

Board Office Use: Legislative File Info.	
File ID Number	25-1768
Introduction Date	8/13/2025
Enactment Number	
Enactment Date	



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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** La Escuelita Elementary School  
**CDS Code:** 1612596096523  
**Principal:** Faris Jabbar  
**Date of this revision:** 5/19/25

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:* 5/19/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

La Escuelita Elementary School

**Site Number:**

121

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 5/19/2025

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

☒ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Faris Jabbar

*Principal*

*Faris Jabbar*

Signature

5/26/2025

Date

Tyla Brown

*SSC Chairperson*

*Tyla Brown*

Signature

5/29/2025

Date

*SELLS Representative (optional)*

Signature

Date

Leroy Gaines

*Network Superintendent*

*Leroy Gaines*

Signature

5/28/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/27/2025

Date

**2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/28/2024	SSC / SELLS	SPSA Overview
12/9/2024	December Staff Meeting	School Needs Assessment conducted with staff
12/17/2024	SSC / SELLS	Review this current school year's School Plan for Student Achievement (SPSA) Part 1: Needs Assessment and Review this current school year's School Plan for Student Achievement (SPSA) Part 1: Needs Assessment and Discussion of Title IV Budget Priorities using the "SSC Approved Expenditure Worksheet". Discussion of CCSPP Budget Priorities using the "SSC Approved Expenditure Worksheet".
1/9/2025	MTSS/ILT	Conducted ILT work session to review and action plan around MidYear Headlines: Kinder Letter ID, SIPPS, Behavior, iReady and Reclassification
1/10/2025	Coffee With the Principal	Reviewed MidYear Headlines around Kinder Letter ID, SIPPS, Behavior, iReady and Reclassification
2/24/2025	SSC / SELLS	Review SPSA Parts 1-3

---

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$95,830.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$719,756.64

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$93,240
Title I, Part A Parent & Family Engagement (#3010)	\$2,590
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$95,830</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$719,756.64</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$25,400
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$46,149
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$623,927</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name:</b> La Escuelita Elementary School		<b>School ID:</b> 121
<b>CDS Code:</b> 1612596096523	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>

**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 school 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.

**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, 2023-24

% 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.**

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

**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%	33.3%	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%	70.3%	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%	60.0%	not available until fall 2025	80.0%

**English Language Arts Measures & Targets**

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-68.9	not available until fall 2025	-36.0
SBAC ELA Participation	All Students	98.4%	99.2%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.7%	47.4%	not available until fall 2025	80.0%

**Mathematics/Science Measures & Targets**

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-80.4	not available until fall 2025	-37.0
SBAC Math Participation	All Students	97.6%	97.6%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	16.9%	16.2%	not available until fall 2025	46.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.5%	16.3%	not available until fall 2025	37.0%
California Science Test (CAST) Participation	All Students	100.0%	97.7%	not available until fall 2025	95.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

**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	-125.6	not available until fall 2025	-36.0
SBAC ELA Distance from Standard Met	English Learners	-86.3	-111.6	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%	50.0%	not available until fall 2025	55.0%

SBAC Math Distance from Standard Met	Special Education Students	-102.0	-104.9	not available until fall 2025	-37.0
SBAC Math Distance from Standard Met	African American Students	-115.2	-127.0	not available until fall 2025	--85
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">Stages of ELD Data slides</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	10.9%	11.0%	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	28.6%	16.7%	not available until fall 2025	35.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	75.9%	50.0%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.6%	0.3%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	60.1%	28.8%	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	53.8%	35.0%	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, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
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%	68.8%	not available until fall 2025	90.0%

# 1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>*Kinder and 1st grade showed growth of 9pp and 24pp of scholars respectively showing one or more years of growth as measured by iReady Diagnostic</p> <p>*31pp reduction in chronic absenteeism</p> <p>*Systematized COST referral process whereby teachers are supported by the CSM in holding Student Success Team meetings to address lack of academic progress</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>*9pp growth in AA scholars at or above grade level reading from 22-23 to 23-24 according to iReady Reading EOY diagnostic</p> <p>*27pp growth in Scholars with SpEd services at or above grade level in reading AND math from 22-23 to 23-24 according to iReady Reading EOY Diagnostic</p> <p>*19pp reduction in African American scholar chronic absenteeism</p> <p>*Maintained 11% reclassification for ELLs</p> <p>*TSA facilitates monthly half day release for teachers to plan around focal student data and next steps</p> <p>*Academic mentors assigned to work with small groups of students for intervention (SIPPS, D-ELD, ALL Block, or math support)</p> <p>* Providing students with real world experience that support their learning through field trips for students</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>*31pp reduction in chronic absenteeism</i></p> <p><i>*Highly effective COST and Attendance Teams supporting the needs of scholar and families</i></p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>*100% of teachers were retained other than retiring or non-reelect</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>*2 point and 12 point backslide in ELA and Math respectively on SBAC performance (grades 3-5)</p> <p>*15pp fewer scholars grew 1 year or more on iReady Reading diagnostic (grades 3-5)</p> <p>*one upper grade teacher stability: one was out frequently, one class was taken on by our STIP teacher, one was a new teacher who needed intensive coaching</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>*2pp backslide in AA scholars at/above grade level in Math (from 22-23 to 23-24) according to iReady Diagnostic</p> <p>*2pp backslide in ELL scholars at or above grade level in reading from 22-23 to 23-24 according to iReady Reading EOY Diagnostic</p> <p>*no growth or slide in ELL scholars at or above grade level in math from 22-3 to 23-24 according to iReady Math EOY Diagnostic</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>*Families that become uncontactable during the school year</i></p> <p><i>*Families traveling from outside of the school zone (vast majority of our scholars live outside of our school zone)</i></p> <p><i>*Higher engagement from families when we provide food/refreshments, childcare, and when we are able to support them with volunteering in their child's classroom by covering fingerprinting costs</i></p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>*N/A</i></p>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** La Escuelita Elementary School

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 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.

No changes

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.

STIP teachers are no longer an option to fund. We are moving to funding a partial ENTL/Newcomer Teacher position.

### 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why?  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	Based on this evaluation, what will you change, continue, or discontinue? Why?
4399 - Unallocated	NA	NA	NA	NA	NA
Teacher STIP	STIP Teacher	SBAC ELA Distance from Standard Met	Release of teachers for 1/2 day release planning to unpack EL Ed and Eureka modules, analyse and create a response plan to CEA data, and plan targeted interventions for focal students	Kinder and 1st grade showed growth of 9pp and 24pp of scholars respectively showing one or more years of growth as measured by iReady Diagnostic. 27pp growth in Scholars with SpEd services at or above grade level in reading AND math from 22-23 to 23-24 according to iReady Reading EOY Diagnostic. Maintained 11% reclassification for ELLs. Teacher unpacking and plans to address focal students are contained in PLC notes or anchor charts kept by TSA	no longer allowable per OUSD



5838 - Finger Printing	Pay for parent fingerprinting for volunteer or hiring as staff	Student Connectedness to School	Pay for parent fingerprinting for volunteer or hiring as staff	We have been able to remove a barrier for families to become volunteers or support our school as paid staff, as a result of this expenditure we have seen an increase in parent engagement.	continue to provide parent access to support our school
2928 - Extra hours for child care for parent participation	Pay for classified staff to provide childcare for parent events after school	Student Connectedness to School	Pay for classified staff to provide childcare for parent events after school	We have been able to remove a barrier for families to attend after school events, as a result of this expenditure we have seen an increase in parent engagement.	continue to provide parent access to support our school
4311 - Meeting Refreshments	Provide coffee and snacks for meetings to increase parent attendance	Student Connectedness to School	Provide coffee and snacks for meetings to increase parent attendance	We are providing basic courtesy to our parents and families by providing snacks and coffee at meetings, as a result of this expenditure we have seen an increase in parent engagement.	continue to provide parent access to support our school

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b>	La Escuelita Elementary School	<b>SCHOOL ID:</b>	121
----------------	--------------------------------	-------------------	-----

### 3: SCHOOL STRATEGIES & ACTIVITIES

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

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

<b>School Goal:</b>	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>
<b>Identified Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	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 3 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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
<b>Identified Need:</b>		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	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	Engage in PD with explicit CRT/I-ELD strategies and implement into practice	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
2-5	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

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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: Leadership monitors usage of Sown to Grow, both reading and response data. Upper grade teachers (3-5th) administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 : Universal

3-2	Student Connectedness: Leadership make time during Staff Meeting/PD, for Professional Learning on Caring School Communities. An SEL Teacher Leader is selected/nominated to participate in Lead by Learning PD. All teachers lead Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day and additionally as needed.	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
3-6	Student Connectedness: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. recess, lunch, before and after school), and will convene monthly to review efficacy.	All Students	SEL / Mental Health	Tier 1 : Universal
3-7	Family Connectedness: Leadership will engage families on a consistent basis (Monthly at least) and provide light refreshments as well as childcare for major school events	All Families	SEL / Mental Health	Tier 1 : Universal

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

<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
<b>Identified Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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 incorporate Teaching Well learnings, ie. connected communication and shared decision making scale, with staff through established systems and structures	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
4-4	Conduct regular observation and feedback, particularly in the first 6 weeks of the school year with a focus on classroom culture building. Integrate a focus on new teachers into your learning walks.	All Students	Academic	Tier 1: Universal

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		<u>Stages and Actions for ELD Implementation</u>		
#	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 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
<p>After School programming to support about 50% of our student population who need after school care.</p> <p>After school is a critical time of day for youth to further explore their interests and passions, develop their voice, and grow as students and individuals. Our daily afterschool programming is project-based and emphasizes:</p> <p>Social-emotional Learning &amp; Critical Thinking Creative Expression Gardening and Connection with Nature Leadership Development &amp; Social Justice Academic Support &amp; Literacy Sports &amp; Movement</p> <p>Activities include soccer, poetry, drawing, theater arts, gardening, science experiments, community service projects, bike club, painting, lacrosse, yoga, graphic arts, and more. We work in close collaboration with schools to offer activities and learning opportunities reflective of the school communities needs and interests. Our staff ensure safe and supportive communities for youth to thrive in and out of school.</p>	\$152,378	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			<p>Student Connectedness: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. recess, lunch, before and after school), and will convene monthly to review efficacy.</p>	121-1

**PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
<p>After School programming to support about 50% of our student population who need after school care.</p> <p>After school is a critical time of day for youth to further explore their interests and passions, develop their voice, and grow as students and individuals. Our daily afterschool programming is project-based and emphasizes:</p> <p>Social-emotional Learning &amp; Critical Thinking Creative Expression Gardening and Connection with Nature Leadership Development &amp; Social Justice Academic Support &amp; Literacy Sports &amp; Movement</p> <p>Activities include soccer, poetry, drawing, theater arts, gardening, science experiments, community service projects, bike club, painting, lacrosse, yoga, graphic arts, and more. We work in close collaboration with schools to offer activities and learning opportunities reflective of the school communities needs and interests. Our staff ensure safe and supportive communities for youth to thrive in and out of school.</p>	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. recess, lunch, before and after school), and will convene monthly to review efficacy.	121-2
<p>The Art Prep teacher will facilitate weekly lessons to ALL students to provide them with an outlet to express themselves through visual arts. Students will learn about a diverse array of artists that connect to various cultures and forms. The teacher will support scholars to make connections to content they are learning in their core classes as well as support them in making connections to their own life, experience, and ideas about the world. Students will be able to apply the skills and mindset they develop in art to their core classes and life.</p>	\$39,690	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	6638	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.3			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)	121-3
<p>Will pay for art supplies to facilitate the art classes, ensuring that students have the materials they need to engage in various art forms and techniques.</p>	\$6,459	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	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 (Fall and Spring)	121-4



**PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
part time noon supervisor will support safety for ALL students during recess and lunch, ensuring that school rules and expectations are adhered to so that these spaces are safe.	\$17,935	California Community Schools Partnership Program	2905	Other Classified Salaries	8421	Noon Supervisor	0.4		Out-of-School Suspensions	Student Connectedness: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. recess, lunch, before and after school), and will convene monthly to review efficacy.	121-5
part time noon supervisor will support safety for ALL students during recess and lunch, ensuring that school rules and expectations are adhered to so that these spaces are safe.	\$17,927	California Community Schools Partnership Program	2905	Other Classified Salaries	9113	Noon Supervisor	0.4		Student Connectedness to School	Student Connectedness: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. recess, lunch, before and after school), and will convene monthly to review efficacy.	121-6
The Attendance Specialist will make phone calls to families throughout the day (instead of only mornings) with options to shift schedule to make calls after school, to verify attendance. Will be an integral member of the school attendance team, meeting twice monthly with CSM and principal to strategies tier 1, 2, and 3 supports and interventions for students. Will prepare and present information on the importance of attendance to families via Coffee With the Principal and Special Attendance events. Will create and curate an attendance bulletin board outside of the office, updating weekly. Additional outreach to families, tier 1 strategies providing weekly incentives to students with strong attendance; recognition awards at monthly assemblies for excellent and improved attendance.?	\$46,383	California Community Schools Partnership Program	2205	Classified Support Salaries	2270	Attendance Specialist	0.5		Chronic Absenteeism	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.	121-7

**PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
<p>DESCRIPTION OF RESPONSIBILITIES</p> <p>What CCSPP Priority will this position support?</p> <p>Joyful Schools</p> <p>Describe how this position will provide support above and beyond what has typically been provided.</p> <p>CSM will coordinate and enhance partnerships to bring additional events and activities to the school community, during school day, recess, at assemblies, and after school</p> <p>TARGET POPULATION:</p> <p>What population will the position focus on? (e.g. teachers, families, students)</p> <p>ELL Families</p> <p>SERVICES:</p> <p>What services will be provided to the population indicated?</p> <p>Monthly assemblies supported by partners/community members</p> <p>Special events/activities during recess monthly</p> <p>Monthly after school family engagements</p> <p>When will services be provided?</p> <p>Monthly during and after school</p> <p>ANTICIPATED OUTCOMES:</p> <p>What change do you expect to see as a result of this position?</p> <p>Additional family engagement; increase in families at school events and engagements</p> <p>What data will be collected to demonstrate impact? Service data should be collected</p> <p>Sign in sheets</p>	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.5		Student Connectedness to School	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	121-8
<p>Contract with Ball for Life to provide sports and games classes to engage ALL students around their health. Contract with Ball for Life to provide SEL/Sports Programming for target students in upper grades. Students will benefit by having healthier bodies.</p>	\$55,766	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	Student Connectedness: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. recess, lunch, before and after school), and will convene monthly to review efficacy.	121-9

**PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
<p>After School programming to support about 50% of our student population who need after school care.</p> <p>After school is a critical time of day for youth to further explore their interests and passions, develop their voice, and grow as students and individuals. Our daily afterschool programming is project-based and emphasizes:</p> <p>Social-emotional Learning &amp; Critical Thinking Creative Expression Gardening and Connection with Nature Leadership Development &amp; Social Justice Academic Support &amp; Literacy Sports &amp; Movement</p> <p>Activities include soccer, poetry, drawing, theater arts, gardening, science experiments, community service projects, bike club, painting, lacrosse, yoga, graphic arts, and more. We work in close collaboration with schools to offer activities and learning opportunities reflective of the school communities needs and interests. Our staff ensure safe and supportive communities for youth to thrive in and out of school.</p>	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			<p>Student Connectedness: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. recess, lunch, before and after school), and will convene monthly to review efficacy.</p>	121-10

**PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
<p>After School programming to support about 50% of our student population who need after school care.</p> <p>After school is a critical time of day for youth to further explore their interests and passions, develop their voice, and grow as students and individuals. Our daily afterschool programming is project-based and emphasizes:</p> <ul style="list-style-type: none"> <li>Social-emotional Learning &amp; Critical Thinking</li> <li>Creative Expression</li> <li>Gardening and Connection with Nature</li> <li>Leadership Development &amp; Social Justice</li> <li>Academic Support &amp; Literacy</li> <li>Sports &amp; Movement</li> </ul> <p>Activities include soccer, poetry, drawing, theater arts, gardening, science experiments, community service projects, bike club, painting, lacrosse, yoga, graphic arts, and more. We work in close collaboration with schools to offer activities and learning opportunities reflective of the school communities needs and interests. Our staff ensure safe and supportive communities for youth to thrive in and out of school.</p>	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. recess, lunch, before and after school), and will convene monthly to review efficacy.	121-11
Substitute teachers are essential to providing teachers with space and time to unpack and plan modules of study for ALL students with the support of our TSA. Students will benefit by having lessons delivered that are thoughtfully planned and aligned with CSS.	\$24,400	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a		Staff Participation in Foundational Professional Learning	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.	121-12
Translation services will allow teachers to hold data conferences with families who speak languages other than English and Spanish. This will ensure that English proficiency is not a barrier for our families who speak other languages than English.	\$1,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	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.	121-13

11/11/2013

**Site Number:** 121

**School:** La Escuelita Elementary School

[illegible]

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

La Escuelita Elementary School

**Site Number:**

121

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 5/19/2025

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

☒ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Faris Jabbar

*Principal*

*Faris Jabbar*

Signature

5/26/2025

Date

Tyla Brown

*SSC Chairperson*

*Tyla Brown*

Signature

5/29/2025

Date

*SELLS Representative (optional)*

Signature

Date

Leroy Gaines

*Network Superintendent*

*Leroy Gaines*

Signature

5/28/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/27/2025

Date

## **Title I, Part A School Parent and Family Engagement Policy 24-25**

***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 8/29/24 and will be in effect for the period of 8/12/24 through 5/29/25.

**The school will distribute this policy to all parents on or before September 1, 2024.**

**Faris Jabbar**

**Signature of Principal**

*Please attach the School-Parent Compact to this document.*

## La Escuelita

### 2024-25

*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 8/29/24 and will be in effect for the period of 8/12/24 through 5/29/25.

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, 2024.

**Signature of Principal**

**Faris Jabbar**

## Strategic Resource Planning (SRP)



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

## La Escuelita School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Tyla Brown
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"/>	n/a
Tawney Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
<b>Marlene Gutierrez</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
<b>Mimi Stoll</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jethro Rice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
David Calderon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
<b>Tyla Brown</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
<b>Francesca Davis-Percelle</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
<b>Natashakalea Bogard</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
<b>Andres Jimenez</b>	<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)

3rd Monday of each school month at 3p in the library

### 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.

