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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 La Escuelita Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for La Escuelita Elementary School

2026-27 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: 4/27/2026

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	<i>Faris Jabbar</i>	5/5/2026
<i>Principal</i>	Signature	5/5/26
Mark Green	<i>Mark Green</i>	5/5/26
<i>SSC Chairperson</i>	Signature	Date
<i>SELLS Representative (optional)</i>		Date
Leroy Gaines	<i>Leroy Gaines</i>	05/06/2026
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/5/26
<i>Director, Strategic Resource Planning</i>	Signature	Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/17/2025	SSC, SSC & SELLS	Reviewed SPSA goals and strategies, Reflected on progress and challenges
12/15/2025	SSC, SSC & SELLS	Coffee with the Principal CCSPP Budget Items review
11/14/2025	SPED families, Other	

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	\$150,080
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	\$730,874

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	\$147,400
Title I Parent & Family Engagement Resource 3010	\$2,680
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$150,080

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$730,874

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$28,100
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$178,957
Community Schools Grant (CCSPP) Resource 6332	\$168,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$54,987
SUBTOTAL OF STATE & LOCAL FUNDING:	\$580,794

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

1A: ABOUT THE SCHOOL

School Name: La Escuelita Elementary School		School ID: 121	
CDS Code: 1612596096523	SSC Approval Date:	Board Approval Date: 6/24/2026	

School Mission and Vision

MISSION:
 La Escuelita Eagle Educators will prepare scholars to reach their fullest academic potential and be confident, creative, responsible contributors to a multicultural society **by ensuring mastery of foundational literacy, math, and SEL skills.**

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.2%	14.6%	49.3%	0.4%	8.0%	13.9%	96.0%	40.2%	1.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.5%	5.1%	17.5%	0.7%	1.1%	0.0%	93.4%	8.8%	88.9%

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 Early Literacy, ELA and Math by the following metrics:
 -Minimum of 10% increase in %students at or above benchmark on DIBELS EOY to EOY and 15-20% from BOY to EOY
 -Minimum of 10% 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	24.4%	33.3%	22.9%	33%	43%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	45.7%	70.3%	53.5%	64%	74%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	60.0%	60.0%	43.6%	54%	64%
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	-66.3	-68.9	-80.5	-70.50	-60.5
SBAC ELA Participation	All Students	98.4%	99.2%	97.4%	95.0%	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.7%	47.4%	53.7%	52.8%	75%
Mathematics/Science 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 Math Distance from Standard Met	All Students	-67.9	-80.4	-87.4	-77.4	-67.40%
SBAC Math Participation	All Students	97.6%	97.6%	97.4%	95.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.5%	16.3%	10.5%	26.3%	36.30%
California Science Test (CAST) Participation	All Students	100.0%	97.7%	100.0%	95.0%	100.0%

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

School Goal:	By May of 2027 - 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:	- 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	-121.6	-125.6	-146.1	-136.1	-126.1
SBAC ELA Distance from Standard Met	English Learners	-86.3	-111.6	-142.4	-132.4	-122.4
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	85.7%	50.0%	78.9%	70.4%	60.4%
SBAC Math Distance from Standard Met	Special Education Students	-102.0	-104.9	-165.1	-155.1	-145.1
SBAC Math Distance from Standard Met	African American Students	-115.2	-127.0	-115.6	-105.6	-95.6

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	10.9%	11.0%	5.6%	10.6%	15.6%
LTEL Reclassification	Long-Term English Learners	28.6%	16.7%	0.0%	10.0%	15.0%

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	75.9%	50.0%	85.7%	90.0%	95.0%
Out-of-School Suspensions	All Students	0.6%	0.3%	0.7%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	4.3%	0.0%	0.0%
Chronic Absenteeism	All Students	60.1%	28.8%	18.6%	10.0%	5.0%
Chronic Absenteeism	African American Students	53.8%	35.0%	22.2%	10.0%	5.0%

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, early literacy, planning and teaching content and curriculum.
- 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	70.7%	68.8%	67.4%	90.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in Early Literacy, ELA and Math by the following metrics: -Minimum of 10% increase in %students at or above benchmark on DIBELS EOY to EOY and 15-20% from BOY to EOY -Minimum of 10% 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>	<p>100% of teachers and interventionists have completed required curriculum aligned and agnostic training. 100% of K-2 students are screened using DIBELS 3x/year. Tier 1 foundational skills instruction is continually improving as evidenced by walkthroughs demonstrating implementation of feedback. 100% of students receiving tier 2-3 interventions receive regular progress monitoring, with the help of our Early Lit Tutors and Academic Mentors. Observation and Feedback cycles for all teachers and interventionists are conducted in an ongoing cadence with observations no less than once every two months.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - 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>	<p>ELLs: * Fewer students in red (2+ years behind in reading) this year at midyear (31%) vs. last year at midyear (38%)</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Within 2percentage points of last year's students in the satisfactory category Strong attendance team, including our attendance specialist, with frequent attendance focused SSTs with families at risk and chronically absent; incentives for families whose students improve from at risk to satisfactory and chronically absent to at risk. Strong tier 1 attendance incentives: monthly perfect attendance awards and celebrations; Friday Eagle Ticket Raffle</p>

<p><i>LCAP Goal 4:</i></p>	<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>New teachers receive weekly coaching PDs focused on common areas of need New teachers collaborate with coach to select relevant PDs to attend from NTSD or other offerings Providing release time for all teachers and additional preps to observe their peers monthly</p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in Early Literacy, ELA and Math by the following metrics: - Minimum of 10% increase in % students at or above benchmark on DIBELS EOY to EOY and 15-20% from BOY to EOY - Minimum of 10% 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>	<p>Staffing challenges (Kinder/1st grade) have led to gaps in high quality instruction Not all students below benchmark are receiving tier 2-3 interventions, especially amongst Kindergarten and 4/5 classes Collective knowledge, belief in all students' abilities (especially those with IEPs) and effective structures for collaboration are currently lacking re: what supports are most high leverage to address the needs of our most struggling readers Need for more consistent observation/feedback cycles for teachers most in need of coaching/support</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - 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>	<p>AA Students: * 27% 2years behind in reading this year at midyear vs. 15% 2years behind in reading last year at midyear * 20% 3+years behind in Math this year at midyear vs. 4% 3+years behind in Math last year at midyear ELLs: * Lack of growth in Math from Midyear 24-25 SY to Midyear 25-26 SY (between 2-3percentage points difference in each category)</p>

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Need to find more effective ways to address the families with students in the chronic absence category and have a wider reach with mental health resources for students who need the support. In general having supports and resources for families with childcare and refreshments available to make families feel welcomed and remove barriers for families to attend differet family engagements. Additionally, being able to provide fingerprinting for parents to volunteer and be present at school.</p>
<p><i>LCAP Goal 4:</i></p>	<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>Will need to explore oportunities for new teachers to build stronger connections with other teachers and maintain current structures for peer observations</p>

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

La Escuelita 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.

Implementation:

- * All new and returning teachers either attended UFLI tier 1 literacy training over summer; New teachers onboarded after training were trained by TSA and lower grade ILT lead
- * Monthly leadership walkthroughs of early literacy, math, and el ed are now happening with support from central partners (OUSD) and org partners (Rainin)
- * PLCs now structured to analyze and respond to data from early literacy (DIBELS/SIPPS assessment results) and iReady ELA and Math assessments
- * PD tailored to TK-2 (early literacy) and 3-5 (small group/ALL Block) instruction;
- * Release time for peer observations with lens on prior-identified tier 1 practices to push for individual teachers or across the site
- * Release time for TSA to meet with teachers AT LEAST monthly (sub coverage during library time) for coaching and support with tier 1 practice
- * Engaging 30 K-2 focal families around Digital and Language literacy workshop series in February; Families will "graduate" with a certificate

Staffing changes: Kinder teacher left in September; students were with subs until December when new teacher onboarded; 1st grade class was opened days before school started and taught by sub until Late September; teacher resigned in December and new teacher hired this February. Librarian resigned in late August and had to get approval from district to hire during hiring freeze; new librarian starting February.

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

As evidenced by DIBELS growth data in Amplify and monthly walkthroughs, teachers who have been in the classroom from the beginning of the year are implementing feedback and seeing strong literacy growth from beginning to mid-year. The data showed that students moved from well below (red) to below (yellow) by 10%. (From 61% to 51% of the students assessed) at MOY.

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.

Effective implementation of curricula must improve as measured by walkthrough data and student mastery over key skills and standards!

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>
<p>provide childcare to families to enable attendance to special events</p>	<p>Student Connectedness to School</p>	<p>We are paying classified staff to support childcare for families at special early literacy events/workshops</p>	<p>Data from February workshops will be added of families who attended literacy workshops</p>	<p>Will continue to ensure this barrier to attending events is eliminated</p>
<p>Provide light snacks and refreshments for families who attend engagement events</p>	<p>Student Connectedness to School</p>	<p>We are providing light snacks and refreshments to ensure families who attend engagements: Coffee with the Principal, SSC, and Early Literacy workshops, are nourished to engage with us on a range of topics.</p>	<p>Sign in sheets for workshops and coffee with the principal will be added</p>	<p>Will continue to ensure we utilize refreshments to strengthen the home/school connection</p>
<p>Reimburse parents for fingerprinting costs to become volunteer</p>	<p>Student Connectedness to School</p>	<p>Removing a barrier to parents becoming volunteers at our school.</p>	<p>So far, no families have requested reimbursement for fingerprinting fees, but our CSM and Family Liaison will promote pathways to volunteering at February workshops and upcoming Coffee With the Principal; as well as through ParentSquare and flyers home</p>	<p>We will continue this but direct our CSM and Family Liaison to push volunteer opportunities and getting families signed up to volunteer.</p>

Teacher on Special Assignment	LCAP Goal 1: Early Literacy	Leads monthly or 2x/monthly early literacy PLC with TK-2 teachers; conducts 2x/monthly early literacy walkthroughs (once with principal and district support and once with partner org); supports teachers and interventionists to analyze DIBELS/SIPPS data and co-constructs next steps around instruction, groupings, and intervention.	Too many scholars qualify for tier 2/3 intervention, which indicates a focus on tier 1 instruction and practices to provide frequent walkthroughs, feedback sessions and incorporation of key takeaways and next steps into PD/PLCs.	TSA will conduct observation and feedback cycles based on DIBELS data, adjusting dosage based on student progress. TSA will lead monthly data based planning and decision-making session.
Attendance Specialist	Chronic Absenteeism	phone calls to families, attendance team co-lead with CSM	Maintaining strong rate of satisfactory attendance, though chronic absences have gone up; we are considering strategies to use with families of students who fall in the severely chronic absent category.	Continue in order to support our attendance needs/goals.
Field Trips (Curriculum Aligned)	Student Connectedness to School	Field Trips	Restricted use so difficult to get field trips approved	Discontinue and fund out of another program.

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

School: La Escuelita Elementary School	SCHOOL ID: 121
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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 Early Literacy, ELA and Math by the following metrics: -Minimum of 10% increase in %students at or above benchmark on DIBELS EOY to EOY and 15-20% from BOY to EOY -Minimum of 10% 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
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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."
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#	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 and support the implementation of Early Literacy and 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
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Early Literacy Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-3	At least 75% of students scoring below benchmark in the Fall will receive the tiered intervention and progress monitoring dosage recommended by the screening data.	All Students	Academic	Tier 2 : Supplemental
1-4	All students' intervention plans will be re-assessed monthly to ensure they are receiving the dosage needed to meet end-of-year benchmarks	All Students	Academic	Tier 2 : Supplemental

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

School Goal:	By May of 2027 - 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 Need:	- 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.

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	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
3-8	Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	All Students	SEL / Mental Health	Tier 1 : Universal

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, early literacy, planning and teaching content and curriculum. - 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

#	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

[ELL Progress Data](#)

#	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 2026-27 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>Teacher Education Enhancement Art Teacher</p> <p>This funding source pays for the VAPA Prep teacher to be fulltime for all students at the school. All teachers will benefit from having a prep time. All students will receive visual and performing arts to expand their learning.</p>	\$153,957	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Monitor and support the implementation of Early Literacy and core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	121-1
<p>Contracts to OaklandLeaf, Ball for Life, SEEDS, AmericaScores to provide services that support student reading, math, and enrichment</p>	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			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.	121-2
<p>Teacher Education Enhancement Art Teacher</p> <p>This funding source pays for the VAPA Prep teacher to be fulltime for all students at the school. All teachers will benefit from having a prep time. All students will receive visual and performing arts to expand their learning.</p>	\$54,968	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	6638	Teacher Education Enhancement	0.40			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.	121-3
<p>Art supplies directly support instruction by providing students with hands-on opportunities to engage with and demonstrate their learning. Through drawing, painting, and creating, students can deepen their understanding of content across subjects, express their thinking in multiple ways, and actively participate in lessons that build creativity, fine motor skills, and conceptual understanding.</p>	\$19	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			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.	121-4

PROPOSED 2026-27 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
CSM will case manage students and families with attendance challenges. Support mental health partnerships on site in collaboration with principal. Member of the COST team to support students accessing services needed. Will also support Tier 2 and 3 student needs, lead restorative practices, culture and climate	\$95,165	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9915	Program Mgr Community School	0.50			Student Connectedness: Leadership monitors usage of Sown to Grow, both reading and response data. Upper grade teachers (3-5th) administer Sown to Grow weekly	121-5
Support lunch recess establishing structured play zone to support health peer relationships and age appropriate play. Provide real time feedback on safety while playing and reinforcing strong SEL Practices aligned with the school expectations.	\$18,061	California Community Schools Partnership Program	2905	Other Classified Salaries	9113	Noon Supervisor	0.40			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
Support lunch recess establishing structured play zone to support health peer relationships and age appropriate play. Provide real time feedback on safety while playing and reinforcing strong SEL Practices aligned with the school expectations.	\$14,433	California Community Schools Partnership Program	2905	Other Classified Salaries		Noon Supervisor	0.30			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.	121-7
Sports & Health / Ball for Life to provide direct fitness classes to all students weekly	\$35,000	California Community Schools Partnership Program	5825	Consultants			0.00			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.	121-8
Transportation to and from field trips to enrich student learning experiences beyond the classroom	\$4,000	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-9

PROPOSED 2026-27 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
Admission for fieldtrips that enhance academic learning. This funding sources pays the admission of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$2,090	California Community Schools Partnership Program	5829	Admission Fees			0.00			Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-10
Contracts to OaklandLeaf, Ball for Life, SEEDS, AmericaScores to provide services that support student reading, math, and enrichment	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-11
Contracts to OaklandLeaf, Ball for Life, SEEDS, AmericaScores to provide services that support student reading, math, and enrichment	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-12
Sports & Health / Ball for Life to provide direct fitness classes to all students weekly	\$26,000	LCFF Supplemental	5825	Consultants			0.00			Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-13
Admission for fieldtrips that enhance academic learning. This funding sources pays the admission of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$2,100	LCFF Supplemental	5826	External Work Order Services			0.00			Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-14
TSA to support work with literacy TK-5. TSA will facilitate PD, observe/give feedback, and coach teachers on literacy curriculum and manage student groupings.	\$96,766	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10993	TSA 11Mon 12Pay	0.60			Monitor and support the implementation of Early Literacy and core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	121-15

PROPOSED 2026-27 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
CSM will case manage students and families with attendance challenges. Support mental health partnerships on site in collaboration with principal. Member of the COST team to support students accessing services needed. Will also support Tier 2 and 3 student needs, lead restorative practices, culture and climate	\$95,165	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9915	Program Mgr Community School	0.50			Monitor and support the implementation of Early Literacy and core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	121-16
literacy tutor who works with tier 2 students on their reading comprehension	\$37,936	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	0583	Early Literacy Reading Tutor	0.80			Monitor and support the implementation of Early Literacy and core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	121-17
Teacher Education Enhancement Art Teacher This funding source pays for the VAPA Prep teacher to be fulltime for all students at the school. All teachers will benefit from having a prep time. All students will receive visual and performing arts to expand their learning.	\$86,370	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	10054	Teacher Education Enhancement	0.50			Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-18
library technician to keep the library open for all students so that they can access high interest books at their reading levels.	\$94,230	Measure G, Library Support	2205	Classified Support Salaries	8897	Library Technician	1.00			Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-19
Teacher Education Enhancement Music This funding source pays for the Music Prep to be part time for 3rd-5th grade students at the school. 3rd-5th gr students will receive music instruction to expand their learning.	\$68,711	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	6638	Teacher Education Enhancement	0.50			Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-20
Childcare for family engagement events	\$1,000	Title I, Part A Parent & Family Engagement	2922	Other Classified Salaries: Extra Compensation			0.00		Student Connectedness to School	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	121-21

PROPOSED 2026-27 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
Light refreshments to remove barriers for parents to participate.	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	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	121-22
Fingerprinting to remove barriers for parent involvement.	\$680	Title I, Part A Parent & Family Engagement	5838	Fingerprinting			0.00		Student Connectedness to School	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	121-23
prep teacher to provide additional preps for teachers to plan, observe, collaborate, and provide intervention.	\$13,742	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6638	Teacher Education Enhancement	0.10		i-Ready Reading at or above Mid-Grade	Student Connectedness: Students will be engaged in frequent in-school and out-of-school events throughout the school year to enhance their learning and strengthen connectedness	121-24
Early literacy tutor to provide intervention to students	\$46,032	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80		i-Ready Reading at or above Mid-Grade	Monitor and support the implementation of Early Literacy and core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	121-25
Attendance specialist to support the reduction in chronic absenteeism.	\$48,183	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	2270	Attendance Specialist	0.50		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.	121-26
We will pay for therapist interns to support students with individual and group counseling. This will benefit students on their caseloads as identified through the Coordination of Services Team.	\$5,000	Title I, Part A Schoolwide Program	5825	Consultants			0.00		Student Connectedness to School	Student Connectedness: Leadership monitors usage of Sown to Grow, both reading and response data. Upper grade teachers (3-5th) administer Sown to Grow weekly	121-27

Title I, Part A School Parent and Family Engagement Policy 25-26

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

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 Spanish translation services for SSC and Coffee with the Principal and workshops with Community School Manager

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.

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 2nd Friday at 8:40a 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 (ALL languages can be supported during data conferences)

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 La Escuelita on 8/22/25 and will be in effect for the period of 8/11/25 through 5/28/26.

The school will distribute this policy to all parents on or before September 1, 2025.

Signature of Principal

Faris Jabbar

Please attach the School-Parent Compact to this document.

School-Parent Compact

La Escuelita 2025-26

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 2025-26 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 8/22/25 and will be in effect for the period of 8/11/25 through 5/28/26.

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 1, 2025.

Signature of Principal

Faris Jabbar



Strategic Resource Planning (SRP)

La Escuelita School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Mark [REDACTED]
Vice Chairperson:	Eva [REDACTED]
Secretary:	Byron Delcomb

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
Mimi Stoll	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Tawney Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Steph Joffe	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Byron Delcomb	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Natashakalea [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Andres [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Ywe [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Eva [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Mark [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Last Monday of each school month at 3p in the library
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members