

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1288  
Introduction Date: 6/27/18  
Enactment No.: 18-1096  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Esperanza Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Esperanza Elementary School.

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## 2018-2019 Single Plan for Student Achievement (SPSA)

**School:** Esperanza Elementary School  
**CDS Code:** 1612596002190  
**Principal:** Kathleen Arnold  
**Date of this revision:** 4/20/2018

The Single 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:

<b>Contact:</b> Kathleen Arnold	<b>Position:</b> Principal
<b>Address:</b> 10315 E Street Oakland, CA 94603	<b>Telephone:</b> 510-639-3367 <b>Email:</b> kathleen.arnold@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Esperanza Elementary School

**Site Number:** 177

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> School Improvement Grant (SIG) |

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


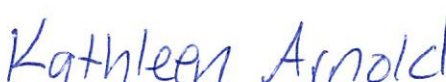
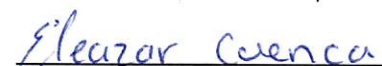

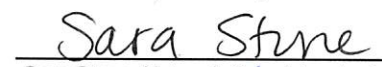



1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5.16.18

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

- Flyers in students' home languages     
  Announcement at a public meeting     
  Other (notices, media announcements, etc.)

**Signatures:**

 Kathleen Arnold, School Principal	 Kathleen Arnold	Signature	<u>5.16.18</u> Date
 Print name of SSC Chairperson		 Signature	<u>5/16/18</u> Date
 Sara Stone, Network Superintendent		 Signature	<u>5/22/18</u> Date
 Marla Williams, Officer, State and Federal Programs		 Signature	<u>5-31-18</u> Date

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1-23-18 and 3-21-18	ssc/sped parent engagement	We reveiwed our plan and made adjstments as needed to support priority areas. We agreed to the priority areas and key practices.
2/21/2018	ILT/faculty	We reviewd the plan and made adjustments as needed.
1-23-18 and 3-21-18	SELLS	We focused on the Spanish and English language development priority to ensure we were meeting the needs of our English Language learners.

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$62,475.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$267,507.17	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$104,463.50	TBD
<b>TOTAL:</b>	<b>\$459,445.67</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$81,644.94	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,007.99	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$83,652.93</b>	<b>\$0.00</b>

## 2018-19 SINGLE 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.

#### Family & Student Engagement

\* 17 % of students reclassified \*CHKS parent survey data 91% satisfied \*CHKS student survey data 73% satisfied\*too many students leaving 5th grade without being reclassified \*language development varies from boxed curriculum to teacher created designated and integrated ELDTThe dual language program needs to be cohesive among grade level as well as school in order to produce the results a dual language program is capable of. Teachers do not have a cohesive plan across grade levels and school to support common standards being taught. Unit design has not been completed. More planning time is necessary, while teachers need to be held accountable for completed units and weekly lesson plans. Dual language nonnegotiable need to be identified and implemented.

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	* 8% increase in SRI to proficient/at grade level 11.2% reclassification rate	*not enough students scoring Met/Exceeded on SBAC *not enough students reading at proficient in SRI * too many students are multiple years below in SRI	We are making the transition into using all of the balanced literacy components in our dual language context. We need additional professional development in the area of reading and writing workshop particularly in how to differentiate and how to use centers and small groups. We need a more systematic way of teaching vocabulary and word study for the school in both English and Spanish. In kinder and 1st grade we have just begun to use a curriculum designed for dual language programs.

<p><b>STANDARDS-BASED INSTRUCTION</b> <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</i></p>	<p>* 8% increase into Met/Exceeded in SBAC in math</p>	<p>*not enough students scoring Met/Exceeded on SBAC *not enough students reading at proficient in SMI * too many students are multiple years below in SMI</p>	<p>Not enough students are performing at grade level in SBAC. Classroom instruction varies. PD needs to be offered on number talks, head problems/mental math, singapore math, as well as district pacing/curriculum guide. Pd needs to be differentiated so as to work with veteran and new teachers.</p>
<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(CULTURE &amp; CLIMATE)</i></p>	<p>* low absence rate 5.4% *No suspensions</p>	<p>95.9% attendance rate *we are not at 100% of school wide PBIS agreements implementation</p>	<p>Student expectations vary throughout the school by staff and teachers. Agreements on expectations for student expectations/behavior have been made and now need to be implemented with fidelity. As a staff we need to begin to hold each other mutually accountable for the agreed upon expectations.. Teachers and staff need to reinforce expectations throughout the school with consistency.</p>
<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>We have a reclassification rate of 14.2%</p>	<p>Not enough students are reclassifying. We need 100% of 5th graders, who are not newcomers to reclassify upon leaving Esperanza.</p>	<p>We have just adopted a curriculum designed to work together in a dual language context. Too many of our lower grade students are passing to the next grade level without the foundational skills needed to access text at their grade level independently. Language needs to be at the foreground of every lesson to ensure students acceleration and comprehension.</p>

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Esperanza Elementary School

**School ID:** 177

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy through a workshop model with differentiated instruction/small groups	100% of classrooms will implement small group instruction (reading and writing workshop) to ensure accelerated academic reading and writing growth as to increase our students reading at grade level by 10%, as measured by SBAC, by June 2019.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	Low-Income Students	27.00%	32.00%	37.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	We will also use the Star reading assessment from AR to monitor progress. We will use the DRA and EDL assessments to monitor progress. We will also administer the practice SBAC assessments.				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If we use formative and summative assessment data to identify flexible groupings for small group instruction during reading and writing workshop specifically keeping in mind our English language learners, foster youth, and low income students we will increase students reading level by 1.5 years growth. Through assessment data including SRI, AR, DRA/EDL we will identify a focal group of students who will work with the literacy interventionist daily and will use LLI or Soluciones. This differentiation will impact Gate students, English language learners, low income students, foster youth as well as African American students.				



#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	<p>Implement Reading Workshop that includes a mini lesson that is Common Core State Standards aligned, conferencing with students that focuses on goal setting, reading text at their individual reading level and at their grade level using complex text, discussing and interacting with text using academic discussions, which will build of the readers workshop format and use of the 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.</p>	<p>Principal, Instructional Leadership Team (ILT) and teacher coaches will collaboratively plan professional development (site and District) for teachers. <b>*We will focus on differentiating in an effort to meet all students needs including GATE students.*</b>Principal, ILT and teacher coaches will provide weekly feedback to teachers regarding their implementation of Reader's Workshop practices. Results Based Professional Development Plan in 6 weeks cycle, Professional Development Calendar. <b>*All grade-levels will have common schedules indicating Reader's Workshop. *All support people (TSAs, STIP, CCTL) will align their schedules to Reader's Workshop push-in. *We will provide literacy tutors for tk and kinder classrooms. *We will provide parent trainings to help tutor kinder and first grade students.</b></p>	<p>Teacher will build their capacity around workshop instruction, specifically reading workshop and guided reading thus students reading levels will increase. <b>*anchor charts, guided reading groups, classroom libraries leveled and organized, book clubs, students know their reading levels</b></p>
1-2	<p>Implement Writers Workshop that includes a mini lesson which is Common Core State Standards aligned and conferring with students to accelerate progress in the writing genres of opinion, narrative, and informative.</p>	<p>Principal, Instructional Leadership Team (ILT) and teacher coaches will collaboratively plan professional development (site and District) for teachers. *Principal, ILT and teacher coaches will provide weekly feedback to teachers regarding their implementation of Writer's Workshop practices. Results Based Professional Development Plan in 6 week cycle, professional development calendar. All grade levels will reflect the writer's workshop time in the daily weekly schedule.</p>	<p>Teachers will build their capacity around writer's workshop by engaging in PD, PLC time and coaching. <b>* anchor charts, writing folders, writing journals, bulletin boards with student writing samples</b></p>

1-3	Teachers will monitor student progress to ensure acceleration of African American students, low-performing students, low income students. Teachers will use differentiation strategies to meet the needs of GATE students. <b>We will continue to provide the GenYes programming and focus on GATE identified students to participate.</b> Teachers will also monitor progress of students with disabilities to ensure academic acceleration of students with disabilities. Through the use of high leverage strategies which are to include setting Accelerated Reader growth goals, word goals, points earned goals, and words learned while growth data is to be reflected on a grade level bulletin board and follow the school site generated assessment calendar.	*provide PD opportunities at site and within the district on Balanced literacy. *provide set day and time PLC time to plan, analyze data, and create units with grade level team * weekly check-in between the principal, TSA, and common core teacher leader to identify PD needs and monitor progress * organizing data night's (UFA) to focus on progress monitoring and parent education around reader's workshop Teams will analyze student data which include formative and summative assessments from the district and teacher created through the use of rubrics * Teams will be provided weekly PLC (professional learning community) time to analyze data, reflect, and plan	* road to success bulletin boards, UFA parent meetings, all students know their reading level, Data tracker,
1-4		SRI will be given 3 times a year to monitor progress	
1-5		The data/PD calendar will reflect data conferences after district benchmarks	
1-6		Student growth will be reflected on a data wall in office and data bulletin boards by grade level to monitor reading growth	
1-7		School wide goal setting by trimester and year	
1-8		All classrooms will display explicit content and language objectives for each lesson	
1-9		monitor classroom libraries to ensure there are sufficient books and continue to re-stock books using the book project non profit organization	
1-10		provide additional AR, ST math and front row time during ASP to extend learning	
1-11		A writing prompt assessment will be given 4 times a year with alternating of languages	

1-12		Reading assemblies to celebrate words read and reading growth middle and end of trimester	
1-13		AR STAR reading English and Spanish given beginning and middle of trimester to monitor progress	
1-14		Kinder teachers will host a before school Welcome event for students and families that are transitioning from preschool.. We will hold one at the end of the school year for new families and one before we come back to school.	

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Mathematics	100% of classrooms will implement the math block using the Esperanza Way for the math content block. This is to include number talks, 3 reads or Singapore math and mental math so as to increase out students scoring at grade level in math by 10%, as measured by SBAC, by June 2019.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	African American Students		10	20
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	We will use the end of the unit assessments to monitor progress. We will also use the SBAC practice assessments.				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	If we focus on a specific set of mathematical practices school wide such as, number talks, mental math and Singapore math we will increase students performing at grade level in math. If we focus on the language of math with providing a content/language objective we will further engage our language learners, foster youth and low income students.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	

2-1	<p>Teachers will implement a math block which includes the daily lesson, mental math, number talks, singapore math and a spiral review "do now." <b>*We will use critical friends as a way to help reflect and refine teacher practice.</b></p>	<p>*Principal, Instructional Leadership Team (ILT) and teacher coaches will collaboratively plan professional development (site and District) for teachers. *Principal, ILT and teacher coaches will provide weekly feedback to teachers regarding their implementation of their math block. Results Based Professional Development Plan in 6 week cycle, professional development calendar. All grade levels will reflect the agreed upon math strategies in the daily/weekly schedule. <b>* We will invite parents to participate in either trainings or teacher's math class to help understand CCSS.</b></p>	<p>through coaching teachers will increase their capacity around mathematics teaching to incorporate the Esperazna math block. * number talks, singapore math, three reads, head problems to ensure that there is a well rounded math block with opportunities for student to engage in teh mathematical practices.</p>
2-2	<p>Teachers will consistently implement the eight mathematical teaching practices which are; make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. <b>*During grade level PLC time teachers will analyze student data to plan for next steps.</b></p>	<p>*provide PD opportunities at site and within the district on math instruction. *provide set day and time PLC time to plan, analyze data, and create corrective instruction plans with grade level team * weekly check-in between the principal, TSA, and common core teacher leader to identify PD needs and monitor progress * organizing data night's (UFA) to focus on progress monitoring and parent education around grade level common core standards. Results Based Professional Development Plan in 6 week cycle, professional development calendar. All grade levels will incorporate a weekly mathematical practices block.</p>	<p>*plc time, data conferences, data analysis and corrective instruction action plans, UFA parent meetings will be well attended.</p>

2-3	Teachers will facilitate meaningful mathematical discourse while eliciting evidence of student thinking to ensure support is provided for productive struggle.	*provide PD opportunities at site and within the district on math instruction with a focus on academic discourse. *provide set day and time PLC time to plan, analyze data, and create corrective instruction plans with grade level team * weekly check-in between the principal, TSA, and common core teacher leader to identify PD needs and monitor progress * organizing data night's (UFA) to focus on progress monitoring and parent education around grade level common core math standards. Teams will analyze student data which include formative and summative assessments from the district and teacher created through the use of rubrics * Teams will be provided weekly PLC (professional learning community) time to analyze data, reflect, and plan	student academic discourse, academic discussins place mats, PLC time, Agneda meeting notes
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<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	PBIS to build a strong culture and community through a Tiered Systems of Support	In partnership with community, teachers, families and students we will build more caring school community which will work together to ensure college and career readiness for all students. 100% of classrooms will implement PBIS, so as to ensure our chronic absenteeism stays below 5% and our daily attendance rate stays below 8%, by June 2019.			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Attendance Rate	All Students	coming soon	coming soon	coming soon
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	We will use our urf and suspension data to monitor our PBIS prgram. We will also use our dail absence rate and chronic absence rate to monitor progress.				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	If we focus on creating a strong PBIS plan with a clear focus on tier 1 supports students will feel more connected to the school community allowing for an increase in social emotional awareness and investment in academic tasks to ensure a decreased rate of chronic absenteeism.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	

3-1	Teachers will work with the SEL program, Caring School Community to reinforce school core values, hold weekly community circles to encourage a positive school culture and climate in an effort to ensure systems and structures of PBIS are in place to accelerate academic achievement while using the referral for additional services as needed by students.	The ILT will create a clear MTSS model for academic and social emotional learning to align services *through the district, teachers will be provided with behavior management trainings as needed such as no nonsense nurturer * work with behavior management personnel from the district * train teachers on Restorative Justice and the Universal Referral Form, There will be a school wide implementation of student goal setting templates per trimester, core value tickets rewards, trimester perfect attendance awards, and a behavior warnings system in all classrooms. The COST team will meet bi monthly to work with teacher, students, and families to provide tier 1 and tier 2 services needed.	Community circles schedule, PDIS lesson plans, area PBIS expectations, beginning of the year cycle of professional learning to include SEL, core value tickets given out, core value tickets store with prizes, attendance certificates, cost team meeting agendas and notes to ensure students and families feel connected to teh school.
3-2	Teachers will participate in parent teacher conferences, present data, set goals, teach parents at home strategies	The school will host parent child development workshops, provide parents opportunities to volunteer on site, work with community groups and host community workshops by parents. The community relations person (Safe Passages Americorp) will focus on family engagement and participation while coordinating services.	Parent workshop agendas, powerpoints, volunteer sign in and participation with salad bar, food back, workshops, classroom representatives tp ensure familes view the school as a resouce for a variety of different needs.
3-3	Teachers will communicate and celebrate student progress with students and parents on a trimester basis, update road to success bulletin boards, teach college chant, and encourage a growth mindset.	By trimester, the principal will hold reading challenge assemblies to monitor student growth progress, monitor words read by class and school and award buttons for reading enough words to make it into a word club. There will be an implementation of caring school communities reflected in the classroom schedule.The principal and teachers host grade level data nights per trimester.	award assemblies, certificates, words read buttons, school wide reading goal thermometer, word wall with student names which will increase student motivation to read and improve their reading level
3-4		<b>Teachers, principal, staff ans SSC will identify</b> classroom representative by the end of September. School Site Council (SSC) will be identified in August.	

3-5		Leadership will participate in the district PBIS cohort. Cost team will work with community partners to build parent engagement.	
3-6		A teacher-parent group work together to align family engagement work and priorities.	
3-7		A school leadership team will participate in the PBIS district cohort and there will be school wide implementation of PBIS as a part of the year 1 cohort with the district.	
3-8		Lincoln child center will provide mental health services, support cost team, and work with families.	
3-9		School will schedule August gathering of entering K and TK families with teachers to build understanding of Esperanza.	
3-10		Principal, community assistant, and parents will maintain a safety patrol for a more safe drop off and pick up.	
3-11		An intake protocol will be created to welcome newcomers. An intake protocol will be developed to welcome homeless students and foster youth to the community. Teachers will be provided time to have conferences with family members and or caregivers.	
3-12		<b>Leadership and the SSC committee will focus on engaging with more parents to become volunteers. We will also provide parent workshops in conjunction with district personal to train and inform parents on tutoring, SBAC, reclassification, report card conferences, etc.</b>	

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<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
		A dual Language program of 50% English instruction and 50% Spanish instruction will be implemented in TK through 5th grade to increase by 10 percentage points the students reading at grade level in both English and Spanish and passing the CELDT to be able to reclassify by using highly engaging and effective teaching practices, by June 2018. We will have monthly parent workshops to engage parents in the reclassification process, understanding dual language, attendance, cyber safety, common core, SBAC ect...			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	English Learners	14.00%	17.00%	20.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	We will use our CHKS survey data to monitor staff, student and family engagement and satisfaction. We will use chronic absenteeism data as well as daily attendance rate to monitor progress.				
<b>Theory of Action for English Language Learners Priority:</b>	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.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
4-1	Teachers will implement a 50/50 model dual language model to include teacher created social studies units of study and use NGSS FOSS science units that allow for 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.	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 (Ilt) 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 standars 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 symultaneously.	



4-2	<p>Teachers will implement integrated and designated language development through science and social studies (systematic ELD, Juicy sentences, Rigor, VTS/Carve, text reconstruction) ELA and SLA through content area instruction which is to include GLAD strategies, ELD strategies, words their way/palabras, sentence frames and language learner best practices.</p>	<p>Leadership will work with district to determine what content areas are taught in which languages *leadership will work with the enrollment office to begin the process of increasing the English language dominant students to become a two way dual immersion vs. a one way immersion school * Pd will be provided around designated and integrated ELD with the content focus of science, TSA will work with newcomers as well as model lessons in classrooms, and provide opportunities to observe dual language schools. Critical friends will begin by October and principal, TSA and the common core teacher leader will provide weekly observations and feedback for all teachers.</p>	<p>There will be more diversity at the school and an increased number of English home language students which will increase empathy, cultural connects and diversity at the school which will in turn allow the school to become a two-way dual language school. A 3 year plan to get out of boxed ELD curriculum has begun to be implemented. Content will be the base of our integrated and designated programs as evidenced by teacher created units, lesson plans, and classroom artifacts.</p>
4-3	<p>Teachers will implement all tier 1 classroom strategies, refer students for tier 2 and tier 3 interventions, monitor English language and Spanish language arts progress, focus on data driven instruction, make corrective instruction action plans and provide opportunities for students to engage in the work of the lesson.</p>	<p>Leadership will create a response to intervention tiered system to be implemented through classroom instruction, create a schedule of push in services for the 2 stip subs, TSA, and common core teacher leader with a focus on Spanish language arts for k-2 and English language arts for 3rd-5th. Time will be given to participate in weekly professional learning communities (PLC's) to create units, lesson plans to ensure implementation of common, weekly common core state standards lessons</p>	<p>We will have a robust plan for tier one that works for the majority of students. Tier 2 and 3 students will go through our COST process as evidenced by COST referrals, intervention groups, advisory groups and data collection.</p>
4-4	<p>All classrooms will display explicit content and language objectives for each lesson</p>		

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 177

**School:** Esperanza Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$104,463.50	After School Education & Safety (ASES)	Contract with after school provider	PBIS to build a strong culture and community through a Tiered Systems of Support	A1.6 After School Programs	5825				177-1
\$6,996.79	General Purpose Discretionary	Extra comp time	Literacy through a workshop model with differentiated instruction/small groups	A2.10 Extended Time for Teachers	1122				177-2
\$23,229.45	General Purpose Discretionary	Supplies	Language development (Spanish and English) through designated time and integrated ELD/SLD in content	A2.1 Implementation of the CCSS & NGSS	4310				177-3
\$2,500.00	General Purpose Discretionary	Meeting refreshments	PBIS to build a strong culture and community through a Tiered Systems of Support	A3.3 Family Engagement focused on Literacy Development	4311				177-4
\$1,500.00	General Purpose Discretionary	Copier	Mathematics	A2.3 Standards-Aligned Learning Materials	5610				177-5
\$8,980.50	General Purpose Discretionary	RSP additional to work with our students with ieps and support the COST team and lead SST meetings	Literacy through a workshop model with differentiated instruction/small groups	A3.2 Reading Intervention	5711				177-6
\$1,500.00	General Purpose Discretionary	External work orders	PBIS to build a strong culture and community through a Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	5826				177-7
\$6,179.00	General Purpose Discretionary	Licenses (AR)	Literacy through a workshop model with differentiated instruction/small groups	A3.1 Blended Learning	5846				177-8

\$11,589.26	General Purpose Discretionary	Noon supervisor	PBIS to build a strong culture and community through a Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0109	0.37	177-9
\$24,953.16	LCFF Concentration	Extra comp time to support academic acceleration	Literacy through a workshop model with differentiated instruction/small groups	A2.10 Extended Time for Teachers	1122				177-10
\$46.84	LCFF Concentration	Supplies to support academic acceleration	Mathematics	A2.1 Implementation of the CCSS & NGSS	4310				177-11
\$2,972.09	LCFF Supplemental	Subs (ELPAC) to support our ELLs in reclassification	Language development (Spanish and English) through designated time and integrated ELD/SLD in content	A4.1 English Learner Reclassification	1150				177-12
\$42,104.58	LCFF Supplemental	Academic Mentors (SEEDs literacy tutor) to support early literacy in the kindergarten classrooms	Literacy through a workshop model with differentiated instruction/small groups	A3.2 Reading Intervention	2928				177-13
\$162.49	LCFF Supplemental	Supplies to support academic acceleration	Language development (Spanish and English) through designated time and integrated ELD/SLD in content	A3.2 Reading Intervention	4310				177-14
\$104,492.00	LCFF Supplemental	Surplus, potentially for ITL to support teachers as a coach, provide PD and work with small groups	Language development (Spanish and English) through designated time and integrated ELD/SLD in content	A4.4 Teacher Professional Development focused on English Learners	4399				177-15
\$37,000.00	LCFF Supplemental	RSP additional to work with our students with ieps and support the COST team and lead SST meetings	Literacy through a workshop model with differentiated instruction/small groups	A3.2 Reading Intervention	5711				177-16
\$12,151.00	LCFF Supplemental	Psychologist to support our students with IEPs and coordinate assessments	PBIS to build a strong culture and community through a Tiered Systems of Support	A2.2 Social Emotional Learning	5734				177-17

\$6,000.00	LCFF Supplemental	Safe passages Contract to support families and students with support services	PBIS to build a strong culture and community through a Tiered Systems of Support	A6.5 Academic Parent-Teacher Communication & Workshops	5825				177-18
\$5,269.49	LCFF Supplemental	TSA-social and emotional and intervention	PBIS to build a strong culture and community through a Tiered Systems of Support	A5.2 Health and Wellness (Mental & Physical Health)	1119	10 MONTH CLASSROOM TSA	C10TSA0188	0.05	177-19
\$12,069.12	LCFF Supplemental	Positive play Recess coach to ensure playground structure to support SEL and sportsmanship and healthy, active play	PBIS to build a strong culture and community through a Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	2205	SCHOOL ENRICHMENT RECESS COACH	SCENRC0002	0.27	177-20
\$45,286.40	LCFF Supplemental	STIP for small group reading intervention as well as to cover classrooms for iep meetings, sst meetings and SSC.	Literacy through a workshop model with differentiated instruction/small groups	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0753	1.00	177-21
\$2,011.09	Title I: Basic	Books for classroom libraries to support reading workshop	Language development (Spanish and English) through designated time and integrated ELD/SLD in content	A4.2 Dual Language Programs	4200				177-22
\$8,000.00	Title I: Basic	Lincoln Child Center Contract mental health services and SEL	PBIS to build a strong culture and community through a Tiered Systems of Support	A5.2 Health and Wellness (Mental & Physical Health)	5825				177-23
\$26,347.45	Title I: Basic	TSA-social and emotional and intervention	PBIS to build a strong culture and community through a Tiered Systems of Support	A5.1 School Culture & Climate (Safe & Supportive Schools)	1119	10 MONTH CLASSROOM TSA	C10TSA0188	0.25	177-24
\$45,286.40	Title I: Basic	STIP for working with struggling readers who are far below and below grade level. They will work with between 5 to 6 students at a time to provide intervention/acceleration.	Literacy through a workshop model with differentiated instruction/small groups	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0438	1.00	177-25
\$500.00	Title I: Parent Participation	Surplus, intended for meeting supplies, supplies for the parent room, chart paper, markers, resources	PBIS to build a strong culture and community through a Tiered Systems of Support	A1.4 Early Childhood Education	4399				177-26
\$600.00	Title I: Parent Participation	Surplus, intended for light meeting refreshments	PBIS to build a strong culture and community through a Tiered Systems of Support	A2.2 Social Emotional Learning	4399				177-27

\$907.99	Title I: Parent Participation	Surplus, intended for parents to attend conferences on dual language, literacy development and or early childhood education programing	PBIS to build a strong culture and community through a Tiered Systems of Support	A4.2 Dual Language Programs	4399				177-28
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title I  
folder



**Title I School Parental Involvement Policy 17 -18**

(Blue fonts indicate an area that needs to be completed)

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

**Involvement of Parents in the Title I Program**

Esperanza \_\_\_\_\_ agrees to implement the following statutory requirements:  
(Name of school)

- 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 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

parents are invited and notified of meetings through flyers, posters, newsletters and robocalls or text messages  
We have also begun to use Facebook to notify parents of events

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

We have SSC meetings, cofee with the principal and we are working with Aracelia to teach parents how to run meetings

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

Through SSC



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

meetings that include SSC, coffee with the principal and community engagement meetings

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

at SSC date review meetings and Sells meetings

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

3rd Monday of each month and the 1st Monday of each month

### School-Parent Compact

(Name of school) Esperanza :  
has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



## Building Parent Capacity for Involvement

(Name of school) Esperanza:

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress  
(In the box below, briefly describe or bullet how this happens at your school.)

WE explain the levels at SSC meetings

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.  
(In the box below, briefly describe or bullet how this happens at your school.)

We conduct parent teacher meetings 4 times a year to review data and teach a strategy to me used at home

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.  
(In the box below, briefly describe or bullet how this happens at your school.)

We use our faculty meeting times to focus on social emotional learning and families





- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Our whole school is integrated

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

This is the same as we notified of meetings

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Our entire school is integrated

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

documents are translated into Spanish and are explained in Spanish



## Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Esperanza School Site Council on (Date) 12.20.17 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Esperanza 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

[Signature]  
(Principal's Signature)

12.20.17  
(Date)

## Elementary School Compact

\_\_\_\_\_  
School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

### Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

\_\_\_\_\_  
Student signature

### Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Parent/Guardian or Family member signature

## Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

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Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.



**2017-2018**

**School Site Council Membership Roster – Elementary**

School Name: Esperanza

Chairperson : Eleaza Cuenca
Vice Chairperson: Adriana Corona
Secretary: Luz Alcaraz

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Kathleen Arnold	X			
Cristina Segura		X		
Dolores Beleche		X		
Yvonne Herrera		X		
Michael Anderson			X	
Eleazar Cuenca				X
Daniela Delgado				X
Veronica Martinez				X
Luz Alcaraz				X
Adriana Corona				X

Meeting Schedule (day/month/time) Second Friday of the month 8:30

**SSC Legal Requirements: (Ed. Code 52852)**

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**AND**  
5-Parent /Community