

Board Office Use: Legislative File Info.	
File ID Number	26-1387
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for East Oakland PRIDE 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for East Oakland PRIDE Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2026-27 School Plan for Student Achievement (SPSA)

School: East Oakland PRIDE Elementary School
CDS Code: 1612590115600
Principal: Michelle Cox Grant
Date of this revision: 4/30/26

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

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

Contact: Michelle Cox Grant

Position: Principal

Address: 8000 Birch Street
Oakland, CA 94621

Telephone: 510-636-8217

Email: michelle.grant@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/30/2026

The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/14/2026	ILT	Reviewed SPSA goals and strategies
1/29/2026	SSC, SSC & SELLS	Reviewed SPSA goals and strategies
1/20/2026	Faculty	Discussed proposed expenditures and priorities
2/10/2026	SSC	Reviewed data and identified school needs
11/21/2025	Other, SPED families	Reviewed data and identified school needs
1/14/2026	SPED families	Reviewed data and identified school needs
9/18/2025	SELLS, SSC	Reviewed data and identified school needs, Reviewed SPSA goals and strategies
10/23/2025	SSC & SELLS	Reviewed data and identified school needs, Reflected on progress and challenges
9/15/2025	ILT	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$168,000
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$916,116

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 Resource 3010	\$165,000
Title I Parent & Family Engagement Resource 3010	\$3,000
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$168,000

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$916,116

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$31,000
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$368,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$64,148
SUBTOTAL OF STATE & LOCAL FUNDING:	\$748,116

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: East Oakland PRIDE Elementary School		School ID: 107
CDS Code: 1612590115600	SSC Approval Date:	Board Approval Date: 6/24/2026

School Mission and Vision

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

At East Oakland Pride, learning is our fundamental purpose. Our VISION is to prepare and motivate our students as learners with strong critical thinking skills who embody the core values of PRIDE, RESPECT, INTEGRITY, DETERMINATION, and EMPOWERMENT. Our students will learn today and be prepared for tomorrow.

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

Our students do have equitable access to funding. We start by making sure that parents have access to the SSC which allows them to understand how the Title 1 funds are used. We work very hard to make sure that our students are provided with additional support via a reading interventionist and ECE tutors as well as providing specific supports for all of our Spanish speaking and Mam students that are in need of it using small group learning and small group tutoring. Teachers are continuously provided with strong PD from all three coaches. In addition, we need to improve our language development teaching for our ELL students as it is the area that falls off when teachers are feeling that they are struggling to add additional work as they still struggle with getting all of the core curriculum completed. We also need to make sure that all the teachers we hire are well trained and clear about what our expectations are and what goals we have as a school. Having enough teachers as well as high quality substitutes when teachers need to be absent has been a big challenge. So, if a teacher has to be out for any period of time that is when a student might miss out on learning and because we have to split classrooms up that then causes challenges for the other classrooms because there are additional students in the classroom. This also leads to us not being able to provide as many opportunities for there to be walkthroughs using our teacher leaders as we would like to see. We are working to make sure that we have very high quality teachers hired this year. We are also making sure that we connect with substitutes that we can have on call on a more regular basis, so we are able to use them instead of having to have students split up into different classes. We are hopeful that this will allow for less disruption in teaching and learning.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
55.1%	19.8%	71.7%	1.9%	2.9%	15.9%	99.7%	59.2%	2.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
44.9%	1.3%	0.0%	0.0%	0.6%	0.3%	98.1%	22.6%	80.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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
Identified School Need:	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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	20.0%	40.0%	24.4%	85%	65%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.3%	57.7%	43.3%	85%	65%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	48.9%	30.0%	52.0%	85%	65%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-112.6	-112.6	-121.2	-88.00	-54.8
SBAC ELA Participation	All Students	100.0%	98.8%	98.1%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	33.1%	49.1%	52.9%	52.8%	85.0%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-122.1	-126.8	-130.9	-100.0	-80.0
SBAC Math Participation	All Students	93.7%	93.7%	97.5%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.2%	1.7%	1.6%	5.0%	5.0%
California Science Test (CAST) Participation	All Students	98.4%	95.1%	98.4%	95.0%	95.0%

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

School Goal:	By May of 2027 <ul style="list-style-type: none"> - 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
Identified School Need:	<ul style="list-style-type: none"> - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-179.8	-168.5	-196.3	-88.0	-88.0
SBAC ELA Distance from Standard Met	African American Students	-130.2	-108.5	-110.1	-88.0	-88.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	73.7%	94.6%	80.8%	70.4%	70.4%%
SBAC Math Distance from Standard Met	Special Education Students	-186.5	-199.6	-186.9	-100.0	-100.0

SBAC Math Distance from Standard Met	African American Students	-144.6	-136.4	-129.9	-100.0	-100.0
Reclassification Measures & Targets						
<i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	6.7%	7.4%	3.8%	13.0%	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	12.5%	25.0%	25.0%

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	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	2026-27 New Target
Student Connectedness to School	All Students	51.9%	40.8%	67.9%	75.0%	75.0%
Out-of-School Suspensions	All Students	0.9%	0.8%	0.8%	0.0%	0.0%
Out-of-School Suspensions	African American Students	4.3%	3.8%	2.8%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	2.9%	1.4%	3.6%	0.0%	0.0%
Chronic Absenteeism	All Students	69.4%	39.7%	44.5%	50.0%	50.0%
Chronic Absenteeism	African American Students	80.3%	45.1%	59.4%	55.0%	55.0%

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

School Goal: By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	73.8%	76.0%	78.7%	100.0%	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By May 2027, 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	Improved Tier 1, standards-aligned teaching and pacing through backwards planning from CEAs, and coaching cycles. Strong culture plan established during summer retreat, culture walks, and progress monitoring at the mid and end of trimester 1. Progress monitor and analyze data throughout the year to inform instruction.

<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> - 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 	<p>Strong SPED coordination to provide maximum support for students with IEPs. Professional learning, walk throughs and coaching support for GLAD hip pocket strategies to support ELLs. Better communication and building connections with families, including our Black families.</p>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Our Attendance Case Manager has been invaluable in improving attendance through family outreach. Having a full time attendance specialist. Weekly attendance team meetings.</p>
<i>LCAP Goal 4:</i>	<p>By May 2027, 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.</p>	<p>TSA's providing weekly coaching with intern teachers.</p>
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -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 	<p>There are continued concerns around the number of students that we are able to reclassify, which will support students being able to be prepared to do well on I-Ready assessments, CEA's, as well as the SBAC. Math tutoring is only available for students 2 years below, students who are more than 2 years below also need support. Number of students needing math support exceeds capacity of one math tutor. Teachers are over-scaffolding and not providing enough time for student talk to increase opportunities for sense making.</p>

<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> - 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 	<p>ELs who are close to reclassification struggle most with the writing domain.</p>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Continue to have the attendance case manager. Making sure we have a full time attendance specialist.</p>
<i>LCAP Goal 4:</i>	<p>By May 2027, 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.</p>	<p>Teacher attendance at PDs due to personal leave and district PDs. The amount of time and capacity to deliver strong professional learning cycles exceeds the number of topics and content areas that need to be addressed.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

East Oakland PRIDE Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

POP leadership team has engaged in weekly walkthroughs to monitor instruction. Time was made for weekly PLCs for planning and reflection on data. Starting in December, we coordinated monthly day-long planning for each grade level. We had a protected time for grade level and differentiated Tier 2/Tier 3 instruction in foundational reading skills. We held celebrations of learning to showcase the learning of each ELA module. The attendance case manager tracked attendance and followed up with parents to address root causes. Proactive hiring committee began hiring for 2027-28 in January in order to secure the most highly qualified candidates who reflect the culture and languages of our families. Tea with the Principal. Strong ILT meeting to reflect on data, showcase and try out best practices, and offer input into site plan and its implementation.

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

The success of our strategies and actions were boosted by the culture plan we created, implemented and progress monitored throughout the first semester. Calendaring our celebrations of learning was effective in building a school culture of excellence, and also helped teachers improve their instructional pacing. Grade level planning provided extended time for teachers to better understand the arc of modules and how the standards are covered in the curriculum. Outreaches to families with poor attendance effectively improved attendance overall. Building ILT capacity to reflect on school-wide data and brainstorm solutions is building toward a more distributed leadership.

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.

Leadership team will review teacher lesson plans to prepare for walkthroughs to support LCAP goal 4.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
none	n/a	n/a	n/a	n/a
Instructional Coach	SBAC ELA Distance from Standard Met	1:1 coaching with teachers to support school wide instructional goals and reflect and troubleshoot problems of practice in Tier 1 instruction. Meet with grade levels to backwards plan curriculum. Monitor PLCs and support data reflection.	100% of teachers scheduling time to meet with grade levels to backwards plan is working well. Teachers are more prepared to teach, and are more on pace than last year. .	Change: Teachers will turn in lesson plans.Continue: Teachers will plan ELA and math module 1 before the first day of classes.
Instructional Coach	i-Ready Reading at or above Mid-Grade	1:1 coaching with teachers to support school wide instructional goals and reflect and troubleshoot problems of practice in Tier 1 instruction. Meet with grade levels to backwards plan curriculum. Monitor PLCs and support data reflection.	100% of Teachers are scheduling time to analyze and monitor data is working well. 100% of teachers are planning based on data analysis and 25% students are making growth on iReady between BOY and MOY.	Teachers will progress monitor the majority of their students themselves with support when needed, Change: PLCs will be reconfigured to reflect split grade levels, PLCs will be scheduled weekly to analyze data.
PBIS Incentives, Assemblies, Field trips	Student Connectedness to School	These activities will increase student engagement as well as connecting learning to real world experiences.	50% decrease in URFs referrals, 25% of students will decrease in chronic absenteeism.	Change: More student engagement activities on campus.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	East Oakland PRIDE Elementary School	SCHOOL ID:	107
----------------	--------------------------------------	-------------------	-----

3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
--	---

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

School Goal:	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -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
---------------------	---

Identified Need:	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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Monitor Tier 1 Instruction with Coaching observation and feedback	All Students	Academic	Tier 1 - Universal
1-2	Facilitate PLCs to support grade level collaboration data analysis and reflection	All Students	Academic	Tier 1 - Universal
1-3	Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives into high quality performance tasks.	All Students	Academic	Tier 1 - Universal
1-4	Plan literacy and math units and modules with integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	All Students	Academic	Tier 1 - Universal
1-5	Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	All Students	Academic	Tier 1 - Universal
1-6	Create a culture of student ownership and celebration of learning by calendaring and planning at least three school wide exhibitions of learning	All Students	Academic	Tier 1 - Universal
1-7	Provide weekly collaboration time in PLCs and PD to analyze student work, CEAs and SIPPS data, Foundational Skill, Core Literacy, and D-ELD to adjust instruction.	All Students	Academic	Tier 1 - Universal
1-8	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

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

<p>School Goal:</p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - 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 			
<p>Identified Need:</p>	<ul style="list-style-type: none"> - 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	Monitor Tier 1 literacy and math instruction with coaching observation and feedback on UDL differentiation to support students with IEPs.	Special Education Students	Academic	Tier 1 - Universal
2-2	Monitor Tier 1 literacy and math instruction with coaching observation and feedback on differentiation to support Black students.	African American Students	Academic	Tier 1 - Universal
2-3	Backwards plan literacy and math lessons to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	African American Students	Academic	Tier 1 - Universal
2-4	Plan literacy and math lessons with UDL strategies: integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	Special Education Students	Academic	Tier 1 - Universal
2-5	Teachers provide differentiated instruction through ALL Block/small group rotation, and use formative assessment including 1:1 conferencing to progress monitor student reading and writing skills.	All Students	Academic	Tier 1 - Universal
2-6	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Students with IEPs	Academic	Tier 3
2-7	Site's master schedule will honor the Least Restrictive Environment mandate by ensuring that all students with disabilities integrate into general education for specials, mealtimes, and special events at minimum, and that all students in SCPs within two grade levels of their chronological grade level in academic achievement have an IEP team decision about general education inclusion for core academics.	Special Education Students	Academic	Tier 1 - Universal

2-8	Site's will ensure that Special Education staff utilize appropriate, evidence-based interventions at the dosage and intensity necessary to accelerate student growth, and that progress data toward established IEP goals are developed, shared, and analyzed at least trimesterly to inform educational decision-making.	Special Education Students	Academic	Tier 1 - Universal
-----	---	----------------------------	----------	--------------------

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	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	Sown to Grow used as weekly screener, to monitor student social emotional health/address issues that would lead to absences.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Caring Schools Community or Social Emotional Learning Curriculum used daily as a screener, used to monitor student social emotional health/address issues that would lead to absences.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Pride HERO (Here, Everyday, Ready, On time) monthly campaign	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Using case management to increase attendance, COST meetings will assign staff members to students with poor attendance.	All Students	Academic	Tier 2 - Supplemental

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

School Goal: By May 2027, 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 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.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Plan and facilitate differentiated professional learning .	All Students	Academic	Tier 1 - Universal
4-2	Plan, facilitate and monitor collaborative PLC data cycles.	All Students	Academic	Tier 1 - Universal
4-3	Meet monthly with grade level teams to plan at the module and/or unit level.	All Students	Academic	Tier 1 - Universal
4-4	Revise the interview process to ensure we hire candidates who reflect the cultural backgrounds of our students and who have a growth mindset and deep commitment to professional growth	All Students	Academic	Tier 1 - Universal
4-5	Offer teachers the opportunity to observe peer teachers	All Students	Academic	Tier 1 - Universal
4-6	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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	African American	Behavioral	Tier 1
5-2	Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	African American	Behavioral	Tier1

5-3	Community Engagement: Build and share out empowering narratives to the EOP and East Oakland community.	African American	Behavioral	Tier 1
5-4	Teachers will engage in ILT and PLC to review student achievement data and Sown to Grow data for African American students, and address identified student needs.	African American	Academic	Tier 1
5-5	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	African American	Academic	Tier 1
5-6	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	Behavioral	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	PD on Designated ELD	English Learner Students	Academic	Tier 1 - Universal
6-2	Incorporate integrated ELD using EL supports in Eureka Math Squared, and EL Education	English Learner Students	Academic	Tier 1 - Universal
6-3	Family Engagement: Strengthen connections with English Learner families and build community for English Learner families	English Learner Students	Academic	Tier 1 - Universal
6-4	Teachers will engage in ILT and PLC to review student achievement data and Sown to Grow data for English Learner students, and address identified student needs.	English Learner Students	Academic	Tier 1 - Universal
6-5	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academics	Tier 1 - Universal
6-6	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academics	Tier 1 - Universal

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 107

School: East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	107-1
We will pay for a dedicated dance teacher to assist the VAPA class, enhancing student engagement, skill development, and confidence, benefiting all students participating in the arts program.	\$44,226	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10023	Teacher Education Enhancement	0.40			Create a culture of student ownership and celebration of learning by calendaring and planning at least three school wide exhibitions of learning	107-2
Funding will provide dance/art and office supplies to support the dance program, ensuring students have materials for creative expression while teachers have the tools to effectively run engaging, hands-on classes.	\$19,922	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Plan literacy and math lessons with UDL strategies: integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	107-3
The CSM delivers targeted student support by coordinating COST, behavior interventions, and attendance efforts including SART and SARB, providing behavior guidance, mentoring teachers, and facilitating professional development, while promoting positive transitions, respectful recess interactions, and Restorative Justice practices, linking families to key resources, and helping implement SEL strategies that encourage a focused, safe, and inclusive classroom environment for all students.	\$84,862	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7896	Program Mgr Community School	0.50			Caring Schools Community or Social Emotional Learning Curriculum used daily as a screener, used to monitor student social emotional health/address issues that would lead to absences.	107-4
Funding will pay for a noon supervisor to ensure safe, structured, and positive lunchtime, recess, and classroom transitions, improving student behavior, social skills, and engagement, benefiting all students.	\$9,031	California Community Schools Partnership Program	2905	Other Classified Salaries	0756	Noon Supervisor	0.20			Sown to Grow used as weekly screener, to monitor student social emotional health/address issues that would lead to absences.	107-5
Funding will pay for a noon supervisor to ensure safe, structured, and positive lunchtime, recess, and classroom transitions, improving student behavior, social skills, and engagement, benefiting all students.	\$36,123	California Community Schools Partnership Program	2905	Other Classified Salaries	11514	Noon Supervisor	0.80			Sown to Grow used as weekly screener, to monitor student social emotional health/address issues that would lead to absences.	107-6

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 107

School: East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funding will pay for Hope Reimagined consultants to provide counseling, family support, and staff training on mental health and the Neurosequential Model, improving students' emotional well-being, coping skills, and academic engagement, benefiting all students and school staff.	\$38,734	California Community Schools Partnership Program	5825	Consultants			0.00			Caring Schools Community or Social Emotional Learning Curriculum used daily as a screener, used to monitor student social emotional health/address issues that would lead to absences.	107-7
Through extended hours contracts, teachers will collaborate year-round to expand access to grade-level content and provide additional support to students and families beyond the school day.	\$39,169	California Community Schools Partnership Program Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00			Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives into high quality performance tasks.	107-8
Funding will pay for an Early Lit Tutor (.8) to provide targeted EM2 math interventions through small group and push-in support, reinforcing foundational skills while aligning with SPSA goals to backwards plan units that maximize engagement, integrate students' cultural and linguistic assets, and promote meaningful, student-centered learning for K-5 students.	\$46,032	California Community Schools Partnership Program Carryover	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			Backwards plan literacy and math units to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives into high quality performance tasks.	107-9
Funding will pay for PBIS and attendance incentives to reward regular attendance, improving student engagement, positive behavior, and academic success, benefiting all students.	\$3,914	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			Pride HERO (Here, Everyday, Ready, On time) monthly campaign	107-10
Funding will pay for light refreshments at school events to encourage family participation, boosting student engagement, attendance, and family involvement, benefiting students and their families.	\$4,000	California Community Schools Partnership Program Carryover	4311	Meeting Refreshments			0.00			Family Engagement: Strengthen connections with Black families and build community for new Black families. Start Black Family Night and Black Family Advisory Group.	107-11
Funding will pay for Blunt Concepts consultants to provide mentorship, family support, childcare resources, and literacy interventions, improving academic achievement, social development, and home-school connections for African American students.	\$106,885	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	107-12

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 107

School: East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	107-13
Through extended hours contracts, teachers will collaborate year-round to expand access to grade-level content and provide additional support to students and families beyond the school day.	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Plan literacy and math units and modules with integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	107-14
Funding will pay for substitute coverage to allow teachers time for daylong planning, data analysis, and peer observations, improving instructional quality and student learning outcomes, benefiting all students.	\$10,500	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			Monitor Tier 1 Instruction with Coaching observation and feedback	107-15
Funding will pay for additional classroom supplies to supplement the curriculum, enhancing student learning and helping all students achieve instructional goals.	\$5,000	LCFF Supplemental	4310	School Office Supplies			0.00			Monitor Tier 1 Instruction with Coaching observation and feedback	107-16
Reading a-z program	\$5,500	LCFF Supplemental	5846	Licensing Agreements			0.00			Teachers provide differentiated instruction through ALL Block/small group rotation, and use formative assessment including 1:1 conferencing to progress monitor student reading and writing skills.	107-17
The TSA will deliver focused, data-informed support by coordinating intervention programs, managing assessments, and analyzing schoolwide literacy and math data to guide instructional decisions. Through coaching and mentoring, they will provide new and developing teachers with continuous guidance to apply effective teaching strategies. By conducting classroom observations and aligning site practices with district expectations, the TSA will promote consistent, high-quality instruction and strengthen learning outcomes across all grade levels.	\$140,250	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11069	TSA 11Mon 12Pay	0.80			Monitor Tier 1 Instruction with Coaching observation and feedback	107-18

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 107

School: East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
The CSM delivers targeted student support by coordinating COST, behavior interventions, and attendance efforts including SART and SARB, providing behavior guidance, mentoring teachers, and facilitating professional development, while promoting positive transitions, respectful recess interactions, and Restorative Justice practices, linking families to key resources, and helping implement SEL strategies that encourage a focused, safe, and inclusive classroom environment for all students.	\$84,862	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7896	Program Mgr Community School	0.50			Caring Schools Community or Social Emotional Learning Curriculum used daily as a screener, used to monitor student social emotional health/address issues that would lead to absences.	107-19
The TSA will deliver focused, data-informed support by coordinating intervention programs, managing assessments, and analyzing schoolwide literacy and math data to guide instructional decisions. Through coaching and mentoring, they will provide new and developing teachers with continuous guidance to apply effective teaching strategies. By conducting classroom observations and aligning site practices with district expectations, the TSA will promote consistent, high-quality instruction and strengthen learning outcomes across all grade levels.	\$135,893	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	11073	TSA 10Pay	1.00			Backwards plan literacy and math lessons to consistently maximize student engagement, meaning-making, and student ownership by integrating student's cultural and linguistic assets and empowering narratives.	107-20
Funding will pay for UFLI materials to support structured literacy instruction, improving reading skills and foundational literacy for students who need targeted intervention, benefiting all participating learners.	\$721	Literacy Coaches & Reading Specialists Grant	4399	Unallocated			0.00			Monitor Tier 1 Instruction with Coaching observation and feedback	107-21
Funds will pay for central support/indirect costs.	\$9,544	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Provide weekly collaboration time in PLCs and PD to analyze student work, CEAs and SIPPS data, Foundational Skill, Core Literacy, and D-ELD to adjust instruction.	107-22
TK Tutor	\$48,508	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	9612	Early Literacy Reading Tutor	0.80			Explicit teaching of foundational reading skills, comprehension, writing and vocabulary strategies with opportunities for students to practice toward independent mastery.	107-23

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 107

School: East Oakland PRIDE Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Dance Teacher	\$85,582	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	5204	Teacher Education Enhancement	0.60			Student Engagement: Ensure black student identities are visible on campus, in classrooms and in assemblies. Continue Black History Program.	107-24
Measure G1 funds will pay for a Library Technician to manage the school library, organize the collection, support research and digital literacy, and collaborate with teachers to promote independent reading and inquiry-based learning. The Library Technician will also guide students in selecting appropriate books, lead read-alouds and literacy activities, and help develop foundational reading skills, strengthening engagement, vocabulary, and academic achievement for all students.	\$89,694	Measure G, Library Support	2205	Classified Support Salaries	9023	Library Technician	1.00			Plan literacy and math lessons with UDL strategies: integrated language supports, checks for understanding, total participation techniques, vocabulary supports and opportunities for student discourse and thinking.	107-25
PE teacher to provide enrichment learning for students and preparation time for teachers, overall enhancing our whole child programming.	\$66,339	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10023	Teacher Education Enhancement	0.60			Create a culture of student ownership and celebration of learning by calendaring and planning at least three school wide exhibitions of learning	107-26
Latino Literacy Program	\$3,000	Title I, Part A Parent & Family Engagement	5825	Consultants			0.00		Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least three school wide exhibitions of learning	107-27
The TSA will deliver focused, data-informed support by coordinating intervention programs, managing assessments, and analyzing schoolwide literacy and math data to guide instructional decisions. Through coaching and mentoring, they will provide new and developing teachers with continuous guidance to apply effective teaching strategies. By conducting classroom observations and aligning site practices with district expectations, the TSA will promote consistent, high-quality instruction and strengthen learning outcomes across all grade levels.	\$35,062	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11069	TSA 11Mon 12Pay	0.20		i-Ready Reading at or above Mid-Grade	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.	107-28



Title I, Part A School Parent and Family Engagement Policy

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

East Oakland Pride

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

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

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

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

- Providing parents with progress reports, trimester report cards, and fall and spring conferences and

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:

- BTSN, Monthly SSC Meetings,

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.

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

- Parent Square, Flyers, Newsletter, Teacher communication

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:

- Progress reports and report cards

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:

- Parentsquare & Flyers

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:

- Oakland Ed Fund.

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:

- Teacher supports & training when requested

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:

- Providing teachers with training throughout the year during professional development

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:

- Having monthly SSC Meeting where student data is shared with families

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:

- During Title 1 meetings as well as SSC Meetings

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:

- SSC Meetings

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

- Connecting parents with school CSM

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:

- Connecting with local CDC’s
- Connecting parents with local community supports
- Connecting parents with our partners that might offer them support

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the East Oakland Pride on August 26, 2025 and will be in effect for the period August 11, 2025 through May 28, 2026

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

Michelle C. Grant

Name of Principal

Michelle C. Grant

Signature of Principal

8/26/2025

Date

Please link the School-Parent Compact to this document.



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

School-Parent Compact

East Oakland Pride Elementary School

2025- 2026

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 2024-2025 school year.

School Responsibilities

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

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

At EOP We Use the following Curriculum that is Standards Based

ELA - EL Education & SIPPS - Eureka Math Squared

Science - FOSS Science Social Studies - Reflections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teacher Responsibilities

I agree to support my students’ learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

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

- Volunteer in my child’s classroom if possible.
- Participate in decisions related to the education of my child.

- Promote positive use of my child's extracurricular time. *Ensure that my child is completing any unfinished work and asking for help when there is trouble understanding what is expected of them in the classroom.*

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the East Oakland Pride Elementary on August 26, 2025, and will be in effect for the period of August 11, 2025 to May 29, 2026.

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 30, 2025.

Michelle C. Grant

Signature of Principal

Date: August 26, 2025



East Oakland PRIDE
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Tocorra Gray
Vice Chairperson:	Tenay Gage
Secretary:	Ellen Stufflestreet

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Michelle Grant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chereish Ignacio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Ellen Stufflestreet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Lisa M. Woodruff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tacorra Gray	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Teresa Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Demecia Lorenzo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sergio Corona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Herlinda Pablo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Tenay Gage	<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)	4th Thursday @ 3:15 p.m.
--	---------------------------------

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.

