have different programs that allow students to share their culture with the entire school community.	Quarterly programs	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 1
5-3	Work with teachers to disrupt deficit thinking around the Black students and families.	Provide teachers with PD that supports them using discourse 2 language about students and families and not discourse 1 language.	Classroom observations and walk throughs with scripted Discourse 2.	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 2

5-4	Whenever possible, incorporate the needs and interests of our black students into Tier I instruction	Build steps into backwards planning that includes thinking about the needs and interests of their Black students.	Lesson Plans	By May 2024, we will decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data and a parent listening campaign.	Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	High quality Integrated and Designated English Language Development
School Theory of Change:	If we provide English language development opportunities, aligned to classroom content instruction, every day, both designated and integrated, then ELs will develop English proficiency in 6 years or less and our Reclassification rate will increase to 20 percent.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Backwards plan lessons with the curriculum embedded language supports and GLAD strategies, based on students English Proficiency levels.	<p>At the beginning of the school year, support teachers to disaggregate analyze classroom-level ELPAC to inform language support planning based on students' language proficiency levels and domain. (categorize students by ELPAC level and domain; read/review level descriptors).</p> <p>Provide space and opportunities for teachers to strategically lesson using curriculum embedded EL Supports and GLAD strategies, informed by the ELPAC proficiency levels.</p>	Observation of curriculum-embedded language supports & GLAD strategies in lesson plans and walkthroughs.	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1

6-2	Teach lessons with integrated ELD language scaffolding strategies (i.e. GLAD) to make content comprehensible and to support English production (speaking and writing) aligned to learning targets and key questions.	Provide professional development in integrated ELD strategies based on need as determined by leadership team classroom observations and lesson plans.	Observation of scaffolds for comprehensible input in lesson plans and walkthroughs. Observation of students using scaffolds to speak and write with academic language.	By May 2024, the number of K - 2 students scoring at or above mid-grade on i-Ready reading in grades will increase by 46.4 ppts in 2nd, 57.5 ppt in 2nd and 71% in Kindergarten.	Tier 1
	Plan and teach protocols and language forms to support academic discussion in ELA and discourse in Math and Science.	Provide professional development on instructional strategies and tools to foster and support academic discussion, including key language supports.	Increase in quality and quantity of student talk observed in learning walks. Specifically, students responding to and building on each other's ideas.	By May 2024, we will retain teachers by providing differentiated coaching, strategic and data based PD aligned to district priorities, and providing opportunities for teacher collective efficacy.	Tier 1
6-3	Progress monitor language development using multiple types of formative assessment: student writing, Language Dive exit tickets, and the Conversation Analysis Tool)	Provide professional learning on giving, analyzing and using formative assessment to target instruction.	Formative assessment present in teacher lesson plans & walkthroughs. Teachers bring multiple types of assessment to PLCs and analyze with language proficiency development lens.	By May 2024, our focal student groups will show continued growth. Students with IEPs will decrease distance from standard by 21.4 points in ELA and 26.8 points in Math. Our Black students will decrease their distance from standard by 55.1 points in ELA SBAC, and by 16.7 points in Math SBAC.	Tier 1
6-4	Transferring language forms and functions learned in Designated ELD into ELA writing.	Provide professional learning on transferring learnings from Designated ELD into student writing.	ELA Writing lesson plans include language supports transferred from D-ELD lessons. Analysis of student writing samples demonstrate students incorporating language structures taught.	By May 2024, we will retain teachers by providing differentiated coaching, strategic and data based PD aligned to district priorities, and providing opportunities for teacher collective efficacy.	Tier 1

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Subagreement over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	We will have different programs that allow students to share their culture with the entire school community.	107-1
Contract first \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Staff/contract for 1:1 supports such as tutoring, mentor support, individual therapy/counseling, &/or family counseling/support.	107-2
12-Month Community School Manager	\$77,431	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7896	12-Month Community School Manager	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement school-wide pbis system & awards	107-3
Family/Parent Liaison	\$81,072	California Community Schools Partnership Program	2405	Clerical Salaries	New	Family/Parent Liaison	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Offer parent workshops/trainings, other engagement opportunities	107-4
Supplies	\$6,497	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement school-wide pbis system & awards	107-5
Consultant Contracts	\$60,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Working with the ASP we will provide students with ways to identify their culture and why sharing that culture is important to the community.	107-6
Consultant Contracts	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Work with teachers to disrupt deficit thinking around the Black students and families.	107-7
STIP Teacher	\$79,715	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9233	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Plan and facilitate monthly backwards planning math units and lessons with grade level partners. Provide professional learning to build teacher's understanding of math concepts and standards, how they develop, and how they are taught across the grade levels in EM2	107-8

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$33,436	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	4749	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-9
Early Literacy Tutor	\$39,811	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	6700	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-10
Supplies	\$8,400	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Contract w/ASP to provide homework start, enrichment, & other activities to engage youth in supervised activities	107-11
Copier Maintenance	\$12,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Whenever possible, incorporate the needs and interests of our black students into Tier I instruction	107-12
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$21,796	LCFF Supplemental	1105	Certificated Teachers' Salaries	5204	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.25	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Plan and facilitate monthly backwards planning math units and lessons with grade level partners. Provide professional learning to build teacher's understanding of math concepts and standards, how they develop, and how they are taught across the grade levels in EM2	107-13
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$91,990	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	In professional learning communities, regularly monitor progress with curriculum embedded assessments and math fact fluency and provide targeted instruction.	107-14
10-Month Classroom Teacher on Special Assignment (TSA)	\$45,178	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2053	10-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers progress monitor student data aligned to schoolwide goals/cycles	107-15

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Classroom Teacher on Special Assignment (TSA)	\$102,940	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7711	10-Month Classroom Teacher on Special Assignment (TSA)	0.60	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Engage in high-leverage, and responsive Professional Learning to support teacher understanding of content, and practice strong pedagogical practices.	107-16
Instruictional Supplies	\$2,641	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Working with the ASP we will provide students with ways to identify their culture and why sharing that culture is important to the community.	107-17
10-Month Classroom Teacher on Special Assignment (TSA)	\$141,611	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom Teacher on Special Assignment (TSA)	0.85	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Backwards plan foundational skills based on initial assessments and curriculum scope and sequence	107-18
To be allocated in Fall 2023.	\$788	Literacy Coaches & Reading Specialists Grant	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-19
Library Technician	\$64,341	Measure G, Library Support	2205	Classified Support Salaries	9023	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers & staff encourage after school program attendance, direct parents to ASP forms for enrollment, & director for questions	107-20
Early Literacy Tutor	\$4,777	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	4749	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Backwards plan foundational skills based on initial assessments and curriculum scope and sequence	107-21
Early Literacy Tutor	\$5,687	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	6700	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-22

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$20,170	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-23
To be allocated in Fall 2023.	\$3,140	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Offer parent workshops/trainings, other engagement opportunities	107-24
10-Month Classroom Teacher on Special Assignment (TSA)	\$24,990	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom Teacher on Special Assignment (TSA)	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Provide on-going coaching feedback. Provide expected classroom Look-Fors following PD and provide feedback after weekly learning walks. Continuously monitor and revise schedules and plans to support quality Tier 1 curriculum implementation. Monitor and support weekly PLC and monthly grade level planning with a focus on data informed instruction. Monitor and support progress monitoring and benchmark assessments.	107-25
10-Month Classroom Teacher on Special Assignment (TSA)	\$68,627	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7711	10-Month Classroom Teacher on Special Assignment (TSA)	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Teachers provide differentiated instruction through ALL Block/small group rotation, and use formative assessment including 1:1 conferencing to progress monitor student reading and writing skills.	107-26
To be allocated in Fall 2023.	\$24,133	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers provide differentiated instruction through ALL Block/small group rotation, and use formative assessment including 1:1 conferencing to progress monitor student reading and writing skills.	107-27
To be allocated in Fall 2023.	\$7,850	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	i-Ready Reading at or above Mid-Grade	Contract w/ASP to provide homework start, enrichment, & other activities to engage youth in supervised activities	107-28

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$20,170	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-29

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 2022-2023

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:

Sharing with parents what the expectations are at Back to School Night and connecting with parents on a monthly basis using The Pride Paper as well as weekly using the Thursday Envelopes.

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:

Inviting Parents to participate in the School Site Council, SELLS, and Black Family Advisory Council.

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 School Newsletter - The Pride Paper, Weekly Check-Ins with teacher,*
- The school communicates to families about the school's Title I, Part A programs by:
- Sharing with Parents what we are doing during the Title 1 Meeting as well as monthly SSC Meetings, The Black Family Advisory 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:

Parents are contacted about student assessments and levels by the teacher during phone calls, SST's, Parent Conferences

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:

- Parent Square, Paper Flyers, Robo Calls, The Pride Paper, Thursday Envelopes
- **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:

- Connecting them with the Community School manager and Oakland Ed Fund.

OUSD Family Engagement Standard 4: Getting Families Involved in school again *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 to help them work with their children to improve their children's achievement by:

- We are encouraging families to come in and volunteer in the classrooms. We are asking them to support our program called Mom's and Dad's on Duty.

- **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:

- Having parents participate in things like SSC, SELLS, and the Black Family Advisory Council, so they are aware of what parents bring to the table.

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: ■ We schedule meetings at times that will allow parents to be present when they are able to. Depending on the group it may be in the evening or morning.

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:

- The SPSA is shared with the parents in the Winter meetings as the SPSA will be reviewed and necessary changes made, so that parents are aware of how Title 1 funds will be used.

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:

- We have decided that this year SELLS will be a sub committee of SSC.

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

- They let the Principal or Community School Manager know and then we determine if we're able to meet those needs or find a place where parents can get their needs met in the community.

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 with parents when there are things that they might need in the community and when and how to access those services.

If a Title I SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by the East Oakland Pride School Site Council on August 23 and will be in effect for the period August 10 through May 25, 2023

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal

Signature of Principal

Michelle C. Grant

Michelle C. Grant

August 23, 2023

Date

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

East Oakland Pride Elementary School

2020-21

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

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

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

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

At EOP We Use the following Curriculum that is Standards Based

ELA - Fountas & Pinnell Reader's & Writers' Workshop Math - Eureka Math

Science - FOSS Science Social Studies - Reflections

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

Parent Conferences are held twice a year in November and in March.

- 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.**

Teachers connect with parents on a regular basis about student progress. If there is concern about the students academic or emotional growth then the teacher will be in contact with the parent and if necessary submit the child's name to COST (Coordination of Services Team), so the child can receive services.

4) Provide parents reasonable access to staff.

Parents are able to reach teachers on the school website, Via Google Classroom , Email, or by calling the school office and leaving a

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.

Parents are always welcome to support in the classroom at any time. They can get in touch with Oakland Ed Fund, our volunteer coordination team and they are welcome to volunteer.

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

Parents are welcome to support their child's learning and when necessary they can get the needed supplies from the teacher in order to provide the support.

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 here at EOP work as a team. We are very clear that our families are the most important part of that team and we ask that they participate as regularly as they possibly can to support the learning and growth of their student.

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.

Families again are able to use the school website, google classroom, seesaw, email or phone calls to contact their child's teacher.

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. *Ensure that my child is completing any unfinished work and asking for help when there is trouble understanding what is expected of them in the classroom.*
- [Add other responsibilities at school's discretion]

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 **August 31, 2022**, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **August 31, 2020**.

Michelle C. Grant

Signature of Principal

Date: August 18, 2020



East Oakland Pride ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Asma Khan
Vice Chairperson:	Chanel Falk
Secretary:	Ellen Stufflestreet

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Michelle Grant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lisa Woodruff*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ellen Stufflestreet*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jocelyn Ware*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mariana Vega Alcala	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sandra Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Lilabeth Lara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Alejandra Zambrano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Chantel Falk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Asma Khan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	4th Thursday @ 3:00
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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