OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
                   Sondra Aguilera, Chief Academic Officer

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Esperanza Elementary School

---

Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Esperanza Elementary School.

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

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

Fiscal Impact   The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):
● Title I, Part A, including Comprehensive Support & Improvement Grant
● Title IV, Parts A and B
● After School Education and Safety (ASES)

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Esperanza Elementary School

---

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

Board Office Use: Legislative File Info.
File ID Number: 22-1712
Introduction Date: 8/24/2022
Enactment Number: 22-1484
Enactment Date: 8-24-2022 CJH

School: **Esperanza Elementary School**
CDS Code: 1612596002190
Principal: Cristina Segura
Date of this revision: 4/15/20

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

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

Contact: Cristina Segura   **Position:** Principal
Address: 10315 E Street   **Telephone:** 510-639-3367
Oakland, CA 94603   **Email:** cristina.segura@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/15/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

School Site: Esperanza Elementary School   **Site Number:** 177

- [X] Title I Schoolwide Program
- [ ] Title I Targeted Assistance Program
- [ ] Comprehensive Support & Improvement (CSI)
- [ ] Targeted Support & Improvement (TSI)

- [ ] Additional Targeted Support & Improvement (ATSI)
- [X] After School Education & Safety Program
- [X] Local Control Funding Formula (LCFF) Base Grant
- [X] LCFF Supplemental Grant

- [X] LCFF Concentration Grant
- [ ] 21st Century Community Learning Centers
- [ ] Early Literacy Support Block Grant

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

    Date(s) plan was approved: **4/15/2022**

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

    [x] Flyers in students' home languages   [x] Announcement at a public meeting   [x] Other (notices, ParentSquare blasts, etc.)

Signatures:

Cristina Segura		4/18/22
Principal	Signature	Date
Eleazar Cuenca		4/18/22
SSC Chairperson	gnature	Date
Kathleen Arnold	K. Arnold	4.28.2022
Network Superintendent	Signature	Date
Lisa Spielman	Lisa Spielman	4/28/22
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Esperanza Elementary School   **Site Number:** 177

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/8/2011	SSC/SELLS combines	Reviewed site goals and SPSA for current year
1/7/2022	SSC/SELLS combines	Budget Priorities review and planning.
1/5/2022	Faculty Mtg	Budget Priorities review and planning and discussion
1/28/2022	Leadership Meeting	Work in collaboration to identify goals, strengths and challenges
2/1/2022	ILT	Work in collaboration to identify goals and teacher actions.
2/11/2022	SSC/SELLS combines	Reivew SPSA goals for 22-23 and dicuss prioritites and shifts.
3/1/2022	ILT	Work on SPSA Part 3
3/11/2022	SSC/SELLS combines	Review Data to align SPSA goals

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$145,960.00
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	$656,908.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$133,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$24,300.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$3,560.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$308,505.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$8,900.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$47,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$145,960.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$510,948.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$656,908.77**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Esperanza Elementary School	**School ID:** 177

School Description

Esperanza Elementary is a dual language school that prepares students to be college and career ready. Through 50/50 instruction of English and Spanish, all students engage in rigorous standards based instruction that leads to biliteracy. We believe our students are capable of reaching high levels of achievement through high expectations, support, and care from the community. We use a balanced literacy approach within our dual language context in order to provide high quality reading instruction. We support our English Language Learners by using a variety of support systems such as GLAD, Transferability, and Integrated ELD. Teachers at Esperanza also have created thematic units that are aligned to the Common Core State Standards. We provide acceleration classes before and after school.

School Mission and Vision

VISION
Students engage in rigorous, high quality, biliterate academics which prepare them for college and career. Esperanza students and families take responsibility for their learning which allows them to be academically strong in two languages. With a growth mindset, they are unique individuals, who critically think and are determined to succeed. Students show respect for themselves, others and the environment.

MISSION
Through PLC's teacher are able to plan for mindful and purposeful instruction. Teachers collaborate in professional learning communities to implement rigorous instruction, that meets the needs of all students. Teachers engage in peer observations to receive and give constructive feedback. Teachers use data to drive instruction and make clear plans for corrective instruction to accelerate student achievement. We engage the family and community in quarterly meetings to review growth and set goals. All stakeholders work together to create a more caring school community where staff, teachers,and families support one another. The school provides parent workshops, monthly coffee with the principal, monthly room representative meetings, and school site council meetings.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	39%	*not available until Fall 2022*	40%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	25%	*not available until Fall 2022*	30%

i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	9%	*not available until Fall 2022*	20%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-45	n/a	*not available until Fall 2022*	-0.55
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	9%	*not available until Fall 2022*	25%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-39.8	n/a	*not available until Fall 2022*	-0.29
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	40%
CAST (Science) at or above Standard	All Students	10%	n/a	*not available until Fall 2022*	20%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-95.5	n/a	*not available until Fall 2022*	-85.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-74.7	n/a	*not available until Fall 2022*	-65.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	*not available until Fall 2022*	10%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-85.9	n/a	*not available until Fall 2022*	-75.0
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-65.8	n/a	*not available until Fall 2022*	-55.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	9.8%	3%	*not available until Fall 2022*	10%
LTEL Reclassification	Long-Term English Learners	16.7%	0%	*not available until Fall 2022*	5%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	86%	81%	*not available until Fall 2022*	88%
Out-of-School Suspensions	All Students	0%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	African American Students	0%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	*not available until Fall 2022*	0%
Chronic Absenteeism	All Students	12%	13%	*not available until Fall 2022*	25%
Chronic Absenteeism	African American Students	n/a	n/a	*not available until Fall 2022*	n/a

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	95%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	Consistent ELD, ELD coaching and modeling, Newcomer supports, Phonics instruction at their level. Library time with libraian to increase reading engagement. Use of SEL strategies such as community circles, calm corners, lunch bunch to support students in their positive SEL development.	Newcomer teacher and TSA support. STIPS subs and literacy tutors to provide SIPPS additional instruction. Skilled library tech and a strong library expereince for students. TSAs focused and trained in RJ. CSM trained in RJ. Contracts with Lincoln and Safepassages to provide tier 2 and tier 3 for students and training for teachers.
LCAP Goal 2: Focal Student Supports	Intervention support, RJ response to support challenges.	Being fully staffed with TSA's that are trained and are able to support in different high area needs such as intervention or student support. Data conferences to determine students' needs and appropriate supports.
LCAP Goal 3: Student/Family Supports	Workshops and give aways for families (PPE, gift cards, coats, food, books). Social service support and enrollment support (medical, calfresh). Provide resources for families ie lawyers, immigration. Attendance support, goal setting, and family outreach. Job opportunities for family members on site. UFA (united for achievement) parent and teacher meetings 3x per year. Homevisits in the beginnig of the year.	CSM, increase to full time attendance specialist.
LCAP Goal 4: Staff Supports	Focused PD cycles, Coaching, SEL centered approach for PD and staff meetings. Feedback forms to adjust and make the needs of all. Modeling, elbow coaching and observations in Spanish and English. Spanish PLC to support Spanish instructional coherence.	TSA, partnership with early litearch and ELLMA.

Focus Area:	Priority Challenges	Root Causes of Challenges
LCAP Goal 1: College/Career Readiness	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	Due to covid protocols students attendance has been erratic. Teacher attendance has been impacted. Interventions in class have been incosistent with both teacher and students gone. STIP interventions were inconsistent with needing to cover absences. The curriculum is lacking diversity and not engaging to all students or staff. Lack of planning time and focus for the diverse needs of EL and newcomer students.
LCAP Goal 2: Focal Student Supports	Having accessible data in both languages in a timely manner. Absences. Enough mental health services for the high number of students. The completion of IEP assessments in a timely. Amount of COST referrals.	i-ready spanish does not offer the same experience and so when analyzing data we are looking at green apples and red apples. Its hard to analyze the biliteracy zone with this data mis alignment. Student absences are very high and they miss the interventions. Living in a panedemic students have returned with more high needs than normal and the need for services, cost referrals and evaluations has dramatically increased.
LCAP Goal 3: Student/Family Supports	Communicating with Mam community, lack of access to the school due to covid protocols, effective communication with families. Family engagement in literacy and academics and family partnerships.	District interpreters are hard to get. Families are not able to come into the school and volunteer as they did previously. The close connection we felt pre pandemic to families have shifted due to safety protocols. Communication via parent square does not reach all families. Families are overwhelmed and have a lot of fear regarding COVID and are preoccupied with safety.
LCAP Goal 4: Staff Supports	Lack of consistent PLC and using data, lesson planning and aligning instructional startegies. Anxiety, fear and Overwhelm, exhaustion. Lack of support for teachers who are parents. Peer Observations.	Paid time that is integrated into a teachers schedule to be in PLC. Timely data in both languages that is teacher driven. Assessment calendar does not align with teacher needs. PANDEMIC. Due to absences and coverage its been hard to make time for peer observations and PLC.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

The students at my school face many inequitites daily. The inequities range from custodial expectations to teacher retention. In 2019-20 We had 10/15 teachers who were fully credentialed and 5 new hires. For 2020-21 we are expecting 4 to 5 new hires as well. Teacher retention is a problem which directly correlates to student outcomes. When we hire new teachers they range from emergence credential to veteran teachers. However, most are brand new to dual language. Students are then often not matched with experienced, fully credentialed teachers. Teacher retention is a problem because teachers cannot afford to stay in Oakland or the profession itself. This is a huge inequity because our students who need so much to be successful are often not matched with qualified credentialed teachers who will stay in Oakland. Also teachers need support within the school site so they can be successful. Data suggests that the most critical factor to student success is teacher efficacy. Therefore, it is criticla that we have the personnel on site to support and coach our teachers. We need the funding so we can have a TSA to support teacher lesson planning, observations, and co-teaching. Students also do not have the same academic opportunties as other students. For example we do not have a PTSA who can fundraise all the money it requires to hire extracurricular activities such as art, music and dance. Also we cannot afford to go on field trips where private busses are necessary to get to the location. The students need additional support to level the achievement gap. We get some money from title I but it is not enough money to support all kids in both languages. We need additional title I money so they can get the intervention support that they require to be college and career ready. We require a reading specialist so our students are getting quality guided reading instruction from a specialist. We also need additional funding from the district base level so we can have programs like art and music. Our site has a high number of EL students currently we have 78% of students who are EL. Esperanza is among one of the highest percentage in the district with EL Students. We also have quite a few newcomer students. EL students and newcomers require additional support by trained individuals to help them achieve academically. A newcomer teacher would benefit students to get the support that they need. We find it incredibly inequitable and unrealistic to expect a brand new teacher who is on an intern or emergency credential to be fully prepared to meet the needs of all the EL and newcomer students who vary in reading and math levels. Our teachers and students deserve more.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Esperanza Elementary School	**SPSA Year Reviewed:** 2021-22
	SPSA Link: 2021-22 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 goal of the current SPSA for 2021-22 was to keep SEL and Tier 1 at the center as our baseline for instruction. Therefore our first PD cycle centered on welcoming students back into the classroom and providing strong tier 1 instruction. We came to agreements to what strong tier 1 instruction looks like and created look-fors and best practices. Coaching and observations were done during this cycle to provide feedback and actionable next steps. We then began to focus on our intervention plan and use our human resources to support students who scored tier 3 in phonics. An indepth litereacy plan and intervention plan which was worked on last year began in October. We had individual data conferences with all teachers, created a schedule of pull out intervention, aligned schedule with teachers, and deployed TSA and STIP subs to support student achievement. Our biggest challenge for implementation has been teacher absences. Throughout the year STIPS and TSA's have been pulled from their groups to cover teacher classrooms. This has resulted in inconsistent groups to date. Furthermore the plan hits an additional hiccup the first of February during ELPAC testing. With 78% students needing to take the ELPAC we have to use our human resources to do this mostly 1:1 test. We do have a plan to pick up groups mid march and focus all our Tier 3 intervention on lower grades, specifically K-2 early litearcy intervention in both languages. Our 2nd PD Cycle was consistent with our plan which provided time and space to create systematic English and Spanish phonics instruction. This included practice, coaching and video consultancies. Our 3rd cycle aligns to our goal of strong tier 1 by focusing in on before, during and after strategies for reading complex text within our Advance and Adelante curriculum. Another change was the ESSER funds that we received. In alignment to our strong SEL start we were able to use ESSER funds to do virutal and in person home visits with 90% of our families. We were able to increse our current mental health contracts to add more services to support students and families. We also hired a CSM which has supported families with integral workshops on COVID, attendance, reclassification, and literacy so far. The CSM has also worked to bring social services and support to families such as food distributions, coat give aways, book give aways and gift cards. The CSM has also supported families with signing up for programs such as cal fresh, enrollment support, vaccination support, and immigration support. We have always been focused on supporting the whole child and the whole family. We have become a stronger community school in the past 2 year even during such a difficult time in history.

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

The strategy was to utilize PD time to strategize around strong SEL supports for students as we began this school year. We worked in collaboration to callibrate what strong tier 1 instruction and how to plan with SEL in the forefront of instruction. We spent time in grade level teams to make agreements for what SEL focused classrooms should look and sound like. We offered coaching and feedback via observations and walkthroughs. We also focused on our intervention plan and deploying the human resources to support students who needed additional tier 2 and tier 3 support. This plan was data driven and having data conferences was extremely effective. We were very proud to begin the intervention despite having a slow start due to staff illness. We also worked on creating systematic phonics instruction in both languages that would align to our intervention plan. This included changing schedules and ensuring time was allocated for every grade level to engage in SIPPS and phonics in Spanish. Our PD and coaching was aligned to focusing on instructional coherence and this systematic approach. We are seeing that from our mastery tests we are increasing students ability to read. We hope that this will show more growth in iready and SBAC.

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 to use funds to increase our personnel. STIP subs, literacy tutors, and TSA's are critical to the success of students in a pandemic word. We will also continue to prioritize mental health contracts and support. This year more than ever our students have needed additional support. Furthermore having ESSER funds for the CSM, STIP, and mental health contracts has made a major impact on the support we can offer students, families and staff.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	Reading Inventory (RI) Growth of One Year or More	WII provide small groups to students to support literacy development and will progress monitor. Will provide the teachers with coaching and professional development to aid in the instrucional coherence and systematicity.	TSA pulls small groups to support English and Spanish phonics instruction. TSA pulls newcomer ELD group. TSA observes and coaches 6 teachers per trimester aligned to PD cycle and SPSA goals. Plan and faciliate PD and data PLC's. The challenge was absences and consistency.	Will continue to fund this position at 100%
Certificated Teachers' Salaries Parent Workshops	ELL Reclassification	Provide workshops for families aroudn literacy support	CSM provided the majority of the workshops. Need etot compensation for babysitting.	Change to ET/OT for staff to support with workshops and childcare.
Books for Parent Library	College/Career Readiness	Provide books to support parents in different areas of need related to college/career and literacy.	Need more titles in Spanish. FRC was not as open during pandemic equals lack of access.	Discontinue
Supplies for Parent Library	ELL Reclassification	Supplies to support parents with literacy	Supplies always needed and utilized.	Will continue to fund.

Parent Fingerprinting Fees to encourage participation in student and school activities for family members	Student Connectedness to School	To support with parent involvement with classrooms and to have a strong parent presence.	With fingerprinting and using Oakland edfund it was challenging. However we did have a hanful of parents utilize the funds to volunteer which was amazing.	Will continue to fund .

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Esperanza Elementary School	**School ID:** 177

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	Through a multi tiered system of support we are creating a positive and supportive enironment where students feel connected, engaged, and ready to learn.
School Theory of Change:	If we focus on imporving implementation of current systems and supports then we will see an increase in social emotional awareness and investment in academic tasks to ensure a decreased rate of chronic absenteeism and a lower suspension rate.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers actively build relationships with students and families. Teachers use the CSC practices, community circles and keep the SEL needs of student in mind when planning. Teachers are committed to teaching and reinforcing core values (Respect, Empathy, Scholarliness, Determination, Diversity, Service) and use eaglet tickets as positive reinforcement. Teachers will teach and use the Esperanza Norms (Make good decisions, Show Respect, Solve problems) consistently with students. Teachers will refer students using a COST form and will implement tier 1 structures.	Leadership will provide planning time during the retreat and first cycle of inquiry so teachers can plan and review expectations. Support around implementation of CSC and core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to PBIS, CSC, and core values throughout the year but especially in the first 6 week of school. Lincoln child center will provide mental health services, support cost team, and work with families.	Community circles, Eaglet Tix, Core values anchor charts. Cycle 1 of PD is focused on SEL. During retreat review our SEL and PBIS plan. Walkthrough data will be collected within the first 6 weeks. UFA, positive messages home, communication via parent square. Coffee with the principal.	Lack of consistent PLC and using data, lesson planning and aligning instructional startegies. Anxiety, fear and Overwhelm, exhaustion. Lack of support for teachers who are parents. Peer Observations.	Tier 1

1-2	SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community. Teachers will create opportunities through the CSC practice for positive social interaction and connection to support the whole child.	Leadership will have appropriate supervision on the yard and in the cafeteria to ensure safety and positive play where all students can be incorporated and socialize in a positive inclusive way	Teachers and yard supervisors will hand out Eaglet tickets to reinformce norms outside.		
1-3	Teacher lessons include a focus on teaching and supporting the whole child that encompasses academics and social emotional and physical wellness.	leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	Outreach to programs that can provide enrichment to our students via workshops or afterschool program. Teachers plan and attend field trips that will enrich and support student growth.	Lack of consistent PLC and using data, lesson planning and aligning instructional startegies. Anxiety, fear and Overwhelm, exhaustion. Lack of support for teachers who are parents. Peer Observations.	
1-4	Teachers create systems of motivation to support the love of learning. Teachers utilize students culture and language within the classroom instruction. Teachers value all students' background knowledge that they bring into the classroom with them. All classrooms include evidence of positive reinforcement using the school wide systems such as 5-to-1 positive narration, eaglet tickets, group points, marble jar, stars daily. Teachers utilize a calming space as a preventive practice. Teachers use a buddy classroom for no more than 10 minutes with an appropriate calm down and reflect artifact.	Leadership will plan assemblies to build on the systems created in classrooms. Leadership will provide workshops that align to these goals for families. We will continue the use of eaglet tickets, the student store, and superstars.	Teachers communicate their systems to families. There is a clear system that is visible in the classroom. Students receive eaglet tickets. Assemblies coincide with teacher systems. Usage of timers in buddy classrooms, calming space present in classroom, positive reinforcement system is visible.		

1-5	Teachers build strong relationships with families through ongoing 2-way communication and contact. Teachers using a messaging system in families home language. Teachers send out positive messages to family to at least 5 students per week. Teachers have quarterly meetings and educate families about the bilingual pathway awards in order to cultivate enthusiasm for the seal of biliteracy in 12th grade. Teachers will connect with families by homevisits and trimester meetings called UFA (united for achievment).	Leadership will create space during PD to send positive messages home. Staff will be trained on district messaging system.	Positive messages to families, UFA, home visits, use of messaging system. Coffee with the principal.	Communicating with Mam community, lack of access to the school due to covid protocols, effective communication with families. Family engagement in literacy and academics and family partnerships.
1-6	Teachers encourage meaning making in any language. Teachers have explicit instruction for transferability and make connections between both languages. Teachers value bilingualism and the assets students bring to the classroom. Teachers work with families to educate and promote biliteracy and bilingualism. Teachers actively promote bilingualism as an asset.	Leadership will provide more PD and coaching for Spanish language arts and transferability. Leadership will ensure staff is more informed about the seal of biliteracy. Leadership will provide workshops for families. Principal will dicuss during coffee with the principal.	Family Workshop focused on the seal of biliteracy. Staff meeting to support staff on creating a UFA for families.	

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	In teaching the "Esperanza Way" all students will receive rigorous well planned CC aligned lessons in both English and Spanish. Literacy lessons will include the components of balanced literacy. Math will include spiral review, strong teacher modeling, guided practice and independent practice. All lessons will be planned to engage students, increase student talk and promote critical thinking.

	School Theory of Change:	If we focus on aligning our curriculum to the common core standards, keep language in the forefront, increase student talk and academic output, align the task to intended student oral or written outcome, incorporate checks for understanding and assessments then students will increase their literacy proficiency in both languages.

	Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students show growth towards their stretch goal in i-ready diagnostic in English, Spanish and Math.

	Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers give informal, formal, formative and summative assessments that inform instruction to best support students daily and by standard. Teachers will use checks for understanding multiple times per lesson in order to ensure student readiness and capacity for independent work. Teachers will use these data points to differentiate instruction, create corrective action plans and modify lessons. Teachers will use weekly formative assessments to inform instruction. Teachers engage in data analysis individually and with their grade level teams. Teachers are reflective and work on corrective action plans individually or with their team.	Develop and manage data-driven professional learning and assessment plans that improve student learning and teaching practice. Leadership will provide release times with substitues or STIP subs based on need and amount of assessments.	Time alloted to data dives and data analysis per trimester for both LA and Math. During PD we will ground ourselves in the data to determine the student needs. We will highlight strategies and checks for understanding during each PD cycle. Data collection and corrective action tool will be used to track and monitor progress in the cycle and student outcomes.		

2-2	Teachers assign task to content language objective and the standard that is being taught in the daily lesson. Teachers use the Esperanza Block document to plan instruction which will include spiral review, gradual release of responsibility (i do, we do , you do) and small group intervention with students who need extra support. Teachers focus on rigor and word problems and create a problem of practice to dig into during the cycle of inquiry. Teachers will record their instruction during the cycle in order to get feedback from their colleagues to push instruction and reflect on ones practice.	Leadership will observe and provide feedback to teachers, focusing on the student learning outcome, the quality and alignment of the task, and the gradual release model of instruction.Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards. leadership focuses on mathematical practices and rigor during PD	Observation and feedback around CLO and Task. PD Cycles will align to task alignment, and differentiation. Cycles will include opportunities for peer observation and reflection. Teachers will reflect and share out at the end of the cycle.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	
2-3	Teachers will focus on all 4 domains of language (reading, writing, listening, and speaking) within the day in both languages. Teachers will use discussion strategies such as expand, clarify, summarize and synthesize their or each others learning. Teachers will use structured language practices to increase student talk.	Leadership will provide PD to support the 4 domains of language and incorporating discussion strategies and structured language practices to increase student talk across subjects.	The four domains are present in classrooms when visitors walk in. Students are familiar with and use discussion strategies. Students are exposed to multiple structured language practices.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	

2-4	Teachers will create a well balanced dual language facing week for all students and shift towards structured literacy. Teachers will ensure all student receive small groups based on their need.	Provide PD, planning time and PLC time	Teacher provide small groups to focus on foundational skills needs, newcomers, review of skills, and support with complex texts that will be read.		
2-5	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum.	Leadership will provide funding for transportation so students can experience and enrich their studies. Leadership will support grade levels in finding quality experiences connected to their units within their curricula.	Field trip forms are directly connected to the curricula. Field trip experiences are related to CCSS.		
2-6	Teachers check for understanding through-out the lesson and make adjustments to support ALL students to meet the objective.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Informal or formal learning walk data. Observational and coaching data.		
2-7	Teacher will implement the new Math curriculum and implement learning from district and site PD	Leadership team will provide PD cycle focused on implementation of new math curriculum. Leadership will provide materials and supplies for students and teachers as needed.	PD Agenda, peer observations/video consultancies.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum					
School Priority:	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students. Language and literacy will be at the forefront of all lessons and content language objectives will align to the task in Spanish and English				
School Theory of Change:	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students.				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Increase in i-Ready Reading Proficiency Increase in Students At Grade-level based on SIPPS Mastery Test Increase in SBAC ELA				
Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers will implement the Advance/Adelante curriculum together with Heggerty and SIPPS. Teachers will collaborate with their team to divide literacy components to that they are student facing and student receive balanced instruction within the context of the dual language setting. Teachers will have posted content language objectives that align to the task. Teachers will ensure all students know the objective and are checking for understanding throughout the lesson and make adjustments when needed.	Leadership will provide PD, coaching/modeling, video consultancies and feedback around the curriculum implementation and instruction components. Leadership will support with a student facing schedule that is aligned within our dual language context. Leadership will go on walk through weekly to give feedback to teachers and provide bite size actionable feedback. ILT will work in collaboration to provide PD opportunities within our curriculum.	Posted Agenda, Posted CLO's, Weekly lessons shared, anchor charts,small groups, organized libraries, book clubs, ILT Agenda, PLC agendas. Teacher videos. Protocol for video consultancy.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	

3-2	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports -Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures	-Schedules for interventionists; Monitor number of students and progress of students in intervention groups -COST tracker of focal students		
3-3	Connected high leverage strategies to improve reading within the advance/adelante curriculum. Including setting reading comprehension growth goals (in Spanish and English), using structured language practices, GLAD strategies. Teachers use Before, During, and After Reading strategies with Adelante/Advance complex texts from ELA /SLA.	Leadership will give a list of high leverage SLP, there is a GLAD trainer on site that can support teachers with implementation. Strategies will be modeled during PD. Elbow coaching and observations will be provided. Video consultancies during PD Cycles.	Evidence in teacher plans, evidence of implementation of GLAD and other SLP's during walkthroughs, PD follow up coaching, video consultancy protocol and videos.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	
3-4	Teachers will use and have access to technology that will support and encourage students to use the technology and online platforms to increase engagement and student outcomes.	Leadership will monitor technology needs and platforms that are improving student outcomes. Leadership will provide training to teachers to use online platforms with fidelity. Leadership will ensure teachers have the basic materials needed to be successful to implement our instructional program.	Teachers are incorporating blended learning programs (i-ready, ST math, inner explorer, freckle) to enhance student experience. Students are using technology in all grade levels. Technology can be seen within teacher schedules.		

3-5	Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.	-Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment. -Provide Professional development/Coaching and learning for implementation of curriculum and strategies -Support & monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment. -Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum national skills curriculum across classrooms and grade levels to ensure instructional alignment.	-Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of SIPPS Site Implementation Tool) -Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress -All teachers have foundational skills instruction on their weekly schedules. -PD cycles and coaching support teacher development and progress.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	
3-6	Teachers will use differentiation strategies to meet the needs of all students in both languages. Teachers will have small groups that are flexible in both languages. Teachers will keep in mind the varying ELD/SLD levels of their students to support differentiated language frames.	Leadership will provide data days to analyze data to create differentiated groups. Leadership will provide coaching for differentiation strategies and language scaffolds.	Esperanza data trackers, Data Day agenda, Data analysis tools and action planning document.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	

#				
3-7	Teachers create a culture of evidence by holding expectations that all students can and will use evidence from text to support their claims and ideas.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Coaching and and walkthrough data.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	All teachers will engage in ongoing professional learning that develops teacher efficacy through interactions that reflect our shared agreements and the "Esperanza Way". Teachers will engage in continued progress monitoring to increase student achievement.
School Theory of Change:	If we provide time, support and protocols for cycles of inquiry and peer observations and feedback teachers will build efficacy and deepen their instructional practice in order to increase student achievment.
Related Goal(s):	80% of teachers reporting improved instructional practice because of Professional Learning (PDs, PLCs, Cycles of Inquiry)
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	Use multiple forms of data to reflect and plan collaboratively to improve student outcomes. use data to plan effective and differentiated instruction	Build leadership capacity around PLC implementation by providing protocol, time and support for teacher collaboration. Provide cycle of learning and cycles of inquiry based on data and our key instructional focus areas.	teachers engage in PLC's and collaborative planning sessions with guidance from coaches and leadership.Teachers consistently use informal and formal assessments to plan and modify differentiated instruction.	Lack of consistent PLC and using data, lesson planning and aligning instructional startegies. Anxiety, fear and Overwhelm, exhaustion. Lack of support for teachers who are parents. Peer Observations.	
4-2	Use protocols to observe peers and give actionable feedback in order to push each others practice and build instructional coherence. Provide thoughtful feedback to leadership on PD's and PLC's. Reflect on one's own practice, PD's, and PLC's to build teacher efficacy.	Leadership will Provide opportunities with protocols and coaching for peer feedback and observation, Ground cycles in data, feedback, and the vision and mission of Esperanza. Leadership will build teacher capacity by providing opportunities to practice and time to calibrate on how to give feedback.	teachers plan lessons and share with leadership. Videotape and use protocols to give feedback.	Lack of consistent PLC and using data, lesson planning and aligning instructional startegies. Anxiety, fear and Overwhelm, exhaustion. Lack of support for teachers who are parents. Peer Observations.	
4-3	Teachers and staff model the kind of respectful and inclusive language that is expected by the Esperanza community.	Leadership models the kinds of respectful and inclusive language and interaction that is expected by the Esperanza Community	leadership and teachers purposefully models 5:1, attentive listening, the shared norms during PD.		
4-4	Full engage in professional development and commit to the strategies presented. To the best of their ability use the strategies and resources to incorporate into your classroom.	Leadership provides coaching and look fors	Looks for are given to teachers prior to walk throughs.		

CONDITIONS FOR BLACK STUDENTS (instructions & resources)	
School Priority:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
School Theory of Change:	If we provide direct PD and coaching to teachers to regarding cultually responsive pedgagody then all students including AA will be more successful.

	Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
	Students to be served by these actions:	*Black students and families*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**
5-1	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Walk through Coaching cycle	Students are scoring multiple years below on i-ready. High amount of students struggling with phonics. Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	
5-2	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Walk through Coaching cycle	Communicating with Mam community, lack of access to the school due to covid protocols, effective communication with families. Family engagement in literacy and academics and family partnerships.	
5-3	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide PD, collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Walk through Coaching cycle		

5-4	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Provide PD, Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	We will focus on Language development (Spanish and English) through designated and integrated ELD/SLD in content within our curriculum and keep language at the forefront of lessons in order to support all students in using and acquiring academic language in both English and Spanish.
School Theory of Change:	If we focus on teaching language in all content areas to ensure all units are integrated with content, language and literacy, we will improve both our reclassification rate and our reading levels in both Spanish and English.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. 80% of 5th grade students reclassify by end of 5th grade.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	Teachers will write and post Content language objectives daily that are aligned to tasks. Teachers will implement a 50/50 dual language model that is aligned to the school theory of action and minute allocation for a dual language school.	Principal and TSA work with district to make program decisions for schedules, determine which content is taught in English and Spanish, work with district enrollment to increase the English home language population, work with the district on language appropriate benchmarks, plan PD around Dual Language implementation, and lead cycles of inquiry The instructional lead team (llt) will create a lesson plan template, data analysis calendar, provide PD for NGSS Foss and unit creation with a common core state standards and ELD standards with a focus on dual language focus.	Dual language schedule, theory of action, pd plans agendas, and powerpoints calendars that ensure a dual language model that builds English and Spanish literacy skills simultaneously.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	
6-2	Designated ELD happens everyday in all classrooms using the ELD standards to guide our planning. Teachers will use data to support EL students move toward proficiency. ELD groupings are created when possible to support specific language needs of students.	Leadership will support in making schedules that protect time for designated ELD. Coaching and new teacher support will be given in order to increase teacher capacity and student outcomes. Leadership will provide time, training and protocols for data dives.	Observation and feedback is give to teachers and schedules are followed. Teachers are focusing on EL students and providing differentiation based on data.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	

6-3	Teacher collaboration through grade level PLC's where student work is analyzed, lessons are planned, high quality complex texts are identified, opportunities are provided for oral and written responses, and corrective action plans are made to ensure accelerated learning and make sense for student group needs.	Leadership will provide support and coaching so teams can look at data in order to continually differentiate and support EL Students. Leadership will norm around assessments and progress monitoring and share with staff.	Teachers engage in a structured collaboration time. Data is used. Inquiry based on need per grade level is chosen.	Lack of consistent PLC and using data, lesson planning and aligning instructional startegies. Anxiety, fear and Overwhelm, exhaustion. Lack of support for teachers who are parents. Peer Observations.	
6-4	Teachers will implement structured language practices, scaffolds, and GLAD to support students to access lessons and fully engage and participate in CCSS aligned tasks.	Leadership will provide cycles of inquiry to support teacher development and implementation. Coaching and observations will be provided to teachers.	Leadership will share walk through data around the focal practices to support EL students.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.	

6-5	Teachers will implement discussion protocols, Structured language practices to increase the oral output so that the written output can be improved upon.	Leadership will focus PD sessions on discussion strategies and structured language practices.	PD agenda, Zweirs reading, walkthrough data.	Students are scoring multiple years below on i-read. High amount of students struggling with phonics.Lack of differentiation and small groups during instruction. Lack of cultrally responsive texts. Reclassification and supporting written and oral output for students. Lack of focused college/career goal schoolwide. Lack of time for English, Spanish, Math, and Science instruction.

PROPOSED 2022-23 SCHOOL SITE BUDGET **Site Number:** 177 **School:** Esperanza Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program Contract	$131,144	After School Education & Safety (ASES)	5825	Consultants	n/a			Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.	177-1
10-Month Teacher on Special Assignment (TSA)	$6,843	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7787	10-Month Classroom TSA	0.05	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers actively build relationships with students and families. Teachers use the CSC practices, community circles and keep the SEL needs of student in mind when planning. Teachers are committed to teaching and reinforcing core values (Respect, Empathy, Scholarliness, Determination, Diversity, Service) and use eaglet tickets as positive reinforcement. Teachers will teach and use the Esperanza Norms (Make good decisions, Show Respect, Solve problems) consistently with students. Teachers will refer students using a COST form and will implement tier 1 structures.	177-2
10-Month Teacher on Special Assignment (TSA)	$18,728	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2052	10-Month Classroom TSA	0.15	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Leadership will have appropriate supervision on the yard and in the cafeteria to ensure safety and positive play where all students can be incorporated and socialize in a positive inclusive way	177-3
10-Month Teacher on Special Assignment (TSA)	$130,016	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7787	10-Month Classroom TSA	0.95	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum.	177-4
Library Technician	$40,400	Measure G: Library	2205	Classified Support Salaries	7149	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Leadership will plan assemblies to build on the systems created in classrooms. Leadership will provide workshops that align to these goals for families. We will continue the use of eaglet tickets, the student store, and superstars.	177-5

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 177   **School:** Esperanza Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance Specialist, Bilingual	$36,103	LCFF Supplemental	2205	Classified Support Salaries	3100	Attendance Specialist, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Leadership will monitor technology needs and platforms that are improving student outcomes. Leadership will provide training to teachers to use online platforms with fidelity. Leadership will ensure teachers have the basic materials needed to be successful to implement our instructional program.	177-6
Books other than text	$4,600	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Leadership will create space during PD to send positive messages home. Staff will be trained on district messaging system.	177-7
Books other than text	$1,500	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers actively build relationships with students and families. Teachers use the CSC practices, community circles and keep the SEL needs of student in mind when planning. Teachers are committed to teaching and reinforcing core values (Respect, Empathy, Scholarliness, Determination, Diversity, Service) and use eaglet tickets as positive reinforcement. Teachers will teach and use the Esperanza Norms (Make good decisions, Show Respect, Solve problems) consistently with students. Teachers will refer students using a COST form and will implement tier 1 structures.	177-8
Books other than text	$3,484	Title I: Basic	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leadership provides coaching and look fors	177-9
Community School Manager	$152,906	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	8721	Program Mgr Community School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Leadership will provide PD to support the 4 domains of language and incorporating discussion strategies and structured language practices to increase student talk across subjects.	177-10

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultants - Lincoln	$10,000	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-11
Consultants - Safepassages	$30,000	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-12
Equip Maintenance Agreement	$1,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will create a well balanced dual language facing week for all students and shift towards structured literacy. Teachers will ensure all student receive small groups based on their need.	177-13
ET/OT Childcare	$1,000	Title I: Parent Participation	2222	Classified Support Salaries: Extra Compensation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teacher lessons include a focus on teaching and supporting the whole child that encompasses academics and social emotional and physical wellness.	177-14
Extended Contract	$8,105	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-15

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 177   **School:** Esperanza Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Field Trip Transportation	$2,200	Title IV: Student Support & Academic Enrichment	5213	Student Public Transportation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Leadership will provide planning time during the retreat and first cycle of inquiry so teachers can plan and review expectations. Support around implementation of CSC and core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to PBIS, CSC, and core values throughout the year but especially in the first 6 week of school. Lincoln child center will provide mental health services, support cost team, and work with families.	177-16
Field Trips Admission	$2,200	Title IV: Student Support & Academic Enrichment	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will create a well balanced dual language facing week for all students and shift towards structured literacy. Teachers will ensure all student receive small groups based on their need.	177-17
fingerprints	$1,000	Title I: Parent Participation	5838	Fingerprinting		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Connected high leverage strategies to improve reading within the advance/adelante curriculum. Including setting reading comprehension growth goals (in Spanish and English), using structured language practices, GLAD strategies. Teachers use Before, During, and After Reading strategies with Adelante/Advance complex texts from ELA /SLA.	177-18
light refreshments	$560	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Full engage in professional development and commit to the strategies presented. To the best of their ability use the strategies and resources to incorporate into your classroom.	177-19
Noon Supervisor	$8,141	LCFF Supplemental	2905	Other Classified Salaries		Noon Supervisor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Leadership will provide funding for transportation so students can experience and enrich their studies. Leadership will support grade levels in finding quality experiences connected to their units within their curricula.	177-20

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 177   **School:** Esperanza Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Otherclass Salaries	$3,000	General Purpose Discretionary	2222	Classified Support Salaries: Extra Compensation		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will use and have access to technology that will support and encourage students to use the technology and online platforms to increase engagement and student outcomes.	177-21
School Office Supplies	$18,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers will use differentiation strategies to meet the needs of all students in both languages. Teachers will have small groups that are flexible in both languages. Teachers will keep in mind the varying ELD/SLD levels of their students to support differentiated language frames.	177-22
School Office Supplies	$2,000	Measure G: Library	2205	Classified Support Salaries		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leadership will provide funding for transportation so students can experience and enrich their studies. Leadership will support grade levels in finding quality experiences connected to their units within their curricula.	177-23
Substitute Teacher Incentive Plan (STIP) Teacher	$65,810	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8722	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Leadership will provide cycles of inquiry to support teacher development and implementation. Coaching and observations will be provided to teachers.	177-24
Substitute Teacher Incentive Plan (STIP) Teacher	$66,587	LCFF Supplemental	1105	Certificated Teachers' Salaries	7597	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers create systems of motivation to support the love of learning. Teachers utilize students culture and language within the classroom instruction. Teachers value all students' background knowledge that they bring into the classroom with them. All classrooms include evidence of positive reinforcement using the school wide systems such as 5-to-1 positive narration, eaglet tickets, group points, marble jar, stars daily. Teachers utilize a calming space as a preventive practice. Teachers use a buddy classroom for no more than 10 minutes with an appropriate calm down and reflect artifact.	177-25

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 177   **School:** Esperanza Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Substitute Teacher Incentive Plan (STIP) Teacher	$75,600	LCFF Supplemental	1105	Certificated Teachers' Salaries	8283	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers build strong relationships with families through ongoing 2-way communication and contact. Teachers using a messaging system in families home language. Teachers send out positive messages to family to at least 5 students per week. Teachers have quarterly meetings and educate families about the bilingual pathway awards in order to cultivate enthusiasm for the seal of biliteracy in 12th grade.	177-26
Teacher	$48,398	LCFF Supplemental	1105	Certificated Teachers' Salaries	7073	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Leadership will plan assemblies to build on the systems created in classrooms. We will continue the use of eaglet tickets, the student store, and superstars.	177-27
Technology	$3,000	Title IV: Student Support & Academic Enrichment	4410	Equipment < $5,000	n/a			Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Leadership will have appropriate supervision on the yard and in the cafeteria to ensure safety and positive play where all students can be incorporated and socialize in a positive inclusive way	177-28
Uniforms	$1,800	General Purpose Discretionary	4380	Uniforms	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will provide more PD and coaching for Spanish language arts and transferability. Leadership will ensure staff is more informed about the seal of biliteracy. Leadership will provide workshops for families. Principal will dicuss during coffee with the principal.	177-29

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.

Esperanza 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:

■ Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops.

■ We support all our parents through regular meetings that encompass all the data and curricular needs of our students. The meetings go from the whole school level to the one on one level depending on what our families need.

■ Coffee with the principal to meet with parents.

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:

■ Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops.

■ UFA (United For Achievement) meetings between classroom and teacher to provide literacy/math activities and data.

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.
- Use of a messaging system.
- Use of monthly newsletter.

Esperanza will convene an annual Title I meeting to perform the following:
1. Inform parents of their schools participation in the title I Program
2. Explain the requirements of the Title I Program
3. Explain the parents' rights to be involved in an organized, ongoing and timely way, in the planning review and improvement of its Title I Program. (SSC)
4. The parents right to participate in the development of the Districts Title I plan.

The school communicates to families about the school's Title I, Part A programs 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.
- Flyers and agendas are posted 72 hours prior to get the most participation.

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:
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops.
- Parent leader meetings called coffee with the principal with leadership.

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:
- Sending home robocalls/messages in their home languages.
- Sending home monthly newsletters with monthly events.
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
- Coffee with the principal which is done in both English and Spanish.

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:
- Esperanzal has a group of parent classroom representatives that support teachers in getting volunteers.

- Esperana has a family engagement manager who supports families in getting resources.

- Esperanza volunteers create a calendar to ensure the cafeteria and recess is well attended.

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:

- Esperanza holds parent workshops at least once per month which is led by the community resource manager, grade-levels have meetings by trimester which includes literacy and math activities where parents learn how to support their kids at home.

- Teachers send home materials for parents to use such as online portal access (like AR, epic, freckle), books, flashcards, etc. to support learning.

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:
- Esperanza holds trainings for parents at a needs-basis when needs are lifted up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.
- 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:
- We hold SSC at a regular time in the morning on the 2nd Friday of every month and Coffee with the principal to meet at a regular time in the mornings on the 1st friday of every month. 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:

- Sharing the policy at the UFA meeting.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback
- Asking SSC for feedback at SSC meeting.

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:
- We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place regularly.
- We hold meetings in handicap accessible locations.
- We have translation for meetings.

The school provides support for parent and family engagement activities requested by parents by:
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and hold monthly parent-leader meetings

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:

- Esperanza has Coffee with the principal for parents and leaders to meet at a regular time in the mornings on the 1st Friday of every month Cram to give parents an opportunity to discuss volunteer opportunities.

Adoption
This policy was adopted by Esperanza on August 27 and will be in effect for the period of August 10, 2021 through May 31, 2022.

The school will distribute this policy to all parents on or before September 30, 2021.

Cristina Segura   *Cristina Segura*
Name of Principal   **Signature of Principal**

Título I, Parte A Política de participación escolar de padres y familias

Todas las escuelas de Título I desarrollarán conjuntamente una política documentada de participación de padres y familias con sus aportaciones y será distribuida a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familiares del Título I, Parte A

Esperanza Elementary

acuerda implementar las siguientes prácticas de colaboración, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:

Estándar 1 de OUSD de participación familiar: Programa de educación para padres / guardianes

Las familias reciben apoyo en cuanto a habilidades para criar a sus hijos, comprensión del desarrollo del niño y el adolescente y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda asistencia a los padres para comprender los estándares de contenido académico del Estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos mediante:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, taller de nivel de grado
- Apoyamos a todos nuestros padres a través de reuniones periódicas que abarcan todos los datos y las necesidades curriculares de nuestros estudiantes. Las reuniones van desde un nivel general de la escuela al nivel individual dependiendo de lo que necesitan nuestras familias.
- Café con la directora para conocer a los padres.

- Involucrar familias más vulnerables e identificar cuando necesitamos interpretación.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al realizar:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos entre familias y maestros y talleres de nivel de grado
- Reuniones de UFA (Unidos por el logro) entre el aula y el maestro para proporcionar actividades y datos de alfabetización / matemáticas

- La escuela podrá tener contacto 1-1 con los padres para invitarlos a las reuniones, para promover asistencia a las reuniones. (para que sepan la importancia de estar en las reuniones y ser involucrados). Hacer un horario más cómodo.

OUSD Family Engagement Standard 2: Comunicación con padres y cuidadores

Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela se comunica con las familias sobre la política de participación de los padres y la familia de la escuela mediante:

- La convocatoria de una reunión anual, cuando mejor convenga, a la que todos los padres serán invitados y animados a asistir, para informarles de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.
- El uso de "parent square" modo de comunicación por texto.
- Uso de la carta de noticias

- página del internet de la escuela

- colección de videos de youtube para padres que contiene los recursos

- Otros medios de comunicación (ejemplo: whatsapp y mensaje regular)

Esperanza convocará una reunión anual de Título I para realizar lo siguiente:

1. Informar a los padres de la participación de sus escuelas en el Programa de Título I
2. Explicar los requisitos del Programa Título I (Explicar título 1 a los padres que es el significado)
3. Explicar los derechos de los padres a participar de manera organizada, continua y oportuna, en la revisión de la planificación y la mejora de su Programa de Título I.

4. El derecho de los padres a participar en el desarrollo del plan Título I del Distrito:

La escuela se comunicará con las familias sobre el Título I, programa Parte A mediante:

- La convocatoria de una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y animados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

- Volantes y agendas están puestos 72 horas antes de la junta para conseguir más apoyo.

La escuela se comunica con las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del alumno y los niveles de competencia que se espera que los alumnos cumplan:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado.
- Reuniones de padres líderes con administración llamado "Café con la Directora".

- La carta de noticias tiene la información de evaluaciones para el mes.

La escuela distribuye información relacionada con los programas escolares y de padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entienden a través de:

- Llamadas automáticas en su idioma
- Enviar noticieros sobre eventos mensuales
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.
- Café con la Directora, estas juntas están en inglés y español

OUSD Family Engagement Standard 3: Programa de voluntariado para padres

Las familias participan activamente como voluntarios y observadores en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades para que las familias se ofrezcan como voluntarios en las aulas y otras actividades escolares de las siguientes maneras:

- Esperanza tiene un grupo de padres representantes de salón que apoyan a los maestros para que obtengan voluntarios

- Esperanza tiene un administrador de participación familiar que apoya a las familias en la obtención de recursos

- Los voluntarios de Esperanza crean un calendario para asegurar que la cafetería y el recreo estén bien atendidos

OUSD Family Engagement Standard 4: Aprendizaje en el hogar

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos de las siguientes maneras:

- Esperanza realiza talleres para padres al menos una vez al mes, que es dirigido por el administrador de recursos de la comunidad, los niveles de grado tienen reuniones por trimestre que incluyen actividades de alfabetización y matemáticas donde los padres aprenden a apoyar a sus hijos en el hogar (UFA).
- Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como AR, epic y freckle, ST Math, Raz Kids), libros, tarjetas, etc. para apoyar el aprendizaje.

- Talleres académicos para los padres con temas como reclasificación, tecnología(apoyo para crecer tecnológicamente y usar los plataformas de aprendizaje) , clases con Ms. Suzanita.

OUSD Family Engagement Standard 5: Poder compartido y toma de decisiones

Las familias y el personal de la escuela son socios igualitarios en las decisiones que afectan a los niños y las familias, y juntos informan, influyen y crean políticas, prácticas y programas.

Con la asistencia de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios igualitarios mediante:

- Esperanza realiza capacitaciones para padres según las necesidades cuando surgen necesidades.
- La involucración de los padres / familias en el proceso de planificación de talleres para padres / familias.
- pidiendo a los padres y líderes de padres que compartan necesidades / solicitudes y reuniones de padres líderes.
- En las reuniones de SSC, los padres indican qué tipo de talleres les gustaría tener.

La escuela ofrece oportunidades para celebrar reuniones regulares, con un horario flexible, que permita a los padres participar en las decisiones relacionadas con la educación de sus hijos :

- Tenemos SSC a una hora regular el segundo viernes de cada mes. Café con el director para reunirse regularmente por las mañanas el primer viernes del mes a las

- La escuela involucra a los padres de manera ordenada, continua y oportuna, en la planificación, revisión y mejora de los programas Título 1, Parte A de la Escuela y la Política de participación de los padres y la familia de la escuela mediante.

- Compartiendo la política en la reunión de la UFA.
- Solicitar otras ideas u oportunidades de compromiso.
- Solicitar comentarios a los padres líderes en la reunión del "Café con la directora".
- Solicitar comentarios a los miembros del SSC en las reuniones del SSC.

La escuela ofrece oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, de las siguientes maneras:

- Asegurarnos que todos los estudiantes tengan volantes en varios idiomas que anuncien las reuniones de SSC y todos los eventos escolares. También celebramos nuestras reuniones de SSC al mismo tiempo y lugar regularmente.
- Celebramos reuniones en lugares accesibles para discapacitados.
- Tenemos traducción para reuniones.

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres por:

- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

OUSD compromiso familiar Standard 6: Colaboración comunitaria y recursos

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- Esperanza tiene Café con la directora para los padres líderes para reunirse el segundo viernes de cada mes para darle una oportunidad para ser voluntarios.

Adopción

Esta política fue adoptada por Esperanza el 27 de Agosto del 2021 y estará vigente durante el período del 9 de agosto de 2021 al 31 de mayo de 2022.

La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2021 o antes.

Cristina Segura

Nombre de la directora

Cristina Segura

Firma de la directora

School-Parent Compact

Esperanza Elementary
510-879-2177 (8 a.m - 4 p.m. M-F)

2021-21

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. During the time of distance learning due to the current pandemic we have agreed that we will do the best we can to our school responsibilities. However, we also agree that not all responsibilities listed below are possible in a distance learning environment.

This School-Parent Compact is in effect for the 2021-22 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.**

21-22 Focus High Leverage Instructional Strategies
- Incorporating Strong Instruction around Complex Text including Access to Complex Text for Language Learners
- Using Standard based formative and interim assessment practices to monitor and adjust instruction
- Refine differentiation based on student data to pull small groups during the day and Tiered intervention for early literacy and language skills
- Incorporating hands-on science investigations for students weekly
- Engaging in an Esperanza math block that includes the gradual release model.
- Use a dual language curriculum

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

Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.

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.**

Esperanza Elementary School teachers have UFA (United For Achievement) meetings every trimester to keep parents informed on their academic progress toward their goals. These meetings also include a literacy and math activity that parents can use at home to support their child.

Parents and Families participate in conferences to review report cards and understand where their child is academically.

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

Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and whole school data nights.
Parent leader meetings with leadership.

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.**

Esperanza has a parent room structure in which each class nominates and has a parent room representative who helps reach out to other parents to support with workshops, field trips, other volunteer opportunities.

Esperanza has a parent room where Parents gather to discuss other volunteer opportunities.

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

Esperanza holds parent workshops at least 1x per month, grade-levels provide UFA by trimester, to support parents learning at-home strategies and materials to support learning.

Parent-teacher conferences to outline goals and action plans.

Provide parents with technology support with Esperanza owned technology.

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.**

Engaging parents/families in the planning process for parent/family workshops.
Asking parents and parent leaders to share needs/requests and parent leader meeting.
Utilize SSC and Coffee with the principal to get parent feedback.

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.**

Sending messages in home languages to which parents can respond
Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
Parent leader meetings and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.

Teacher Responsibilities

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

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 by supporting homework completion and structuring their after school time.
- Read the Esperanza handbook and sign the contract for supporting students.
- Support strong attendance at school.
- Send child to school everyday in a clean uniform
- I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.
- I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child

Student Responsibilities

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community and will be in effect for the period of August 9, 2021 to May 28, 2022.

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 Sep 30, 2021

Cristina Segura

Signature of Principal

August 27, 2021   **Date**

Pacto Escuela-Padres
Esperanza Elementary
510-879-2177 (8 a.m - 4 p.m. M-F)
2021-22

Este Pacto Escuela-Padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto Escuela-Padres está vigente para el año escolar 2021-22.

Responsabilidades de la escuela
La escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

1. **Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**

20-21 Estrategias educativas
- Incorporación de instrucciones sólidas sobre textos complejos, incluido el acceso a textos complejos para estudiantes de idiomas
- Uso de prácticas de evaluación formativa e intermedia basadas en estándares para monitorear y ajustar la instrucción
- Refinar la diferenciación basada en los datos de los estudiantes para atraer pequeños grupos durante el día y la intervención escalonada para la alfabetización temprana y las habilidades lingüísticas.
- Incorporación de investigaciones prácticas de ciencias para estudiantes semanalmente
- Participar en un bloque matemático de Esperanza que incluye el modelo de liberación gradual.
- Use un currículo de idioma bilingüe.

2. **Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**

Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.

3. **Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**

Los maestros de la Escuela Primaria Esperanza tienen reuniones UFA (Unidos para el Logro) cada trimestre para mantener a los padres informados sobre su progreso académico hacia sus metas. Estas reuniones también incluyen una actividad de alfabetización y matemáticas que los padres pueden usar en casa para apoyar a sus hijos.
Los padres y las familias participan en conferencias para revisar las boletas de calificaciones y comprender dónde está académicamente su hijo.

4. **Proporcionar a los padres acceso razonable al personal.**

Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.
Reuniones de padres líderes con administración.

5. **Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**

Esperanza tiene una estructura de líder de sala de padres en la que cada clase nómina y tiene un líder de sala de padres que ayuda a comunicarse con otros padres para apoyarlos con talleres, excursiones y otras oportunidades de voluntariado.
Esperanza tiene una reunión de padres líderes una vez al mes (los viernes) para discutir también las oportunidades de voluntariado.

6. **Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**

Esperanza organiza talleres para padres al menos 1 vez al mes, los niveles de grado brindan UFA por trimestre para apoyar a los padres que aprenden estrategias y materiales en el hogar para apoyar el aprendizaje.

Conferencias de padres y maestros para delinear metas y planes de acción.

7. **Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.**

Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

8. **Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**

Enviar mensajes en los idiomas del hogar a los que los padres pueden responder.
Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.
Reuniones de padres líderes y reuniones de SSC con liderazgo que tienen TRADUCCIÓN para familias de habla hispana.

Responsabilidades del maestro

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Contactar a los padres / familias con el progreso y las necesidades de los estudiantes.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Seré voluntario en el salón de mi hijo si es posible.
- Participando en decisiones relacionadas con la educación de mi hijo.
- Promoviendo el uso positivo del tiempo extracurricular de mi hijo apoyando la finalización de la tarea y estructurando su tiempo extracurricular.
- Leyendo el manual de Esperanza y firmando el contrato para apoyar a los estudiantes.
- Apoyando la asistencia a la escuela.
- Enviando al niño a la escuela todos los días con un uniforme limpio.
- Proporcionaré un lugar tranquilo donde mi hijo completará su tarea. Verificaremos que nuestro hijo complete su tarea todas las noches.
- Participaré activamente en la comunidad escolar expresando mi opinión y trabajando junto con otras familias y miembros de la comunidad escolar para crear el mejor ambiente de aprendizaje para mi hijo

Responsabilidades de los estudiantes

- Llegar a la escuela a tiempo todos los días
- Hacer mi tarea todos los días
- Pedir ayuda cuando necesita
- Respeto a mi escuela, a mis compañeros de clase, al personal y a mi comunidad y estará vigente durante el período del 9 de agosto de 2021 al 31 de mayo de 2022.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, el 30 de septiembre de 2021 o antes.

Cristina Segura   **August 27, 2021**
Firma de la directora   **Fecha**

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

ESPERANZA ELEMENTARY SCHOOL
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Eleazar Cuenca
Vice Chairperson:	Anabell Sandoval
Secretary:	Michelle Urban

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?)
Cristina Seguara	☑	☐	☐	☐	--
Karen Jimenez	☐	☑	☐	☐	1
Gilberto Heredia	☐	☑	☐	☐	1
Saul Nevarez	☐	☑	☐	☐	1
Jaqui Portillo	☐	☐	☑	☐	1
Monica Rodriguez	☐	☐	☐	☑	1
Anabell Sandoval	☐	☐	☐	☑	1
Michelle Urban	☐	☐	☐	☑	1
Eleazar Cuencas	☐	☐	☐	☑	1
Leticia Tapia	☐	☐	☐	☑	1
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	Second Friday of every month at 3:15 pm

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members