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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 La Escuelita Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School.

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

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

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

- Title I, Part A, 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 La Escuelita Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: La Escuelita Elementary School
CDS Code: 1612596096523
Principal: Faris Jabbar
Date of this revision: 5/20/2024

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: Faris Jabbar	Position: Principal
Address: 1100 Third Avenue Oakland, CA 94606	Telephone: 510-874-7762 Email: faris.jabbar@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2024
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: La Escuelita Elementary School **Site Number:** 121

- | | | |
|--|--|--|
| <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 type="checkbox"/> California Community Schools Partnership Program |
| <input 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: 5/20/2024

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

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

Signatures:

Faris Jabbar <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Faris Jabbar</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/20/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Green <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Lisa Green</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/20/24 <hr style="border: 0; border-top: 1px solid black;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/20/24 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/20/24 <hr style="border: 0; border-top: 1px solid black;"/> Date

2024-25 SPSA ENGAGEMENT TIMELINE

School Site: La Escuelita Elementary School **Site Number:** 121

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12.11.23	Staff Meeting	School Needs Assessment
12.18.23	SSC & SELLS	School needs assessment
1.22.24	Staff Meeting	Review staff input, further honing in on priorities
1.26.24	Coffee with the Principal	January - Input on goals, activities, planned expenditures
1.29.24	SSC & SELLS	Reviewed SPSA Part 1, 2, and 4

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	\$90,455.00
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	\$492,129.00

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)	\$82,440	LCFF Discretionary (General Purpose Discretionary #0000)	\$12,750
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,290	LCFF Supplemental (LCFF Supplemental #0002)	\$163,350
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)	\$5,725	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$48,931
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$90,455		\$401,674

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$492,129.00
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1A: ABOUT THE SCHOOL

School Name: La Escuelita Elementary School		School ID: 121
CDS Code: 1612596096523	SSC Approval Date: 5/20/2024	Board Approval Date: 8/14/2024

School Mission and Vision

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

VISION:
We believe that serving students in a small elementary setting results in consistent academic expectations and strong social-emotional development for all students. All La Escuelita students are empowered as leaders and expected to give back to our school community.

Purpose of this Plan

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

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing 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 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 scholars at La Escuelita have effective and experienced teachers and academic opportunities similar to other students in OUSD and across the state. We do believe that more funding from the state is essential in order to provide the intervention and support (behavioral and academic) necessary for our scholars to thrive at our school. Due to various socio-economic factors, attendance, and special needs, many of our students do not receive the necessary supports to compete with students in other more affluent areas of OUSD and other districts. We have continuously lost funding over recent years due to closure of our middle school and other funding sources being removed (ESSER Funds, etc.)

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.9%	13.2%	49.6%	1.1%	4.4%	7.7%	93.4%	55.2%	2.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.1%	5.5%	19.5%	1.5%	0.7%	1.8%	91.2%	8.5%	75.1%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: By May 2025, the percentage of students at or above grade level as measured by the iReady diagnostic will grow by 10pp.

Identified School Need: iReady Midyear

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	24.4%	not available until fall 2024	not available until fall 2025	54.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	45.7%	not available until fall 2024	not available until fall 2025	75.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	60.0%	not available until fall 2024	not available until fall 2025	80.0%

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	-66.3	not available until fall 2024	not available until fall 2025	-36.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.7%	not available until fall 2024	not available until fall 2025	80.0%

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	-67.9	not available until fall 2024	not available until fall 2025	-37.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	16.9%	not available until fall 2024	not available until fall 2025	46.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.5%	not available until fall 2024	not available until fall 2025	37.0%

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

School Goal:	By May 2025, students receiving special services will increase their SBAC Distance from Standard Scores by 10 points.
Identified School Need:	iReady Midyear

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	-121.6	not available until fall 2024	not available until fall 2025	-91.0
SBAC ELA Distance from Standard Met	English Learners	-86.3	not available until fall 2024	not available until fall 2025	-56.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	85.7%	not available until fall 2024	not available until fall 2025	55.0%
SBAC Math Distance from Standard Met	Special Education Students	-102.0	not available until fall 2024	not available until fall 2025	-72.0
SBAC Math Distance from Standard Met	African American Students	-115.2	not available until fall 2024	not available until fall 2025	--85

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	10.9%	not available until fall 2024	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	28.6%	not available until fall 2024	not available until fall 2025	35.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:		By May 2025, La Escuelita elementary will reduce Chronic Absenteeism to 15%			
Identified School Need:		Attendance Team to monitor chronic absenteeism monthly			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	75.9%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.6%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	60.1%	not available until fall 2024	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	53.8%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By May 2025, La Escuelita Elementary will retain 90% of its non-retiring teaching staff				
Identified School Need:	Teaching Well Research Report review at midyear				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	70.7%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>By May 2025, the percentage of students at or above grade level as measured by the iReady diagnostic will grow by 10pp.</i>	<i>6% growth of students at/above GL from BOY to MY iReady Reading; Students in SpEd Program grew 17% in the at/above category from BOY to MY iReady Reading; All teachers receiving support during Fall and Spring from iReady coach. PD/PLC focus on data analysis. Incorporation of data conferences, SIPPS rotations, Ignite Reading tutoring, Succeeding by Reading tutoring, UED After School Tutoring Wednesdays, iReady growth and performance awards assemblies.</i>
LCAP Goal 2:	<i>By May 2025, students receiving special services will increase their SBAC Distance from Standard Scores by 10 points.</i>	<i>Students in SpEd Program grew 17% in the at/above category from BOY to MY iReady Reading; Strong Resource support program with intervention curriculum (SPIRE); Incorporation of SpEd lens for PD and choosing SpEd focal students for cycles of inquiry</i>
LCAP Goal 3:	<i>By May 2025, La Escuelita elementary will reduce Chronic Absenteeism to 15%</i>	<i>Monthly Perfect Attendance Awards and prizes, recognition during assemblies, Top Classes in Attendance receiving incentives/parties, CSM and Attendance Specialist running SART meetings; In an effort to get more parents involved and reduce chronic absenteeism La Escuelita will fund fingerprinting for parents to increase parent volunteers on campus</i>
LCAP Goal 4:	<i>By May 2025, La Escuelita Elementary will retain 90% of its non-retiring teaching staff</i>	<i>Teaching Well- Mindful Mentoring and research report, half day releases for collaboration, consistent prep and PLC time,</i>

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<i>By May 2025, the percentage of students at or above grade level as measured by the iReady diagnostic will grow by 10pp.</i>	<i>Stagnant ELL growth from BOY to MY (4% increase in at/above); Family buy in to doing iReady minutes at home; Lack of funding for ENTL to support newcomer and ELL students in progress towards reclassification.</i>
<i>LCAP Goal 2:</i>	<i>By May 2025, students receiving special services will increase their SBAC Distance from Standard Scores by 10 points.</i>	<i>Work still remains to get 100% of staff to have an asset-based mindset towards students with SpEd services.</i>
<i>LCAP Goal 3:</i>	<i>By May 2025, La Escuelita elementary will reduce Chronic Absenteeism to 15%</i>	<i>Even though there has been improvement, we still have a high chronic absence rate at mid-year (Mod/Sev chronic absent: 60% last year at EOY down to 30% at MY this year)</i>
<i>LCAP Goal 4:</i>	<i>By May 2025, La Escuelita Elementary will retain 90% of its non-retiring teaching staff</i>	<i>Reported stress and feeling overwhelmed by teachers in Teaching Well Research report</i>

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

School: La Escuelita Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Instructions: Please complete any **yellow** cells below to provide information on the implementation of your current year's SPSA thus far.

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.

From Title 1 Student, we only funded a STIP teacher - That is not accurately reflected below.

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

Our STIP teacher has been instrumental in providing teachers release time to plan, debrief walkthroughs with leadership, or observe other classrooms.

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 will still fund a STIP and will cover part of the position from another fund.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Instructions: Evaluate your site's Title I Student and Parent Program. Use student data from the SPSA and other empirical data to understand the baseline, and how your Title I program expenditures have impacted student outcomes/achievement. ([Detailed Directions/Example](#))

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?
Childcare	College/Career Readiness	Provide childcare so parents can have more access to attend school events	Needs to be more family communication between school administration and parents: Teacher have 2 parents that are class leads to communicate with other parents and ensure translation is provided. Based on principal observation, when childcare is provided at parents engagement events, parents are able to participate and engage more.	Continue as it seemed to work for Parent engagement night this year!

Supplies for Parents	Student Connectedness to School	To provide parent center resources (ie. computer) for parents to utilize	Not working yet because family association is not developed enough to facilitate parent center	Continue with some funds allocated so that when the FA gets up and running.
Refreshments	College/Career Readiness	Incentivize attendance at school events	Working to get parents to show up. Based on principal observation, parent attendance significantly increases when refreshments are provided.	Continue
10-Month Classroom Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	Facilitates PD/PLC for teachers (executes plan set forth by SLT/ILT which TSA is a part of); Coordinates support for teachers: iReady PD days, SIPPS training, DELD support, Newcomer classes, coaching of new teachers	SIPPS and DELD are fully functional and we are working on quality of instruction; Focus on All Block fidelity and quality. 6% growth of students at/above GL from BOY to MY iReady Reading.	N/A
To be allocated in Fall 2023.	N/A	N/A	N/A	N/A
Arts Programming (Supplies)	Student Connectedness to School	Supplies for weekly art classes	Students are growing their love of art and are able to have access to diverse art materials to create various forms of art: clay, watercolors, etc.	Funded out of Arts grant
Lincoln Family Counseling	Student Connectedness to School	Behavioral intern to support students with SEL and behavioral needs in the classroom	Intern is serving several students who have a high need for extra adult support in the classroom.	Funded out of Title IV

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

School: La Escuelita Elementary School

SCHOOL ID: 121

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal:

By May 2025, the percentage of students at or above grade level as measured by the iReady diagnostic will grow by 10pp.

Identified Need:

iReady Midyear

#	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	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning (Fall and Spring)	All Students	Academic	Tier 1 : Universal
1-2	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal
1-3	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-4	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 : Supplemental

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

School Goal:		By May 2025, students receiving special services will increase their SBAC Distance from Standard Scores by 10 points.		
Identified Need:		iReady Midyear		
#	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	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Student with IEPs	Academic	Tier 3 : Intensified
2-2	Monthly walkthroughs to assess IEP implementation	Student with IEPs	Academic	Tier 3 - Intensified
2-3	Develop explicit strategies for ELLs	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Incorporate an ELL and Students with IEP lens in development of Monthly PD	All Students	Academic	Tier 2 - Supplemental

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

School Goal:		By May 2025, La Escuelita elementary will reduce Chronic Absenteeism to 15%		
Identified Need:		Attendance Team to monitor chronic absenteeism monthly		
#	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	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 : Universal
3-2	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 : Universal

3-3	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	All Students	SEL / Mental Health	Tier 1 : Universal
3-4	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 : Universal
3-5	Chronic Absenteeism: Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	African American, Arab American, Latino, Pacific Islander, and Special Education Students	Academic	Tier 1 : Universal

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

School Goal: By May 2025, La Escuelita Elementary will retain 90% of its non-retiring teaching staff

Identified Need: Teaching Well Research Report review at midyear

#	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	Continue to implement Teaching Well Mindful Mentoring and PDs	All Students	SEL / Mental Health	Tier 2 - Supplemental
4-2	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 : Universal

4-3	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Behavioral	Tier 1 : Universal
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CONDITIONS FOR BLACK STUDENTS [Instructions & resources](#)

#	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	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American Students	Academic	Tier 1 : Universal
5-2	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American Students	SEL / Mental Health	Tier 1 : Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [Stages of ELD Implementation Self-Assessment](#)

#	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	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 - Universal
6-2	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 : Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
2922 - Otherclass Salaries Extracomp	\$1,750	LCFF Discretionary	2922	Other Classified Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-1
5610 - Equip Maintenance & Repairs	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-2
4310 - Materials and Supplies	\$6,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-3
5825 - Consultants	\$1,500	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Continue to implement Teaching Well Mindful Mentoring and PDs	121-4
2222 - Classsuppt Salaries Extra Comp	\$2,000	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-5
4310 - Materials and Supplies	\$10,395	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-6
1122 - Teachers Salaries Extra Comp	\$20,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Develop explicit strategies for ELLs	121-7

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$35,251	LCFF Supplemental	1105	Certificated Teachers' Salaries	7634	STIP Teacher	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	121-8
TSA Classroom 10Mos	\$94,204	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6105	10-Month Classroom Teacher on Special Assignment (TSA)	0.7	Goal 1: All students graduate college, career, and community ready.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	121-9
4399 - Unallocated	\$187	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Connected to school	121-10
Teacher STIP	\$82,253	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7634	STIP Teacher	0.7	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Academic support	121-11
5838 - Finger Printing	\$500	Title I, Part A Parent & Family Engagement	5838	Fingerprinting	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Connected to school	121-12
2928 - Extra hours for child care for parent participation	\$790	Title I, Part A Parent & Family Engagement	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Connected to school	121-13

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Connected to school	121-14
4399 - Unallocated	\$725	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Connected to school	121-15
5825 - Consultants	\$5,000	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Academic support	121-16
5825 - Consultants	\$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 in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-17
5100 - Subagreements For Services	\$151,643	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 in joyful schools.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	121-18

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$5,000	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.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	121-19
1150 - Teachers Substitutes	\$10,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	121-20
Noon Supervisor	\$17,979	California Community Schools Partnership Program	2905	Other Classified Salaries	1611	Noon Supervisor	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-21
Noon Supervisor	\$17,979	California Community Schools Partnership Program	2905	Other Classified Salaries	8421	Noon Supervisor	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-22
Noon Supervisor	\$17,979	California Community Schools Partnership Program	2905	Other Classified Salaries	9113	Noon Supervisor	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-23

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5829 - Admission Fees	\$20,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-24
Attendance Specialist	\$29,445	California Community Schools Partnership Program	2205	Classified Support Salaries	2270	Attendance Specialist	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	121-25
TSA Classroom 10Mos	\$40,373	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	6105	10-Month Classroom Teacher on Special Assignment (TSA)	0.3	Goal 1: All students graduate college, career, and community ready.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	121-26
5826 - Prof-Services Non-Contract	\$50,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-27
4399 - Unallocated	\$64,420	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-28

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 121

School: La Escuelita Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$70,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-29
Community School Manager	\$96,825	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9915	Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	121-30
1122 - Teachers Salaries Extra Comp	\$2,697	Proposition 28 (Arts & Music in Schools)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-31
4310 - Materials and Supplies	\$8,000	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-32
Teacher Education Enhancement	\$38,234	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	121-33
Library Technician	\$91,132	Measure G, Library Support	2205	Classified Support Salaries	8897	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	121-34

**La Escuelita
2023-24**

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.**

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

*Focus Instructional Leadership Team and Professional Learning Communities meetings around best practices and data to ensure growth on academic standards and summative assessments

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

*Scheduled data conferences with parents and during parent-teacher conferences in Fall and Spring

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

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

*Ensure report cards go home with students and notify parents of how to access grades in Aeries Parent Portal

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

*Data Conferences and Parent-teacher conferences in Fall and Spring

*Parent-teacher communication through ParentSquare

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

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

*Providing diverse opportunities for parent involvement at all major school events, as well as encouraging active participation in their child's classroom and chaperoning of field trips.

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

*Through SSC, Coffee with the Principal (monthly), data conferences in Fall and Spring, plus workshops hosted by Community School Manager and school partners

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.

*Community School Manager and Family Liaison to present to staff during staff meeting (once in Fall and Spring)

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

*Utilize Robocalls and letters home

*Utilize ParentSquare (translates to home language)

*Have translation available when possible for meetings and events

Teacher Responsibilities

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

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

**Commit to identifying and supporting students performing below grade level by providing them*

with tier 1 interventions and supports and positive encouragement

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

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

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
 - Support your child in developing healthy habits:
 - Putting limits on screen time
 - Have fun playing, singing, dancing, reading with your child daily
- Ensure my child has access to books at their reading level

This Compact was adopted by La Escuelita on 8/25/23 and will be in effect for the period of 8/7/23 through 5/23/24.

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 September 15, 2023.

Signature of Principal

Faris Jabbar

Title I, Part A School Parent and Family Engagement Policy 23-24

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

La Escuelita Elementary

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

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

- Presenting SPSA highlights to SSC
- Fall and Spring Data Conferences with Parents
- Workshops throughout the school year to show parents how best to support their children at home with their education

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:

- Presenting SPSA highlights to SSC
- Fall and Spring Data Conferences with Parents
- Workshops throughout the school year to show parents how best to support their children at home with their education
- Spring Makers Fair Project Exhibitions

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers *Families and school staff engage in regular, two-way, meaningful communication about student learning.*

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

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

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

- Through the School Site Council

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

- Through SSC, Fall/Spring Parent-Teacher conferences, Fall/Spring Data Conferences, throughout the year during Coffee with the Principal and workshops offered periodically

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

- Utilizing ParentSquare messaging platform which translates to home language.
- Provides translation services for SSC and Coffee with the Principal and workshops with Community School Manager (Spanish always, other languages may be requested but we need 30 days advance notice)

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

* Opportunities for parents to support in celebrating students of the Month, iReady achievement/growth, attendance!

OUSD Family Engagement Standard 4: Learning at Home

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

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

- *Through SSC, Coffee with the Principal (monthly), plus workshops hosted by Community School Manager and school partners: Kinder to College, iReady, and

After School Program.

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:

- *Community School Manager and Family Liaison present to staff in Fall and Spring

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

- SSC scheduled on consistent day/time once SSC established
- Coffee with the Principal scheduled on last Friday at 8:45a in library

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

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

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

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

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

- *Providing diverse opportunities for parent involvement at all major school events, as well as encouraging active participation in their child's classroom and chaperoning of field trips.

OUSD Family Engagement Standard 6: Community Collaboration and Resources *Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

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

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

Adoption

This policy was adopted by the La Escuelita on 8/25/23 and will be in effect for the period of 8/7/23 through 5/23/24.

The school will distribute this policy to all parents on or before September 14, 2023.

Faris Jabbar

Signature of Principal

Please attach the School-Parent Compact to this document.



La Escuelita School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Lisa Green
Vice Chairperson:	David Calderon
Secretary:	Jethro Rice

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?)
Faris Jabbar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stanley Slivinski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Tawney Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Marlene Gutierrez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Jethro Rice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Lisa Green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Mark Green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
David Calderon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Robbie Peters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Eva Heredia	<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: (Day/Month/Time)	Last Monday of each school month at 3p in the library
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SSC Legal Requirements (EC Sections 65000-65001):

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

