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## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Esperanza Elementary School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Esperanza Elementary School



## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Esperanza Elementary School  
**CDS Code:** 1612596002190  
**Principal:** Cristina Segura  
**Date of this revision:** 5/14/2021

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:

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Esperanza Elementary School

**Site Number:** 177

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant        |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers    |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental 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 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 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 05/14/2021

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

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|--|--|---|

**Signatures:**

Cristina Segura	<i>Cristina Segura</i>	6/3/2021
Principal	Signature	Date
Monica Rodriguez	<i>Monica Rodriguez</i>	6/3/2021
SSC Chairperson	Signature	Date
Kathleen Arnold	<i>Kathleen Arnold</i>	6/7/2021
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	6/9/2021
Director, Strategic Resource Planning	Signature	Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/13/2020	SSC/SELLS Combined	Shared rationale and overview of site plan.
12/20/2020	SSC/SELLS Combined	Shared data points and rationale around SPSA priorities
2/9/2021	ILT	worked collaboratively to complete the SPSA goals and priorities.
2/12/2021	SSC/SELLS Combined	Worked collaboratively to complete the SPSA teacher action and leadership actions as it connects to the goals and priorities.
3/2/2021	ILT	Review budget and priorities which connect to the SPSA. Work on priorities worksheet for staff.
3/8/2021	Faculty Meeting	Review budget and priorities which connect to the SPSA. Have staff share our program priorities.
3/12/2021	SSC/SELLS Combined	Review budget and priorities which connect to the SPSA. Share staff priorities to SSC. Vote on title 1 and title 4 menu for next year 2021-22.
5/14/2021	SSC	SSC vote per School Plan tracker

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$132,840.00
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	\$701,425.00

### 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)	\$121,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,640.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,240.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$321,300.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$56,700.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,100.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	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)	\$55,000.00	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$132,840.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$568,585.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$701,425.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

<b>2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT</b>		
<b>1A: ABOUT THE SCHOOL</b>		
<b>School:</b> Esperanza Elementary School	<b>School ID:</b> 177	
<b>School Description</b>		
<p>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.</p>		
<b>School Mission and Vision</b>		
<p><b>VISION</b>                      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.</p> <p><b>MISSION</b>                      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.</p>		
<b>1B: 20-21 STRENGTHS, CHALLENGES &amp; ROOT CAUSES</b>		
<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>

<p><i>College/Career Readiness</i></p>	<p>Grade level agreements made to focus on anchor standards for literacy and Math. Tk-2nd grade has literacy tutors in most classrooms to support early literacy.</p>	<p>TSA used for intervention. TSA has years of teaching experience and is able to give focused well planned lessons. Cohesion and instructional decisions were made in the beginning of the year to ensure focal standards during literacy and math blocks. PD was focused on engagement and SEL to support both teachers and students transition to full distance learning. Early literacy tutors are provided by district grant and by our partnership with Safe passages.</p>
<p><i>Focal Student Supports</i></p>	<p>SIPPS group taught by TSA (purchased from site budget) as focused intervention for 3rd-5th graders( four different groups). Newcomer ELD taught by TSA. Guided Reading groups in grades 2-5 4 days per week for focal students by STIP subs. leveled ELD classes for 3rd-5th grade EL Students 4 days per week. Tier 3 students receive small group instruction and lunch bunch support for SEL needs.</p>	<p>TSA used data to determine which students needed sipps. Created level groups accordingly. TSA used newcomer data and assessment data to determine leveled newcomer groups. ELD is taught for all EL students whole school. Grades 1-5 have ELD a minimum of 3 days per week even in distance learning. 3rd-5th grade used ELPAC and teacher data to group students by ELD level. ELD is taught 4 days per week in grades 3-5. Resource teacher is providing small group instruction aligned to grade level standards every day. SEL TSA is focusing on Tier 3 students and supporting SEL.</p>



<p><i>Student/Family Supports</i></p>	<p>Safe passages resource manager and literacy tutors(paid with site budget). Food pantry 2x per month. Go fund me to support families in crisis during pandemic. Baby learning program continuing throughout pandemic. SEL Lunch Bunch weekly for any student. On site technology support 2x a week to support with difficulties/access.</p>	<p>The resource manager supports us with family support to any and all resources. They help with community outreach and plan workshops for family engagement. Literacy tutors were also placed in Kinder and 1st grade classrooms to support students who are struggling. Having noon supervisors and a recess coach dramatically impacts the safe positive play that occurs outside. This helps to teach the whole child in safe and positive play. Esperanza families depend on food pantry and it provides them with another source. Child Lincoln Center provides intervention support for students in the classroom. one-on-one counseling support and also whole family support for some families. We also spend money from our budget to buy and extra 1/2 psychologist to support students.</p>
<p><i>Staff Supports</i></p>	<p>Focus on SEL for staff and teacher for PD cycle 1. Focus on Engagement strategies and grade level agreements for cycle 2. New teacher support from TSA. Coaching support for all teachers bimonthly divided by 3 TSA .</p>	<p>Strong ILT team to work on PD cycle. ILT receives a stipend. Coaches did classrooms observations, teacher support and coaching, and supported during PLC. Having enough coaches to support different areas and team made a big difference in the amount and quality support. TSA mentor new teachers. They support with elbow teaching, lesson plans, lesson delivery and observations.</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>

<p><i>College/Career Readiness</i></p>	<p>Students struggling with Phonics and phonemic awareness in 2-5th. High percentage of Students scoring multiple years below in SRI/i-ready English. Lack of systematic intervention for early literacy and high priority groups. Lack of interventions taught by specialized staff. Lack of experiences outside the classroom to make connections and build background knowledge to the curriculum and CCSS. Need for more coaching and lesson plan delivery to support teachers. Need for release days for teachers to have half day PLC lead by TSA to look at data and plan small differentiated groups.</p>	<p>K-2 phonics and phonemic awareness proficiency is not as high as it should be in both language but especially in Spanish. Students who have a strong foundation can transfer those skills. If foundation is weak they will most likely also struggle with English. Interventions are not focused keeping in mind which language needs to be strengthened L1 or L2. Lack of strategic intervention planning and data tracking of focal students. Students are not reading independently as much as they should be in class or at home. Students are not doing the heavy lifting and are often dependent learners because teachers are struggling to incorporate student talk, student accountability, and checks for understanding. Students struggle to make connections and often lack the background knowledge and need more experiences such as field trips so they can have real life experience and better connect with the curricula. Newcomers in grades 2-5 who still need Phonics and Phonemic awareness and that is not a curriculum focus for that grade.</p>
<p><i>Focal Student Supports</i></p>	<p>Reclassification rates are lower than the school goal leading to 5th grade who are graduating and will become LTEL. Newcomer progress needs to be monitored and goals need to be set to mark progress and growth. English language learners need additional intervention. 3rd language learners need extra SLD and ELD. Students with high chronic attendance need additional SEL and academic support. Need for a full time newcomer teacher. Need for interventionist and reading specialist. Need for support for students SEL needs especially with the impacts of Covid-19.</p>	<p>Lack of literacy skills in home language, not a huge focus on Spanish literacy intervention for newcomer/ EL students in upper grades. Development of vocabulary , grammatical stuctures and schema. Low participation during classrooms due to distance learning and covid-19. Due to covid-19 not all families could support students full time during online instruction. Learning loss and SEL support are needed for many students.</p>

<p><i>Student/Family Supports</i></p>	<p>Many families need support accessing resources a full time community resource manager with experience who is bilingual is needed.                  Families need support accessing Technology skills with workshops and skills training.                  Language accessibility/ translation for families especially needed during covid-19 since many families needed translation after 4pm which is then not centrally funded.                  Quality of Computers give to students did not meet the demand of software.                  WIFI inequity</p>	<p>Students do not like the prepacked foods/reheated food. Families utilize food bank with canned food and fresh food way more. Lack of food they can utilize equals more stress and focus on economic strain. Lack of training and time for technology for parents and students. Lack of 1:1 in person training on site by trained professionals. Shift from in person to everything online was a huge lift for families.                  Translate buttons don't always work online. Families struggle to find items in Spanish. Teachers have to translate docs for families. Students are constantly struggling to get computers to work. Software was not always compatible. Computers malfunction and overheat.                  The lack of high quality FREE wifi is an extreme inequity of our families.</p>
<p><i>Staff Supports</i></p>	<p>Access to technology and WIFI.                  Lack of training and time to learn new technology and apps needed to be functional.                  Materials Distribution was a struggle. Need continued coaching by TSA. Need high quality PD by TSA.</p>	<p>It took a long time for all teachers to have all the tech they needed to teach. Teachers were expected to use many new platforms and apps without adequate training nor enough time to be fluent and feel ready.                  Materials distribution is a hassle and there is scheduling that needs to be considered. Central materials were not delivered on time. Need continued coaching by TSA. Need to work with staff to create a PD plan that incorporates teacher need and data, practice, and space for peer feedback.</p>

**1C: 20-21 STUDENT GOALS & TARGETS**

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

<b>School Goal for May 2024:</b>		100% of students will engage in a balanced literacy day which includes both English and Spanish language arts. All students will engage in complex texts and academic discussions. All students will be provided differentiated reading and math groups. All students will be provided language development. By May 2024 80% of graduating 5th graders will be reclassified.			
<b>Instructional Focus Goal:</b> <i>All students experience success in the early years.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	30.0%	50.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	40.0%	60.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	25.0%	45.0%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-45 (Spring 2019)	n/a	-30.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	80.0%
IAB ELA Above Standard	All Students	n/a	19.7%	n/a	n/a
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-25.0
IAB Math Above Standard	All Students	n/a	24.1%	n/a	n/a

CAST (Science) at or above Standard	All Students	n/a	10.4% (Spring 2019)	n/a	50.0%
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**Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for May 2024:** 100% of EL students will receive differentiated small group reading instruction in both languages to support literacy growth within their classroom. EL focal students per grade level will receive pull out guided reading services. EL students will receive designated ELD for 30 minutes a day 5x per week to ensure accelerated academic reading and writing growth as to increase our students reading at grade level by 10%, as measured by i-ready, by May 2024

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-95.5 (Spring 2019)	n/a	-80.0
SBAC ELA	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.
IAB ELA Above Standard	Students with Disabilities	n/a	0.0%	tbd	tbd
IAB ELA	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-85.9 (Spring 2019)	n/a	tbd
SBAC Math	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
IAB Math Above Standard	Students with Disabilities	n/a	16.7%	tbd	tbd
IAB Math	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd

<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	12.6%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	25.0%	n/a	30.0%

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

**School Goal for May 2024:** 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, practice the Esperanza school norms (make good decisions, show respect, and solve problems), and teach and reinforce the Esperanza core values (respect, empathy, scholarliness, determination, diversity, and service) so as to ensure our chronic absenteeism stays below 5% and our daily absence rate stays below 8%, by May 2024.

**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	74.1%	n/a	85.0%
Suspensions	All Students	-2pp	0.3%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	12.0%	n/a	18.0%
Chronic Absence	African-American Students	-2pp	0.0%	n/a	tbd
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

**School Goal for May 2024:** All teachers will engage in Professional Development weekly which includes cycles of inquiry and cycles of learning in Language Arts in a dual language context and Math. All teachers will receive at least 1 trimester of coaching sessions by a TSA

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	80.0%	85.0%
Teacher Retention	All Teachers	n/a	79.8% (Fall 2020)	90.0%	95.0%

### 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 inequities 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 critical 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 opportunities 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.



<b>School:</b> Esperanza Elementary School		<b>SPSA Year Reviewed:</b> 2020-21	<b>SPSA Link:</b> <a href="#">20-21 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2020-21 SCHOOL PLAN (SPSA)</b>			
<b>20-21 Conditions for Student Learning Priority:</b>		<b>Through a multi tiered system of support we are creating a positive and supportive environment where students feel connected, engaged, and ready to learn.</b>	
<b>Theory of Change:</b>	If we focus on improving 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.		
<b>Related School Goal:</b>	All students build relationships to feel connected and engaged in learning.		
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
<p>In the beginning of the year we did a lot of intentional work around building relationships with families and students which was one of our priorities. We also set a goal of using and reinforcing the Esperanza core values and usign the Caring school community curriculum. Due to distance learning we were not able to fit in the lessons from caring school community as originally planned throughout the year but we did use the philosophy and some lessons to infuse into our first 6 week plan. We also have not had as much time to fully teach and reinforce our core values as planned ude to distance learning. The principals message does include a core value focus that some teachers highlight during the week. We also began to highlight 2 superstars per week per class that embody our core values. We have continued to have online recess 2x per week for lower and upper grades separately to reinforce community and fun. We also have continued to support the whole child as we have had to support families with many wrap around services as well as overall wellness. The challenge is that students are not as connected or engaged due the distance learning format. Students are not building relationships with their teachers nor classmates as they reguarly woud. This is having a huge impact of engagement and participation in class.</p>			
<b>What evidence do you see that your practices are effective?</b>			
<p>Our students continue to try and stay motivated and increase their synchronous instruction daily. We have created whole school, in class, and individual incentives to support the student. Our first 6 week plan really set the foundation for allowing families, students, and staff to feel a sense of community and support. Our 6 week plan was very helpful to have a strong start to the beginning of school. As time has gone by we have continued to work on incentives and recognition for student progress. The superstars, ST math champs, and lready masters recognition has continued to fuel students and feel ready and motivated to learn. Our attendance continues steady at 95%. Our classrooms are also tracking synchornous instruction attendance in their afternoon sessions so that we can ensure connection between our English Instruction and Spanish Instruction. We continue to update parents via newsletter, parent meetings, social media and texting apps to ensure information, expecations, and goals are shared.</p>			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
<p>There will not be significant changes to this goal. This goal needs to continue on to next year and I hope there will be some version of in person learning so that students are connected and more enaged in their learning.</p>			

<p><b>20-21 Standards-Based Instruction Priority:</b></p>	<p><b>In teaching the Esperanza Way math block all students will be given spiral review, strong teacher modeling, guided practice and independent practice to engage in CCSS aligned math lessons that are rigorous and promote critical thinking.</b></p>
<p><b>Theory of Change:</b></p>	<p>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.</p>
<p><b>Related School Goal:</b></p>	<p>All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>Teachers have continued to teach math using the Esperanza way but small modifications have been made. There is less time to do the typical amount work. Therefore, teachers have worked to ensure essential standards are taught. During our first PD cycle we focused on scope and sequence and grade level agreements. Teachers follow the I do, we do, you do but often that is for one problem each. Therefore there is less time to practice together to ensure full understanding. An additional practice was to ensure checks for understanding and exit tickets to inform instruction. This practice has been inconsistent among the grade levels. Checks for understanding lack depth to really inform instructional next steps. Getting a thumbs up when a teacher says do you understand does not really tell you what they do or do not understand and where to go instructionally. As a result we focused on engagement strategies and checks for understanding in our next PD cycle. Teachers have also not been able to pull intervention focal groups for math as planned due to time constraints in the distance learning format. Finally one priority practice was to give formal, formative, and summative assessments and this has not been happening across the school and across content areas. There is a lack of data to show mastery after any given content unit.</p>	
<p><b>What evidence do you see that your practices are effective?</b></p>	
<p>In observations of different classrooms it is evident teachers are using the I do, we do, you do model. This then sets students up to successfully do their independent work either synchronously or asynchronously. Teachers strategically create daily lessons so students can feel successful in the small amount of time they are live with students. After our PD cycles teachers have been able to increase their focus on exit tickets, checks for understanding and engagement.</p>	
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>	
<p>The goals were very hard to reach due to distance learning. We will continue with these goals for next year with the hopes of seeing improved outcomes.</p>	
<p><b>20-21 Language &amp; Literacy Priority:</b></p>	<p>Language and literacy will be at the forefront of all lessons and content language objectives will align to the task.</p>

<p><b>Theory of Change:</b></p>	<p>If we use formative and summative assessment data to identify flexible groupings for small group instruction during reading and writing time specifically keeping in mind our English language learners, foster youth, students with IEP's and low income students we will increase students reading level by 1.5 years growth. Through assessment data including SRI and 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.</p>
<p><b>Related School Goal:</b></p>	<p>All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>One priority we outlined was to implement our Advance and Adelante curriculum so students received a balanced literacy program in a dual language setting. This priority has been a struggle this year in distance learning. All teachers have been implementing the curriculum but full implementation of balanced literacy has suffered due to time. Grade levels did a lot of work to decide which essential standards would be taught within reading and math. They also worked hard to divide curriculum components as outlined in our practices. However, our writing instruction has been more difficult which is why we are focusing this current PD cycle on implementation. Teachers continue to struggle with keeping language at the forefront and posting a language objective as well as a content objective. Another priority practice was to monitor progress and ensure differentiated support for students. There has been a lack of progress monitoring. During PD cycle 1 teachers determined the use of exit tickets would be a good way to monitor progress. This is an inconsistent practice among the school. Teachers are meeting with small groups but struggling students are not getting the attention they need to move forward and progress towards proficiency. A focus was put early on getting ELD up and running whole school so that has been a success. However, progress monitoring lacks during those classes as well. Data is analyzed in both English and Spanish but that is happenign at every trimester not as frequently as we need to know how students are really progressing week by week. Third priority was using high leverage strategies and structured language practices. This has been a focal area this year and again in distance learning providing structured language practices in this setting is very challenging. Students do not have enough time to practice oral output and to hear language modeled by their peers. 1 teacher cannot monitory 5 break out rooms and support language development for all the levels in the classroom. Finally our prioty was to use and have access to technology and learning platforms. Teachers were not given all the technology nor the support for online platforms that they needed for full implementation. Students are not fully using the online platforms. Teachers are not fully invested and committed to using those platforms for asynchronous instruction.</p>	
<p><b>What evidence do you see that your practices are effective?</b></p>	
<p>During grade level PLC teachers are able to continue to plan instruction because they are following the scope and sequence. Teachers are working on collaboration to divide componets to provide a balanced approach to literacy. PLC's are smooth and effective. ELD groups are happenign in every grade level. Small groups are happening and TSA's are supporting with small groups. Data is being analyzed and reflected on to shift instructional practice and flexible grouping.</p>	
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>	
<p>The goals will remain the same for next year and we will really focus on using the data to create clear and purposeful interventions. I also want to add that interventions and differntiated groups will take into consideration home language and literacy development in order to provide the intervention in the needed language.</p>	

<b>20-21 Conditions for Adult Professional Learning Priority:</b>		<b>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.</b>
<b>Theory of Change:</b>	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 achievement.	
<b>Related School Goal:</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts.	
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
We had three main practices highlighted in our plan. One to use multiple forms of data to reflect and plan collaboratively to improve student outcomes. We had 3 data days where we used buy back days to look at data, analyze and create action plans and instructional shifts or new groupings. The second, was to use protocols for teachers to observe each other and give actionable feedback. We were unable to meet this goal due to distance learning. We have done a few peer observations for newer teachers but not as a whole school structured way. We also have used teacher videos to highlight practice but not in a systematic structured way. We are hoping to do that in our two upcoming cycles of inquiry. Our last priority was to model the respectful inclusive language. We have shown a lot of growth in this priority during class time. However, we still can do some work on how we speak about struggling students and families during whole group conversations.		
<b>What evidence do you see that your practices are effective?</b>		
The evidence that is noted is the shifts in instructional practice that were made after analyzing the first data set. We changed our groups for differentiation. We incorporated TSA, STIP and literacy tutors for students and teachers who needed extra support. We also focused on engagement to increase student interaction in the lessons.		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		
The goals will remain the same for next year and we will really focus on using the data to create clear and purposeful interventions which will be tracked and monitored.		
<b>20-21 Conditions for English Language Learners Priority:</b>		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.
<b>Theory of Change:</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>Related School Goal:</b>	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.	

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We had four main priorities. The first was that all teachers would write and post content language objectives aligned to task and implement a 50/50 model. This goal has been met however teachers still struggle in writing the language objective portion. During coaching with the TSAs we are trying to build the capacity of our teachers to write the content language objective as needed. The second goal was that designated ELD happens in all classrooms using the Advance curriculum. Due to distance learning we needed to find time for all grade levels but this goal was met by November 2020. We still need to work on using data to progress monitor and know how students are moving towards proficiency. The Third goal was that students collaborate during grade level PLC's to analyze student work. Grade levels do meet weekly in their independent PLC and the TSA buddies attend bi weekly. However, the majority of the time is spent on planning for the next week and less focused on analyzing student work and progress especially since there was not enough money to give extended contract.

**What evidence do you see that your practices are effective?**

The content language has been more aligned to the work that is getting done within the zoom session. This has helped the teachers and students know what work they are accountable for during each session. This also supports the teachers to monitor mastery towards the objective. Designated ELD is happening in grades 1-5 at least 3x per week synchronously using the Advance curriculum. We also will have a ELD cycle to support planning and progress monitoring within the ELD classroom. This will support students in progressing in their English proficiency in all domains. The work that teachers are doing in the PLC is a critical component to ensure the cohesion of the instructional core. Teachers have been working very hard to adapt to distance learning and ensure students are getting what they need during synchronous instruction.

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

The goal will remain the same. The leadership team will work this year on creating a metric for success and intervention plan to better support our EL students.

**DEPARTURE FROM PLANNED 20-21 SPSA BUDGET**

**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

There will not be significant changes to this goal. This goal needs to continue on to next year and I hope there will be some version of in person learning so that students are connected and more engaged in their learning. My budget for next year will to continue to prioritize supporting students below grade level, ELL students, newcomers and students with IEP's. In order to do this the budget priorities include extra support staff to provide differentiation and support to students in most need. Additionally, TSA's to support with the strength of the instructional core and teacher support. I will also continue to focus on the whole child and creating a safe and caring school community with a focus on SEL.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: Esperanza Elementary School				School ID: 177	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>		
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>					
<b>School Priority ("Big Rock"):</b>	Through a multi tiered system of support we are creating a positive and supportive enironment where students feel connected, engaged, and ready to learn.				
<b>School Theory of Change:</b>	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.				
<b>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

<p>1-1</p>	<p>Teachers actively build relationships with students and families. Teachers use the CSC practices including community circles and embedded into daily lessons keeping 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.</p>	<p>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.</p>	<p>In conjunction with the SEL department PD will support teachers shared understanding of the CSC curriculum, the core values and our PBIS systems that are in place. There will be PLC time embedded in PD in order to give teachers time to collaborate and plan lesson sequence. Walk through data will be collected to monitor success of implementation of the CSC, Core values, and PBIS systems implementation. A PBIS checklist will be shared with teachers prior to walkthroughs and certain look-fors will be rolled out weekly. Teachers will be given time to reflect and share out at the end of the cycle. teachers are making referrals and cost team is thinning of next steps and placements for who best needs extra support.</p>		<p>Tier 1</p>
<p>1-2</p>	<p>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.</p>	<p>Leadership will have appropriate supervision including the role of the recess coach 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</p>	<p>Recess coach and outside supervisors engage students in safe play and use the Esperanza norms to reinforce behaviors.</p>		<p>Tier 1</p>

1-3	Teacher lessons include a focus on teaching and supporting the whole child that empowers 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.		Tier 1
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 with them. All classrooms include evidence of positive reinforcement using the school wide systems such as 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. We will continue the use of eaglet tickets, the student store, and superstars.	Teachers have communicate to families their systems. 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.		Tier 1



1-5	<p>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.</p>	<p>Leadership will create space during PD to send positive messages home. Staff will be trained on district messaging system.</p>	<p>Positive messages to families</p>		Tier 1
1-6	<p>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.</p>	<p>Leadership will provide more PD and coaching for Spanish language arts. Leadership will ensure staff is more informed about the seal of biliteracy.</p>	<p>Parent meeting focused on progress of their biliteracy and bilingualism. UFA that focuses on giving information.</p>		Tier 1

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<p><b>School Priority ("Big Rock"):</b></p>	<p>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.</p>
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<b>School Theory of Change:</b>		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.			
<b>Related Goal(s):</b>		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	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 substitutes or STIP subs based on need and amount of assessments.	Time allotted to data dives and data analysis per trimester for both LA and Math. During the math cycle (cycle 2) a focus on data will be incorporated with the cycle of inquiry. Data collection and corrective action tool will be used to track and monitor progress in the cycle and student outcomes.	Students struggling with Phonics and phonemic awareness in 2-5th. High percentage of Students scoring multiple years below in SRI/i-ready English. Lack of systematic intervention for early literacy and high priority groups. Lack of interventions taught by specialized staff. Need for more coaching and lesson plan delivery to support teachers. Need for release days for teachers to have half day PLC lead by TSA to look at data and plan small differentiated groups.	Tier 1

<p>2-2</p>	<p>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.</p>	<p>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</p>	<p>Observation and feedback around CLO and Task. PD Cycle #2 will be around rigor in mathematics and focused on the mathematical practices. Cycle 2 will include opportunities for peer observation and reflection. Teachers will reflect and share out at the end of the cycle.</p>		<p>Tier 1</p>
<p>2-3</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Reclassification rates are lower than the school goal leading to 5th grade who are graduating and will become LTEL. Newcomer progress needs to be monitored and goals need to be set to mark progress and growth. English language learners need additional intervention. 3rd language learners need extra SLD and ELD. Students with high chronic attendance need additional SEL and academic support. Need for a full time newcomer teacher. Need for interventionist and reading specialist. Need for support for students SEL needs.</p>	<p>Tier 1</p>

2-4	Teachers will incorporate all components of balanced literacy to create a well balanced dual language facing week for all students. Teachers will ensure all student receive small group guided reading.	Provide PD, planning time and PLC time	schedules show BAL, weekly plans include BAL components, small groups happen daily.		Tier 1
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.		Tier 1

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	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				
<b>School Theory of Change:</b>	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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<p>3-1</p>	<p>Teachers will implement the Advance/Adelante curriculum with fidelity. Teachers will collaborate with their team to divide literacy components to that they are student facing and student receive balanced literacy 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.</p>	<p>Leadership will provide PD, coaching and feedback around the curriculum implementation and instruction components. Leadership will set a schedule so components of balanced literacy are student facing 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 around BAL within our curriculum. PLC teams will work to develop plans to incorporate dual language BAL during their literacy block.</p>	<p>Posted Agenda, Posted CLO's, Weekly lessons shared, anchor charts, guided reading groups, classroom libraries leveled and organized, book clubs, students know their reading levels, ILT Agenda, PLC agendas.</p>	<p>Students struggling with Phonics and phonemic awareness in 2-5th. High percentage of Students scoring multiple years below in SRI/i-ready English. Lack of systematic intervention for early literacy and high priority groups.</p>	<p>Tier 1</p>
<p>3-2</p>	<p>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</p>	<p>-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</p>	<p>-Schedules for interventionists; Monitor number of students and progress of students in intervention groups -COST tracker of focal students</p>	<p>Reclassification rates are lower than we would like. Students by 5th grade are leaving and will now be LTEL. Newcomer progress is not as high as we would like.</p>	<p>Tier 2</p>

<p>3-3</p>	<p>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.</p>	<p>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.</p>	<p>Evidence in teacher plans, evidence of implementation of GLAD and other SLP's during walkthroughs, PD follow up coaching,</p>	<p>Reclassification rates are lower than the school goal leading to 5th grade who are graduating and will become LTEL. Newcomer progress needs to be monitored and goals need to be set to mark progress and growth. English language learners need additional intervention. 3rd language learners need extra SLD and ELD. Students with high chronic attendance need additional SEL and academic support. Need for a full time newcomer teacher. Need for interventionist and reading specialist. Need for support for students SEL needs.</p>	<p>Tier 1</p>
<p>3-4</p>	<p>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.</p>	<p>Leadership will monitor technology needs and platforms that are improving student outcomes. Leadership will provide training to teachers to use online platforms with fidelity.</p>	<p>Teachers are incorporating blended learning programs to enhance student experience. Students are using technology in all grade levels. Technology can be seen within teacher schedules.</p>		<p>Tier 1</p>

<p>3-5</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>-Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment.</li> <li>-Provide Professional development/Coaching and learning for implementation of curriculum and strategies</li> <li>-Support &amp; monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment.</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of <a href="#">SIPPS Site Implementation Tool</a>)</li> <li>-Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress</li> <li>-All teachers have foundational skills instruction on their weekly schedules.</li> </ul>	<p>Students struggling with Phonics and phonemic awareness in 2-5th. High percentage of Students scoring multiple years below in SRI/i-ready English. Lack of systematic intervention for early literacy and high priority groups. Lack of interventions taught by specialized staff. Need for more coaching and lesson plan delivery to support teachers. Need for release days for teachers to have half day PLC lead by TSA to look at data and plan small differentiated groups.</p>	<p>Tier 1</p>
<p>3-6</p>	<p>Teachers will use differentiation strategies to meet the needs of all students in both languages. Teachers will have guided reading groups that are flexible in both languages. Teachers will know the ELD/SLD levels of their students and have differentiated language frames.</p>	<p>Leadership will provide data days to analyze data to create differentiated groups. Leadership will provide coaching for differentiation strategies and language scaffolds.</p>	<p>Esperanza data trackers, Data Day agenda, Data analysis tools and action planning document.</p>	<p>Students struggling with Phonics and phonemic awareness in 2-5th. High percentage of Students scoring multiple years below in SRI/i-ready English. Lack of systematic intervention for early literacy and high priority groups. Lack of interventions taught by specialized staff. Need for more coaching and lesson plan delivery to support teachers. Need for release days for teachers to have half day PLC lead by TSA to look at data and plan small differentiated groups.</p>	<p>Tier 2</p>

**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	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.				
<b>School Theory of Change:</b>	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 achievement.				
<b>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	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.	Students struggling with Phonics and phonemic awareness in 2-5th. High percentage of Students scoring multiple years below in SRI/i-ready English. Lack of systematic intervention for early literacy and high priority groups. Lack of interventions taught by specialized staff. Need for more coaching and lesson plan delivery to support teachers. Need for release days for teachers to have half day PLC lead by TSA to look at data and plan small differentiated groups.	Tier 1



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.	Students struggling with Phonics and phonemic awareness in 2-5th. High percentage of Students scoring multiple years below in SRI/i-ready English. Lack of systematic intervention for early literacy and high priority groups. Lack of interventions taught by specialized staff. Need for more coaching and lesson plan delivery to support teachers. Need for release days for teachers to have half day PLC lead by TSA to look at data and plan small differentiated groups.	Tier 1
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.		Tier 1
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.		Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	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.
<b>School Theory of Change:</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>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	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	<p>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.</p>	<p>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 standards with a focus on dual language focus.</p>	<p>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.</p>	<p>Reclassification rates are lower than the school goal leading to 5th grade who are graduating and will become LTEL. Newcomer progress needs to be monitored and goals need to be set to mark progress and growth. English language learners need additional intervention. 3rd language learners need extra SLD and ELD. Students with high chronic attendance need additional SEL and academic support. Need for a full time newcomer teacher. Need for interventionist and reading specialist. Need for support for students SEL needs.</p>	Tier 1
5-2	<p>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.</p>	<p>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.</p>	<p>Observation and feedback is give to teachers and schedules are followed. Teachers are focusing on EL students and providing differentiation based on data.</p>		

5-3	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.		Tier 1
5-4	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.		Tier 1
5-5	Teachers will implement SLD for EO, 3rd language learners and other struggling students during tier 1 and tier 2..	provide coaching and inquiry during PD. Time during PLC.	PD agenda, coaching schedule.		Tier 1

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
After School Program	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	177-1
Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	\$20,640	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will implement structured language practices, scaffolds, and GLAD to support students to access lessons and fully engage and participate in CCSS aligned tasks.	177-2
Uniforms	\$1,500	General Purpose Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	177-3
Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	\$1,500	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.	177-4
Certificated Teachers: Substitutes	\$6,700	LCFF Concentration	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leadership will provide cycles of inquiry to support teacher development and implementation. Coaching and observations will be provided to teachers.	177-5
To be allocated in Fall	\$66	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	177-6
Safe Passages supervision	\$50,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leadership will have appropriate supervision including the role of the recess coach 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	177-7

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
STIP	\$61,310	LCFF Supplemental	1105	Certificated Teachers' Salaries	3726	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	177-8
Certificated Teachers' Salaries	\$46,158	LCFF Supplemental	1105	Certificated Teachers' Salaries	7073	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	177-9
STIP	\$48,161	LCFF Supplemental	1105	Certificated Teachers' Salaries	7597	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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 with them. All classrooms include evidence of positive reinforcement using the school wide systems such as 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.	177-10

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
TSA	\$20,013	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2051	10-Month Classroom TSA	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will implement the Advance/Adelante curriculum with fidelity. Teachers will collaborate with their team to divide literacy components to that they are student facing and student receive balanced literacy 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.	177-11
TSA	\$54,226	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7786	10-Month Classroom TSA	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will implement the Advance/Adelante curriculum with fidelity. Teachers will collaborate with their team to divide literacy components to that they are student facing and student receive balanced literacy 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.	177-12
TSA	\$6,628	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7787	10-Month Classroom TSA	0.05	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will implement the Advance/Adelante curriculum with fidelity. Teachers will collaborate with their team to divide literacy components to that they are student facing and student receive balanced literacy 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.	177-13
Noon Supervisor	\$13,944	LCFF Supplemental	2905	Other Classified Salaries	3735	Noon Supervisor	0.37	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	177-14

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
To be allocated in Fall	\$60,680	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	177-15
Lincoln Contract	\$10,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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
Classified Support Salaries	\$39,663	Measure G: Library	2205	Classified Support Salaries	tdb	Enter position number at left.	tdb	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will incorporate all components of balanced literacy to create a well balanced dual language facing week for all students. Teachers will ensure all student receive small group guided reading.	177-17
Books	\$9,337	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will incorporate all components of balanced literacy to create a well balanced dual language facing week for all students. Teachers will ensure all student receive small group guided reading.	177-18
Library Supplies	\$6,000	Measure G: Library	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will incorporate all components of balanced literacy to create a well balanced dual language facing week for all students. Teachers will ensure all student receive small group guided reading.	177-19
STIP	\$54,284	LCFF Supplemental	1105	Certificated Teachers' Salaries	8283	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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	177-20
TSA	\$125,934	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7787	10-Month Classroom TSA	0.95	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leadership will provide more PD and coaching for Spanish language arts. Leadership will ensure staff is more informed about the seal of biliteracy.	177-21

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Certificated Teachers' Salaries Parent Workshops	\$1,545	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers actively build relationships with students and families. Teachers use the CSC practices including community circles and embedded into daily lessons keeping 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.	177-22
Books for Parent Library	\$540	Title I: Parent Participation	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	177-23
Supplies for Parent Library	\$655	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers actively build relationships with students and families. Teachers use the CSC practices including community circles and embedded into daily lessons keeping 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.	177-24



**PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Parent Fingerprinting Fees to encourage participation in student and school activities for family members	\$500	Title I: Parent Participation	5838	Fingerprinting	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	177-25
Technology to support student academic enrichment	\$5,000	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	177-26
Field Trips	\$3,100	Title IV: Student Support & Academic Enrichment	5213	Student Public Transportation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	177-27



Strategic Resource Planning (SRP)

## ESPERANZA ELEMENTARY SCHOOL

### School Site Council Membership Roster

2020-2021

### SSC - Officers

Chairperson:	Monica Rodriguez
Vice Chairperson:	Anabel Sandoval
Secretary:	Evelin Linares

### 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
Cristina Segura	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathryn Wilson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gilberto Heredia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saul Nevarez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karolina Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Anabel Sandoval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evelin Linares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Monica Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ana Torres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	2nd Friday of each month at 2:00 PM
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**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



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **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 talking points, 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 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:

- Esperanza has a group of parent classroom representatives that support teachers in getting volunteers.
- Esperanza has a family engagement manager who supports families in getting resources.
- Esperanza volunteers create a calendar to ensure 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 at 8:45. 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 at 8:45 am to give parents an opportunity to discuss volunteer opportunities.

#### **Adoption**

This policy was adopted by Esperanza on August 25th, 2020 and will be in effect for the period of August 10, 2020 through May 31, 2021.

**The school will distribute this policy to all parents on or before September 30, 2020.**

**Name of Principal**

**Signature of Principal**



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

## **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 “Talking Points” 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, adaptando el hogar para aprendizaje a distancia, tecnología( apoyo para crecer tecnológicamente y usar las 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 en la mañana el segundo viernes de cada mes. Café con el director para reunirse regularmente por las mañanas el primer viernes del mes a las 8:45 am.
- 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 25 de Agosto del 2020 y estará vigente durante el período del 10 de agosto de 2020 al 31 de mayo de 2021.

**La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2020 o antes.**

**Nombre de la directora**

**Firma de la directora**



**School-Parent Compact**  
**Esperanza Elementary**  
**510-879-8076 (8 a.m - 4 p.m. M-F)**

**2020-21**

*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 2020-21 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.**

**20-21 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.

Teachers send home materials for parents to use such as online portal access (like epic, AR, Freckle), books, flashcards, etc. 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 talking points text 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 me October 11, 2019 and will be in effect for the period of August 12, 2019 to May 28, 2020.

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 Nov. 8, 2019

**Signature of Principal****Date**





**Pacto Escuela-Padres  
Esperanza Elementary  
510-879-8076 (8 a.m - 4 p.m. M-F)  
2020-21**

*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 2020-21.*

**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 nombra 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.

Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como Epic, AR, Freckle), libros, tarjetas, etc. 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 de texto de Talking Points 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
- Respeto a mi escuela, a mis compañeros de clase, al personal y a mi comunidad el 11 de octubre de 2019 y estará vigente durante el período del 12 de agosto de 2019 al 28 de mayo de 2020.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, el 8 de noviembre de 2019 o antes.

**Firma de la directora**

**Fecha**