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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 Kaiser Early Childhood Center

**Ask of the Board** Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Kaiser Early Childhood Center.

**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 Kaiser Early Childhood Center





**2026-27 SPSA ENGAGEMENT TIMELINE**

**School Site:** Kaiser Early Childhood Center

**Site Number:**

180

*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
10/23/2025	SSC	Discussed proposed expenditures and priorities
1/21/2026	SSC	Collected input for next year's SPSA draft
3/31/2026	SSC	

## 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	\$16,240.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,183.00

### 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	\$15,950
Title I Parent & Family Engagement Resource 3010	\$290
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$16,240</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$192,183.00</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$2,900
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$23,043
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$175,943</b>

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

**1A: ABOUT THE SCHOOL**

<b>School Name: Kaiser Early Childhood Center</b>		<b>School ID: 180</b>
<b>CDS Code: 61259 0141804</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**School Mission and Vision**

Mission and Vision are still in development as we are a new school.

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

Safety and supervision are a concern as we do not have cameras on our campus and we have a second entry point that does not have a doorbell system.

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
58.5%	17.0%	29.7%	0.9%	28.0%	39.8%	49.2%	0.0%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
41.5%	7.6%	11.9%	0.0%	0.0%	0.0%	49.2%	1.7%	88.2%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, students will demonstrate mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains: -Comprehension of grade appropriate text (LLD 6) -Concepts About Print (LLD 7) -Phonological Awareness (LLD 8) -Letter and Word Knowledge (LLD 9) as measured by DRDP.
<b>Identified School Need:</b>	-Students: kindergarten readiness/foundational literacy skills -Teachers: receive training and support to create developmentall appropriate learning experiences -Teachers: utilize assessment tool to analyze student progress over course of the year -Tutor/Para: support to set-up developmentall appropriate interest areas and lead small group activities

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
Comprehension of Grade appropriate text (LLD 6/FLD 3.2 and 3.3)	All Students	61% (Integrating Earlier)	41% (Integrating Earlier)	n/a	60% (Integrating Earlier)	60% (Integrating Earlier)
Concepts About Print (LLD 7/FLD 2.6)	All Students	39% (Integrating Earlier)	35% (Integrating Earlier)	n/a	60% (Integrating Earlier)	60% (Integrating Earlier)
Phonological Awareness (LLD 8)	All Students	26% (Integrating Earlier)	45% (Integrating Earlier)	n/a	60% (Integrating Earlier)	60% (Integrating Earlier)
Letter and Word Knowledge (LLD 9)	All Students	35% (Integrating Earlier)	51% (Integrating Earlier)	n/a	60% (Integrating Earlier)	65% (Integrating Earlier)

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

<b>School Goal:</b>	<p>By May 2027, AA/Black students will demonstrate mastery in Language and Literacy by the following metrics:</p> <ul style="list-style-type: none"> <li>-BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains:</li> <li>-Comprehension of grade appropriate text (LLD 6)</li> <li>-Concepts About Print (LLD 7)</li> <li>-Phonological Awareness (LLD 8)</li> <li>-Letter and Word Knowledge (LLD 9)</li> </ul> <p>as measured by DRDP.</p>
<b>Identified School Need:</b>	<ul style="list-style-type: none"> <li>-Students: kindergarten readiness/foundational literacy skills</li> <li>-Teachers: receive training and support to create developmentally appropriate learning experiences</li> <li>-Teachers: utilize assessment tool to analyze student progress over course of the year</li> <li>-Tutor/Para: support to set-up developmentally appropriate interest areas and lead small group activities</li> </ul>

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
Comprehension of grade appropriate text (LLD 6)	Special Education Students	TBD	TBD	not available until fall 2025	integrating earlier	progress one developmental band
Concepts About Print (LLD 7)	Special Education Students	TBD	TBD	not available until fall 2026	integrating earlier	progress one developmental band
Phonological Awareness (LLD 8)	Special Education Students	TBD	TBD	not available until fall 2027	integrating earlier	progress one developmental band
Letter and Word Knowledge (LLD 9)	Special Education Students	TBD	TBD	not available until fall 2028	integrating earlier	progress one developmental band

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

<b>School Goal:</b>	By May 2027, increase positive attendance by 1%, and reduce chronic absenteeism by 3%
<b>Identified School Need:</b>	-Site Administrator: Develop a highly effective COST and Attendance Team that meet regularly and are data driven -Site Administrator: Develop highly effective quality driven culture plans and develop the capacity and skill to implement MTSS whole child supports -Teacher: Conduct calls and outreach for absent students to seek possible barriers to attendance and seek counsel with COST/Attendance Team

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Out-of-School Suspensions	Special Education Students			0.0%	60.0%	60.0%
Chronic Absenteeism	All Students	78.0%	37.8%	37.5%	60.0%	60.0%

**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	N/A	62.5%	not available until fall 2026	80.0%	80.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
	By May 2027, students will demonstrate mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains: -Comprehension of grade appropriate text (LLD 6) -Concepts About Print (LLD 7) -Phonological Awareness (LLD 8) -Letter and Word Knowledge (LLD 9) as measured by DRDP.	We have increase our classroom materials to support our nonduplicated student population. Spring DRDP data indicates scattered progress across developmental domains as measured by the DRDP.

<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, AA/Black students will demonstrate mastery in Language and Literacy by the following metrics:          -BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains:          -Comprehension of grade appropriate text (LLD 6)          -Concepts About Print (LLD 7)          -Phonological Awareness (LLD 8)          -Letter and Word Knowledge (LLD 9)          as measured by DRDP.</p>	<p>Overall our AA cohort made scattered progress in the area of Language and Literacy: LLD 6: 66% of students progressed one measure, 33% no change. LLD 7: 33% of students progressed by one measure, 66% no change. LLD 8: 33% of students improved by three measures, 33% one measure and 33% no change. LLD 9: 33% of students progressed by four measures; 66% no change.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May 2027, increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p>	<p>Our programs advocate for families to access school transportation through the IEP process. Students who need the additional support for transportation safety are provided harnesses and technology to assist. This has positively improved attendance.</p>
<p><i>LCAP Goal 3:</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>All teachers are provided differentiated coaching, along with department and schoolwide PD and PLCs. In the 25-26 school year 50% of our teachers are in credential programs supported by OUSD and Alameda County.</p>

Goal Area:	School Goal:	Priority Challenges
	<p>By May 2027, students will demonstrate mastery in Language and Literacy by the following metrics:</p> <ul style="list-style-type: none"> <li>-BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains:</li> <li>-Comprehension of grade appropriate text (LLD 6)</li> <li>-Concepts About Print (LLD 7)</li> <li>-Phonological Awareness (LLD 8)</li> <li>-Letter and Word Knowledge (LLD 9)</li> </ul> <p>as measured by DRDP.</p>	<p>DRDP data for our learners does not reflect an accurate assessment of the baseline skills. We will recalibrate the goal for the 26-27 school year.</p>
<i>LCAP Goal 1:</i>	<p>By May 2027, AA/Black students will demonstrate mastery in Language and Literacy by the following metrics:</p> <ul style="list-style-type: none"> <li>-BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains:</li> <li>-Comprehension of grade appropriate text (LLD 6)</li> <li>-Concepts About Print (LLD 7)</li> <li>-Phonological Awareness (LLD 8)</li> <li>-Letter and Word Knowledge (LLD 9)</li> </ul> <p>as measured by DRDP.</p>	<p>DRDP data for our AA cohort of learners does not reflect an accurate assessment of the baseline skills. We will recalibrate the goal for the 26-27 school year.</p>
<i>LCAP Goal 2:</i>	<p>By May 2027, increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p>	<p>Some of our special education students are medically fragile and this is reflected in chronic absenteeism.</p>

<i>LCAP Goal 3:</i>	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.	We will continue to develop our ILT and coaching implementation to deepen practices to support development domains.
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**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Kaiser Early Childhood Center

**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.

The 25-26 SPSA was comprised of utilizing funds for classroom materials to target goals and to support teachers collaboration and planning time outside of contracted work hours.

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

Staff report several successful learning opportunities they were able to implement for children with this additional support.

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the same goals as the 25-26 school year.

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

<p align="center"><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p align="center"><b>Target Addressed by Expenditure</b></p>	<p align="center"><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p align="center"><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p align="center"><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Extended Contracts and timesheets for all staff to engage in professional development, professional learning communities, planning and collaboration.</p>	<p>Staff Participation in Foundational Professional Learning</p>	<p>Extended Contracts and timesheets for all staff to engage in professional development, professional learning communities, planning and collaboration.</p>	<p>Schoolwide DRDP data, Spring 2026, indicates modest and scattered progress from Fall 2025. Qualitative data indicates significant growth for a few children and modest change for most.</p>	<p>We will continue our PLC and collaboration among colleagues to enhance curriculum development across classroom cohorts.</p>
<p>Classroom materials and printing supplies</p>	<p>supplies</p>	<p>These purchases will support emergent literacy and language development of all learners</p>	<p>Schoolwide material purchases provided tangible learning opportunities for learners.</p>	<p>We will continue to select additional classroom materials schoolwide to extend literacy opportunities for learners.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES					
<b>School:</b> Kaiser Early Childhood Center		<b>SCHOOL ID:</b> 180			
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>					
<b>School Goal:</b>		By May 2027, students will demonstrate mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains: -Comprehension of grade appropriate text (LLD 6) -Concepts About Print (LLD 7) -Phonological Awareness (LLD 8) -Letter and Word Knowledge (LLD 9) as measured by DRDP.			
<b>Identified Need:</b>		-Students: kindergarten readiness/foundational literacy skills -Teachers: receive training and support to create developmentall appropriate learning experiences -Teachers: utilize assessment tool to analyze student progress over course of the year -Tutor/Para: support to set-up developmentall appropriate interest areas and lead small group activities			
#	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]	Suggested Investments to support Strategy/Activity implementation
1-1	Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times.	All Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.
1-2	A child makes letter-like marks on paper and the teacher asks what child has written, then teacher scribes story.	All Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.
1-3	Students enage in songs and rhyhmes to build understanding of sounds. Students can make sound of some letters.	All Students	Academic	Tier 2 - Supplemental	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.

1-4	Match some letter names to their printed form. These will commonly be letters in the child's first name. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match some (about three to eight) uppercase letter names to their printed form.	All Students	Academic	Tier 3 - Intensified	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.

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

<b>School Goal:</b>	By May 2027, AA/Black students will demonstrate mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains: -Comprehension of grade appropriate text (LLD 6) -Concepts About Print (LLD 7) -Phonological Awareness (LLD 8) -Letter and Word Knowledge (LLD 9) as measured by DRDP.
<b>Identified Need:</b>	-Students: kindergarten readiness/foundational literacy skills -Teachers: receive training and support to create developmentally appropriate learning experiences -Teachers: utilize assessment tool to analyze student progress over course of the year -Tutor/Para: support to set-up developmentally appropriate interest areas and lead small group activities

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?	Suggested Investments to support Strategy/Activity implementation
2-1	Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times.	All Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.
2-2	A child makes letter-like marks on paper and the teacher asks what child has written, then teacher scribes story.	English Learner Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.
2-3	Students engage in songs and rhymes to build understanding of sounds. Students can make sound of some letters.	All Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.

2-4	Match some letter names to their printed form. These will commonly be letters in the child's first name. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match some (about three to eight) uppercase letter names to their printed form.	English Learner Students	Academic	Tier 2 - Supplemental	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

**School Goal:** By May 2027, increase positive attendance by 1%, and reduce chronic absenteeism by 3%

**Identified Need:**  
 -Site Administrator: Develop a highly effective COST and Attendance Team that meet regularly and are data driven  
 -Site Administrator: Develop highly effective quality driven culture plans and develop the capacity and skill to implement MTSS whole child supports  
 -Teacher: Conduct calls and outreach for absent students to seek possible barriers to attendance and seek counsel with COST/Attendance Team

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?	Suggested Investments to support Strategy/Activity implementatio
3-1	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to Teaching Pyramid). Leaders direct new teachers to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 - Universal	ECE Professional Development focused on Teaching Pyramid
3-2	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning/connection to Teaching Pyramid.	All Students	SEL / Mental Health	Tier 1 - Universal	
3-3	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/students with low attendance trends	Academic	Tier 2 - Supplemental	childcare for family workshops. Extended contracts for teachers/staff
3-4	Partner with district Newcomer Wellness Initiative and Safe Passages to hire mental health interns to provide direct 1:1 mental health supports as well as group therapy.	All Students	Behavioral	Tier 3 - Intensified	childcare for family workshops. Extended contracts for teachers/staff
3-5	Provide outreach to all families to welcome and offer opportunities to engage in their student's school experience.	All Families	SEL / Mental Health	Tier 1-Universal	Outreach for families.

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>		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.			
<b>Identified Need:</b>		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?	Suggested Investments to support Strategy/Activity implementation
4-1	Identify a leader and coach whose role it will be to support new(er) teachers. This person will coordinate with Director of Quality Enhancement and Professional Development for candence of check-ins/support.	All Students	SEL / Mental Health	Tier 1 - Universal	Develop an on-site new teacher support group to help them learn site and district systems & expectations, check in on credentialing needs/progress, differentiate support as needed, and build community. Consider using Educator Effectiveness dollars to pay new teachers for attending and pay a teacher leader for leading the group.
4-2	Direct all 1st year teachers to attend the summer New Teacher Institute and ongoing new teacher PD offerings on Wednesdays throughout the year. Monitor their attendance.	All Students	Academic	Tier 1 - Universal	ECE Coaches at New Teacher Institute will provide PD such as ECE Classrooms 101 to ensure that new teachers receive foundational information on which they can use to build and expand their skills and understanding of the ECE teacher role.

4-3	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	Identify everyone on site who can provide regular, bite-sized feedback for new teachers during the first 6 weeks of school. Create an observation schedule and share with all leaders/coaches and new teachers. Use the Focal Five walk through tool.
4-4	Provide direct classroom support for all TK students to ensure access to learning opportunities.	All Students	Academic	Tier 1 - Universal	Identify everyone on site who can provide regular, bite-sized feedback for new teachers during the first 6 weeks of school. Create an observation schedule and share with all leaders/coaches and new teachers. Use the Focal Five walk through tool.
4-5	All TK Teachers will have three 50 minute preps per week, per OEA/OUSD contract.	All Students	Academic	Tier 1 - Universal	Identify everyone on site who can provide regular, bite-sized feedback for new teachers during the first 6 weeks of school. Create an observation schedule and share with all leaders/coaches and new teachers. Use the Focal Five walk through tool.
4-6	Provide materials for classroom schoolwide and printing materials for family outreach	All Students	Academic	Tier 1 - Universal	Identify everyone on site who can provide regular, bite-sized feedback for new teachers during the first 6 weeks of school. Create an observation schedule and share with all leaders/coaches and new teachers. Use the Focal Five walk through tool.

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number: 180**

**School: Kaiser Early Childhood Center**

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
This provides teacher preparation while offering students access to a variety of emergent language activities.	\$12,458	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10514	Teacher Education Enhancement	0.10			Students enage in songs and rhymes to build understanding of sounds. Students can make sound of some letters.	180-1
Materials for printing and creating classroom materials	\$5,585	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			A child makes letter-like marks on paper and the teacher asks what child has written, then teacher scribes story.	180-2
Materials for music teacher	\$5,000	Arts & Music in Schools (Proposition 28)	5825	Consultants			0.00			Students enage in songs and rhymes to build understanding of sounds. Students can make sound of some letters.	180-3
Afterschool program for TK students	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning/connection to Teaching Pyramid.	180-4
All Certificated staff will be offered extended contracts to participate in site level collaborative planning and curriculum design to support children's learning.	\$2,900	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Identify a leader and coach whose role it will be to support new(er) teachers. This person will coordinate with Director of Quality Enhancement and Professional Development for candence of check-ins/support.	180-5
ELT provides direct student classroom support for all learners.	\$48,508	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	7976	Early Literacy Reading Tutor	0.80			Provide direct classroom support for all TK students to ensure access to learning opportunities.	180-6
ELT provides direct student classroom support for all learners.	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	9563	Early Literacy Reading Tutor	0.80			Provide direct classroom support for all TK students to ensure access to learning opportunities.	180-7
ELT provides direct student classroom support for all learners.	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	9564	Early Literacy Reading Tutor	0.80			Provide direct classroom support for all TK students to ensure access to learning opportunities.	180-8
ELT provides direct student classroom support for all learners.	\$45,220	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	10408	Early Literacy Reading Tutor	0.80			Provide direct classroom support for all TK students to ensure access to learning opportunities.	180-9
This funds our Prep teacher who provides music opportunities for our TK students.	\$49,833	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	10514	Teacher Education Enhancement	0.40			All TK Teachers will have three 50 minute preps per week, per OEA/OUSD contract.	180-10
This funds our Prep teacher who provides music opportunities for our TK students.	\$49,833	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10514	Teacher Education Enhancement	0.40			All TK Teachers will have three 50 minute preps per week, per OEA/OUSD contract.	180-11





## OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

### **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.

#### **Kaiser Early Childhood Center**

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:

- Regular meetings between parents and teachers (at family check-ins, parent-teacher conferences, etc.) and at whole school family engagement events.
- We support all our parents through drop-in consultation meetings with our Early Childhood Mental Health Consultant.
- Coffee with the principal to meet with parents. Monthly calendared meetings for drop in support, as well as, response from the principal for individual family support by request.

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:

- Family Orientation Meeting
- Parent-student-teacher conferences.
- SSC Parent Meetings
- Back to School Events/Open House

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

- Hosting Child Development Family Workshops
- 1:1 consultation for families to support their child's learning and development
- Offering home visits to support the home-school experience

### **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:

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meetings.
- At SSC parents indicate which types of workshops they would like to have.

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:

- Provide opportunities for teachers to offer virtual or in-person conferences.
- The school offers regular meeting opportunities with a flexible schedule that allows parents to participate in decisions related to their child's education:
  - Monthly SSC meetings with days and times decided by SSC members
  - Conferences held at times convenient for parents
  - SST (Student Success Team) and IEP meetings (Individual

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:

- Hold an annual Title I meeting this year on Friday, August 27th, 2025
- Have SSC meetings review Title 1 funding and programming



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Kaiser ECC School-Parent Compact

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.**

Including:

- SEEDS oral language development strategies
- Implementation of Creative Curriculum, thematic learning, and total communication approaches centered on developing strong oral language
- Teaching Pyramid Tier 1 Strategies across all learning environments
- Refine differentiation based on student data to pull small groups during the day and
- Tiered intervention for early literacy and language skills

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

Including:

- Early Release weeks to support family-school communication either at home or through a parent-teacher conference.
- For students with an IEP, an IEP meeting can be requested at any time and the school will hold the meeting within 30 days (as per federal and state guidelines).

- 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.**

Including:

- Timely progress reports three times a year for all students (as mandated by state law).
- Completion of the DRDP for Fall and Spring, with family reports given to guardians twice a year (unless a student begins school after November 1st, then only a Spring DRDP will be completed.)

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

Including:

- Calling the front office and leaving a message to speak to your child's teacher after school (510-879-8812).
- Emailing teachers and expecting a response within 48 hours (Monday through Friday).

**Teacher Responsibilities**

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

- Communicate proactively with families around concerns, questions, or needs as they arise at school
- Provide a safe, positive and healthy learning environment that promotes language development, developmentally appropriate independence skills, and kindergarten readiness.
- Respond to communication from families within two business days of receipt
- Strive to address the individual needs of each student, each day

This Compact was adopted by Kaiser Early Childhood Center on August 27, 2025, and will be in effect for the period of August 27, 2025, to May 31, 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 of this current school year.

Alesia Eutslev

**Principal's Name**

LA [Signature]

**Principal's Signature**

8/28/25

**Date**



# KAISER EARLY LEARNING CENTER

## School Site Council Membership Roster

**2025-2026**

### SSC - Officers

Chairperson:	Meegan Cuzick
Vice Chairperson:	Reginald Moore
Secretary:	Attianna Floriano

### 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?)
Alesia Eutsler	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Meegan Cuzick	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Genbao Chen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Attianna Floriano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Reginald Moore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Alex Tagliamonte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	4th Wednesday of each month
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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.

