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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: East Oakland PRIDE Elementary School
CDS Code: 1612590115600
Principal: Michelle Cox Grant
Date of this revision: 4/24/2024

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/24/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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:

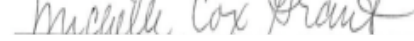



1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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: 4/24/2024

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 type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

Signatures:

<p>Michelle Cox Grant</p> <hr/> <p><i>Principal</i></p>	<p></p> <hr/> <p style="text-align: center;">Signature</p>	<p style="text-align: right;">5/23/2024</p> <hr/> <p style="text-align: right;">Date</p>
<p>Irma Ramirez</p> <hr/> <p><i>SSC Vice Chairperson</i></p>	<p></p> <hr/> <p style="text-align: center;">Signature</p>	<p style="text-align: right;">5/23/2024</p> <hr/> <p style="text-align: right;">Date</p>
<p>Monica Thomas</p> <hr/> <p><i>Network Superintendent</i></p>	<p></p> <hr/> <p style="text-align: center;">Signature</p>	<p style="text-align: right;">5/23/24</p> <hr/> <p style="text-align: right;">Date</p>
<p>Lisa Spielman</p> <hr/> <p><i>Director, Strategic Resource Planning</i></p>	<p></p> <hr/> <p style="text-align: center;">Signature</p>	<p style="text-align: right;">5/23/24</p> <hr/> <p style="text-align: right;">Date</p>

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
	Leadership Team	Review Previous SPSA and see what the necessary changes are for the year to come
3/19/2024	ILT	Conduct ILT work session to review the ILT and determine if there are necessary changes that need to be made by the leadership team.
3/26/2024	Design Team	Share what has been written on the SPSA and see if it connects with the decisions we have made about an ADEPT EOP Graduate.
3/19/2024	Staff/Faculty	Share the SPSA with the faculty
4/25/2024	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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$128,770.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$786,027.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$117,360	LCFF Discretionary (General Purpose Discretionary #0000)	\$16,550
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,260	LCFF Supplemental (LCFF Supplemental #0002)	\$222,075
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$8,150	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$225,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$61,149
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$128,770		\$657,257

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$786,027.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: East Oakland PRIDE Elementary School		School ID: 107
CDS Code: 1612590115600	SSC Approval Date: 4/24/2024	Board Approval Date: 8/14/2024

School Mission and Vision

Mission: In partnership with our students' families, we at EOP are dedicated to the intellectual, social, emotional and physical development of our students. Together we use student data to monitor growth and achievement. As educators we continually sharpen our practice through professional development and evolve to ensure that our students are meeting academic standards and developing as ADEPT graduates.

Vision: At EOP learning is our fundamental purpose. Our vision is to prepare and motivate our students as learners with strong critical thinking skills who embody our core values of pride, respect, intelligence, determination, and empowerment. Our students will learn today and be prepared for tomorrow.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.7%	20.2%	70.1%	3.6%	1.5%	16.6%	100.0%	63.4%	2.1%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.3%	1.5%	0.0%	0.0%	0.0%	0.3%	94.9%	11.5%	95.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	If we strengthen Tier I instruction in all classrooms through consistent coaching using observation and feedback, supported planning at the unit and lesson level, regular progress monitoring and analysis of CEA data in facilitated PLCs, then students will be college, career, and community ready.
Identified School Need:	By May 2025, 85% of students will make at least 1 year of typical growth on iReady ELA, 15% make at least 75% of typical growth.

Early Literacy Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	20.0%	not available until fall 2024	not available until fall 2025	85.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.3%	not available until fall 2024	not available until fall 2025	85.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	48.9%	not available until fall 2024	not available until fall 2025	85.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-112.6	not available until fall 2024	not available until fall 2025	-88.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	33.1%	not available until fall 2024	not available until fall 2025	85.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-122.1	not available until fall 2024	not available until fall 2025	-100.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	5.7%	not available until fall 2024	not available until fall 2025	60.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.2%	not available until fall 2024	not available until fall 2025	5.0%

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

School Goal:	If we provide a comprehensive, equity-based approach to literacy, grounded in the science of foundational literacy and rigorous literacy tasks with complex text, and provide UDL supports in Tier I math instruction, progress monitoring and analysis of CEAs, provide targeted differentiated language and literacy instruction then our Black students and students with IEPs will demonstrate accelerated growth as measured by ELA diagnostics, SIPPS Mastery Tests and SPIRE Mastery Tests.
Identified School Need:	Teachers teach Tier 1 curriculum with fidelity which will provide students the opportunity to have access to the curriculum which will support closing the equity gap.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-179.8	not available until fall 2024	not available until fall 2025	-154.0
SBAC ELA Distance from Standard Met	African American Students	-130.2	not available until fall 2024	not available until fall 2025	-88.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	73.7%	not available until fall 2024	not available until fall 2025	65.0%
SBAC Math Distance from Standard Met	Special Education Students	-186.5	not available until fall 2024	not available until fall 2025	-161.0
SBAC Math Distance from Standard Met	African American Students	-144.6	not available until fall 2024	not available until fall 2025	-100.0

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	6.7%	not available until fall 2024	not available until fall 2025	13.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	25.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	If we decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data.				
Identified School Need:	Develop parent engagement infrastructure and establish communication norms. Establish clear school-wide expectations for clean, inviting classroom and community.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	51.9%	not available until fall 2024	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	0.9%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	4.3%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	2.9%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	69.4%	not available until fall 2024	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	80.3%	not available until fall 2024	not available until fall 2025	55.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	If we provide differentiated coaching, strategic and data based PD aligned to district priorities, opportunities for teacher collective efficacy, and prioritize candidates who represent the cultural backgrounds of our students and live in Oakland, then we will build and retain a high quality, stable staff that is reflective of Oakland's rich diversity.				
Identified School Need:	By May 2025, all of our teachers will sign the intent to return form for 2025-26.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	73.8%	not available until fall 2024	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>If we strengthen Tier I instruction in all classrooms through consistent coaching using observation and feedback, supported planning at the unit and lesson level, regular progress monitoring and analysis of CEA data in facilitated PLCs, then students will be college, career, and community ready.</i>	<i>We have a coaching plan to support our growth as leaders. We had planned PLC's and PD every week. We communicated pacing and CEA assessments to teachers regularly. We figured out that a visual timeline supported our growth. Most teachers were aware that being on pace is what support growth and success on the CEA's. Coaching of teachers with observation and feedback cycle was effective in improving instructional practice. Teachers brought data to review weekly during PLC. Whenever the leaders were clear about what they expected it showed up in the classrooms. Teachers implement the rigorous tier 1 curriculum, including designated ELD.</i>
LCAP Goal 2:	<i>If we provide a comprehensive, equity-based approach to literacy, grounded in the science of foundational literacy and rigorous literacy tasks with complex text, and provide UDL supports in Tier I math instruction, progress monitoring and analysis of CEAs, provide targeted differentiated language and literacy instruction then our Black students and students with IEPs will demonstrate accelerated growth as measured by ELA diagnostics, SIPPS Mastery Tests and SPIRE Mastery Tests.</i>	<i>Teachers implement the rigorous Tier 1 curriculum with supports for English Learners (SIPPS groups formed based on individual student needs. Leadership team monitoring of CEA trackers.</i>
LCAP Goal 3:	<i>If we decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data.</i>	<i>Our plan includes using Sown to grow, caring community schools, case management and our new PRIDE HERO(Here, everyday, ready, on-time) initiative. These four will be tracked and used on a daily basis. We will ensure our families and students are welcomed, safe, healthy and engaged.</i>

<p>LCAP Goal 4:</p>	<p><i>If we provide differentiated coaching, strategic and data based PD aligned to district priorities, opportunities for teacher collective efficacy, and prioritize candidates who represent the cultural backgrounds of our students and live in Oakland, then we will build and retain a high quality, stable staff that is reflective of Oakland's rich diversity.</i></p>	<p><i>We provided targeted, differentiated coaching for both new teachers and veterans. We provided embedded professional learning on effective data reflection and backwards planning. A strong adult professional learning culture was named as a particular strength during the Design Team reflection on school culture. We aggressively hired for the 2024-25 school year in January with a priority to hire highly qualified candidates who are culturally similar to our students, and who live in Oakland.</i></p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>
<p>LCAP Goal 1:</p>	<p><i>If we strengthen Tier I instruction in all classrooms through consistent coaching using observation and feedback, supported planning at the unit and lesson level, regular progress monitoring and analysis of CEA data in facilitated PLCs, then students will be college, career, and community ready.</i></p>	<p><i>Due to pacing, data requested for PLC did not always match current analysis need. Coaching plan was interrupted by staff deaths and outside disruptions. Tier1 instruction not rigorous as taught. Teachers are still not comfortable yet with using the centrally provided planning tools.</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>If we provide a comprehensive, equity-based approach to literacy, grounded in the science of foundational literacy and rigorous literacy tasks with complex text, and provide UDL supports in Tier I math instruction, progress monitoring and analysis of CEAs, provide targeted differentiated language and literacy instruction then our Black students and students with IEPs will demonstrate accelerated growth as measured by ELA diagnostics, SIPPS Mastery Tests and SPIRE Mastery Tests.</i></p>	<p><i>Establishing ALL Block in the classroom. Starting SIPPS in a timely manner due to staffing. Expecting and supporting use of UDL in math and ELA. Tier 1 instruction pacing. Teachers entering data into trackers to allow Leadership Team to view data.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>If we decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data.</i></p>	<p><i>Attendance Lead pulls chronic absence data for each teacher's class to identify students who would benefit from early intervention. Build relationships, share attendance procedures/expectations, and set up preventative supports for Students who were chronic last year, especially those with a chronic history.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>If we provide differentiated coaching, strategic and data based PD aligned to district priorities, opportunities for teacher collective efficacy, and prioritize candidates who represent the cultural backgrounds of our students and live in Oakland, then we will build and retain a high quality, stable staff that is reflective of Oakland's rich diversity.</i></p>	<p><i>Teachers were not always able to collectively analyze data due to lower grade levels divided by language and different pacing, Getting teachers to effectively internalize their plans instead of turning in plans due to compliance. Redesigning our school away from a bilingual program affected teacher retention.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

East Oakland PRIDE Elementary
School: School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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 provided time weekly to monitor progress using multiple sources of data including CEAs and to backwards plan units and modules on Wednesdays from 2:50 - 3:45. At the beginning of the year, teachers did this in their classrooms. After finding it hard to monitor, we moved the location to room 2. This resulted in richer conversations and opportunities for cross-grade articulation. Due to staffing changes and school redesign, we did not ask ILT members to facilitate PLCs. Staffing changes and emphasis on CEAs made grade band PLCs unworkable, so data reflections and backwards planning happened in grade levels. Coaches and principal met weekly to plan and facilitate target grade levels to model and coach into best practices for data reflection that leads to planning using the Math ADAPT protocol. Some input was given around what quality data reflection and planning looks like. Mid-year we switched from letting grade levels set their own agendas for PLCs and planning to communicating what data we wanted them to prioritize (CEAs), and what they needed to plan. Prioritizing Wednesdays for data reflection and backwards planning meant not giving input that we had originally intended (Math, Foundational Skills). As of February, we haven't engaged teachers in lesson level planning.

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

PLCS: All teachers bring data weekly to reflect and analyze. Pacing made it a challenge to analyze CEA data, but we tried different tools to capture reflections, and found one that maximizes reflection, and minimizes paperwork. Analysis of completed reflection tools revealed root causes and next steps that are overly general that would not result in substantive change to the instructional core. The quality of teacher-teacher interactions within the PLCs varied greatly. At one end, we had a grade level that planned strategically and shared strategies. At the other, one grade level was not able to collaborate because of programmatic and personality differences.

Backwards Planning: Classroom observations revealed gaps in planning. When we introduced the scope and sequence calendar in Spring, only 1 - 2 teachers completed it. When we introduced the district planning tools for ELA and Math at the beginning of the year, the same thing happened. And when one teacher turned in a planning document for a module they had already completed, we realized that the "tools" were seen as documents to fill out and turn in, and that the internal work of planning wasn't happening. Some planning times were used for Professional Learning input and mandated trainings, especially for grades 3 - 5.

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.

Provide a three tiered coaching plan, add onsite and in class tutoring by an outside agency, tighten leadership team procedures and follow through, weekly share out of data during PLC.

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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
10-Month Classroom Teacher on Special Assignment (TSA)	i-Ready Math at or above Mid-Grade	<p>Monitors pacing and delivery of Tier I instruction .</p> <p>Coordinates and facilitates PLC data reflections, observes, gives feedback and provides differentiated coaching to teachers</p>	<p>Teachers are using the Tier 1 Math curriculum, and bringing data weekly to PLCs to analyze. I have been able to observe Math and instruction and give feedback, but other job duties can get in the way. Developing a coaching and PLC plan with leadership has been helpful. Teachers are provided time to plan, but from classroom observations we see that teachers are missing opportunities to incorporate UDL and ELL supports that are in the curriculum. PLC data reflections are often general with generic next steps that are not directly related to identified root causes.</p>	<p>CONTINUE/AMPLIFY: professional learning around effective data-driven PLCs. Provide routines for PLCs to share out their findings. Continue monitoring data reflections for specificity and alignment to instructional improvements. Provide PD input on best practices for effective planning with opportunities for teachers to reflect on their planning practices and identify next steps for improvement. CHANGE: require lessons plans to be turned in and reviewed, and feedback provided to teachers regularly.</p>
10-Month Classroom Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	<p>1:1 coaching with teachers to support school wide instructional goals and reflect and troubleshoot problems of practice in Tier 1 instruction.</p> <p>Meet monthly with grade levels to backwards plan curriculum.</p> <p>Monitor PLCs and support data reflection.</p>	<p>A solid coaching plan has supported me in coaching cycles and supporting PLCs and Professional Learning. To make things run smoothly, I rely on support staff such as an early literacy tutor, reading specialist, STIP sub, and when they are unreliable, the process does not work well.</p>	<p>I am working to develop systems and schedules to support our program that are not reliant on support staff. This work will start with changing the SIPPS schedule.</p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	East Oakland PRIDE Elementary School	SCHOOL ID:	107
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal: If we strengthen Tier I instruction in all classrooms through consistent coaching using observation and feedback, supported planning at the unit and lesson level, regular progress monitoring and analysis of CEA data in facilitated PLCs, then students will be college, career, and community ready.

Identified Need: By May 2025, 85% of students will make at least 1 year of typical growth on iReady ELA, 15% make at least 75% of typical growth.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Monitor Tier 1 Instruction with Coaching observation and feedback	All Students	Academic	Tier 1 - Universal
1-2	Facilitate PLCs to support grade level collaboration data analysis and reflection	All Students	Academic	Tier 1 - Universal
1-3	Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives into high quality performance tasks.	All Students	Academic	Tier 1 - Universal
1-4	Plan literacy units and modules with integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	All Students	Academic	Tier 1 - Universal
1-5	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	All Students	Academic	Tier 1 - Universal

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

School Goal: If we provide a comprehensive, equity-based approach to literacy, grounded in the science of foundational literacy and rigorous literacy tasks with complex text, and provide UDL supports in Tier I math instruction, progress monitoring and analysis of CEAs, provide targeted differentiated language and literacy instruction then our Black students and students with IEPS will demonstrate accelerated growth as measured by ELA diagnostics, SIPPS Mastery Tests and SPIRE Mastery Tests.

Identified Need: Teachers teach Tier 1 curriculum with fidelity which will provide students the opportunity to have access to the curriculum which will support closing the equity gap.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Monitor Tier 1 literacy and math instruction with coaching observation and feedback on UDL differentiation to support students with IEPS.	Special Education Students	Academic	Tier 1 - Universal
2-2	Monitor Tier 1 literacy and math instruction with coaching observation and feedback on differentiation to support Black students.	African American Students	Academic	Tier 1 - Universal
2-3	Backwards plan literacy and math lessons to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	African American Students	Academic	Tier 1 - Universal
2-4	Plan literacy and math lessons with UDL strategies: integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	Special Education Students	Academic	Tier 1 - Universal
2-5	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.	All Students	Academic	Tier 1 - Universal

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

School Goal: If we decrease chronic absenteeism and out of school suspensions. We will increase student and family engagement using CHKS, Aeries data.

Identified Need: Develop parent engagement infrastructure and establish communication norms.
Establish clear school-wide expectations for clean, inviting classroom and community.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Sown to Grow used as weekly screener, to monitor student social emotional health/address issues that would lead to absences.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Caring Schools Community used daily as a screener, used to monitor student social emotional health/address issues that would lead to absences.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Pride HERO (Here, Everyday, Ready, On time) monthly campaign	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Using case management to increase attendance, COST meetings will assign staff members to students with poor attendance.	All Students	Academic	Tier 2 - Supplemental

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal: If we provide differentiated coaching, strategic and data based PD aligned to district priorities, opportunities for teacher collective efficacy, and prioritize candidates who represent the cultural backgrounds of our students and live in Oakland, then we will build and retain a high quality, stable staff that is reflective of Oakland's rich diversity.

Identified Need: By May 2025, all of our teachers will sign the intent to return form for 2025-26.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Plan and facilitate differentiated professional learning .	All Students	Academic	Tier 1 - Universal
4-2	Plan, facilitate and monitor collaborative PLC data cycles.	All Students	Academic	Tier 1 - Universal
4-3	Meet monthly with grade level teams to plan at the module and/or unit level.	All Students	Academic	Tier 1 - Universal
4-4	Revise the interview process to ensure we hire candidates who reflect the cultural backgrounds of our students and who have a growth mindset and deep commitment to professional growth	All Students	Academic	Tier 1 - Universal
4-5	Offer teachers the opportunity to observe peer teachers	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS <i>Instructions & resources</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	African American	Behavioral	Tier 2 - Supplemental
5-2	Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	African American		
5-3	Community Engagement: Build and share out empowering narratives to the EOP and East Oakland community.	African American		
5-4	Teachers will engage in ILT and PLC to review student achievement data and Sown to Grow data for African American students, and address identified student needs.	African American	Academic	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	PD on Designated ELD	English Learner Students	Academic	Tier 1 - Universal
6-2	Incorporate integrated ELD using EL supports in Eureka Math Squared, and EL Education	English Learner Students	Academic	Tier 1 - Universal
6-3	Family Engagement: Strengthen connections with English Learner families and build community for English Learner families	English Learner Students	Academic	Tier 1 - Universal
6-4	Teachers will engage in ILT and PLC to review student achievement data and Sown to Grow data for English Learner students, and address identified student needs.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$4,550	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Monitor Tier 1 Instruction with Coaching observation and feedback	107-1
5610 - Equip Maintenance & Repairs	\$12,000	LCFF Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives into high quality performance tasks.	107-2
Noon Supervisor	\$2,288	LCFF Supplemental	2905	Other Classified Salaries	0756	Noon Supervisor	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Sown to Grow used as weekly screener, to monitor student social emotional health/address issues that would lead to absences.	107-3
5846 - Site Licenses	\$5,000	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	107-4
1122 - Extended Contracts	\$12,138	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-5
4304 - Classroom Supplies	\$20,000	LCFF Supplemental	4304	Classroom Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	107-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$32,887	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2053	10-Month Classroom Teacher on Special Assignment (TSA)	0.20	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Monitor Tier 1 Instruction with Coaching observation and feedback	107-7
Teacher Education Enhancement	\$47,333	LCFF Supplemental	1105	Certificated Teachers' Salaries	5204	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Facilitate PLCs to support grade level collaboration data analysis and reflection	107-8
Teacher STIP	\$102,429	LCFF Supplemental	1105	Certificated Teachers' Salaries	9233	STIP Teacher	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Satisfaction with Professional Development	Meet monthly with grade level teams to plan at the module and/or unit level.	107-9
TSA Classroom 10Mos	\$17,613	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	2053	10-Month Classroom Teacher on Special Assignment (TSA)	0.10	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Backwards plan literacy and math lessons to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	107-10
TSA Classroom 10Mos	\$44,300	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom Teacher on Special Assignment (TSA)	0.25	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives into high quality performance tasks.	107-11
4399 - Unallocated	\$55,447	Title I, Part A Schoolwide Program	4399	Unallocated		n/a		n/a	SBAC Math Distance from Standard Met	Meet monthly with grade level teams to plan at the module and/or unit level.	107-12
5825 - Consultants	\$3,260	Title I, Part A Parent & Family Engagement	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	107-13

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5826 - Transportation	\$8,150	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Community Engagement: Build and share out empowering narratives to the EOP and East Oakland community.	107-14
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	107-15
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Family Engagement: Strengthen connections with English Learner families and build community for English Learner families	107-16
7310 - Indirect Cost	\$5,473	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Monitor Tier 1 literacy and math instruction with coaching observation and feedback on UDL differentiation to support students with IEPS.	107-17
4310 Supplies	\$7,786	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Plan and facilitate differentiated professional learning .	107-18
TSA Classroom 10Mos	\$132,899	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7712	10-Month Classroom Teacher on Special Assignment (TSA)	0.75	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Facilitate PLCs to support grade level collaboration data analysis and reflection	107-19
5825 - Conferences	\$15,000	Educator Effectiveness Grant	5825	Consultants		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	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.	107-20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4311 - Refreshments	\$3,000	California Community Schools Partnership Program	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	107-21
4314 - Student Incentives	\$5,000	California Community Schools Partnership Program	4314	Student Incentives		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	107-22
5826 - Transportation	\$10,000	California Community Schools Partnership Program	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Backwards plan literacy and math lessons to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	107-23
5828 - Assemblies	\$10,000	California Community Schools Partnership Program	5828	Assemblies/Classroom Presentations		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	107-24
4310 - Materials and Supplies	\$17,946	California Community Schools Partnership Program	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	107-25
2928 - Academic Mentor	\$25,000	California Community Schools Partnership Program	2925	Other Classified Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	107-26

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$60,000	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	107-27
Program Mgr Community School	\$94,054	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7896	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Community Engagement: Build and share out empowering narratives to the EOP and East Oakland community.	107-28
Noon Supervisor	\$16,018	California Community Schools Partnership Program	2905	Other Classified Salaries	0756	Noon Supervisor	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-29
Teacher Education Enhancement	\$25,489	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries		Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Backwards plan literacy and math lessons to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	107-30
1120 Extended contracts	\$35,660	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	107-31
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	107-32

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$160,766	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7711	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Plan literacy units and modules with integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	107-33
Library Technician	\$81,905	Measure G, Library Support	2205	Classified Support Salaries	9023	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	107-34



School-Parent Compact

East Oakland Pride Elementary School

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 2023-24 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 29 2023**, and will be in effect for the period of August 7, 2023 to May 25, 2024.

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, 2023**

Michelle C. Grant

Signature of Principal

Date: August 29, 2023



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

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 on August 29, 2023 and will be in effect for the period August 7 through May 25, 2024

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 29, 2023

Date

Please attach the School-Parent Compact to this document.



East Oakland PRIDE ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Chanel Falk
Vice Chairperson:	Irma Ramirez
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"/>	
Ellen Stufflestreet*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Lisa Woodruff*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Cherish Ignacio*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Mariana Vega Alcala	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Chanel Falk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Lacdecie Riley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Irma Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Olivia Willis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Rochom Warrick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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