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Enactment Number	19-1171
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Esperanza Elementary School



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

Legislative File Id. No. 1913 24
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Esperanza Elementary School
CDS Code: 1612596002190
Principal: Kathleen Arnold
Date of this revision: 5/21/2019

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

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

Contact: Kathleen Arnold
Address: 10315 E Street
Oakland, CA 94603

Position: Principal
Telephone: 510-639-3367
Email: kathleen.arnold@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/21/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and 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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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: 5.21.19

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 checked="" type="checkbox"/> Other (notices, media announcements, etc.) <i>talking points</i> |
|--|--|--|

Signatures:

<u>KatNleen Arnold</u> Principal	<u>[Signature]</u> Signature	<u>5.21.19</u> Date
<u>[Signature]</u> SSC Chairperson	<u>Educar Cereña-Carmona</u> Signature	<u>5/21/19</u> Date
<u>Sara Stone</u> Network Superintendent	<u>[Signature]</u> Signature	<u>5/22/19</u> Date
<u>MURDO OTIS</u> Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5/28/19</u> Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2019	SSC and Sells	monthly meeting
1/8/2019	ILT	bi monthly meeting
1/14/19 1/16/2019	Faculty	meeting to share information, google survey, presentation of options

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$94,685.93
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	\$541,461.71

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)	\$92,900.58	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$39,897.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,785.35	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$259,447.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$104,492.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$94,685.93	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$459,209.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$553,894.93
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Esperanza Elementary School

School ID: 177

School Description

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

School Mission and Vision

VISION

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

MISSION

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

Chronic Absence: We have continued to build a caring school community.

PBIS, Caring School Community, Advisory, student services .3 TSA

SBAC ELA: We have a focus on language and literacy throughout the day.

The ILT and ITL focus on instruction through integration of content. We engage in cycles of inquiry that include PLC time, classroom demos, and coaching.

SBAC Math: We have a well rounded math block that includes the district curriculum as well as number talks, singapore math, head problems and spiral reviews.

Our math teacher leader works closely with the math department. We have also unpacked the iab's and analyzed the data.

Reading: We are working on grade level reading, independent reading at the individual student level, guided reading and reading of complex text.	We have adopted a new curriculum for kinder - 2nd grade which is standards aligned and includes ample complex text.
Priority Challenges	Root Causes of Challenges
Chronic Absence: We have a new SDC classroom with medically fragile students.	Work more closely with SPED and the SDC classroom.
SBAC ELA: We need to get our new teachers caught up on the best practice/strategies that we have worked on in the past.	Each school year there is some turn over of teachers.
SBAC Math: We need to get our new teachers caught up on the Esperanza Way math block to ensure all components of the math block are included in daily instruction.	Novice and new to Esperanza teachers need time to develop their skills.
Reading: We need to spend more time with complex text so as to allow student more familiarity with how to work with complex text.	Lucy Calkins does not include complex text.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	In partnership with community, teachers, families and students we will build more caring school community which will work together to ensure college and career readiness for all students. 100% of classrooms will implement PBIS, so as to ensure our chronic absenteeism stays below 5% and our daily absence rate stays below 8%, by May 2020				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	74.10%	79.10%	85.00%
Suspensions	African-American Students	-2pp	0.00%	0.00%	5%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	5.00%
Chronic Absence	Latino/a Students	-2pp	10.00%	8.00%	7.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	100% of classrooms will implement small group instruction (reading and writing workshop) to ensure accelerated academic reading and writing growth as to increase our students reading at grade level by 10%, as measured by SBAC, by June 2019.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target

ELA SBAC	All Students	+15 points DF3	-52.8	39.2	-24
ELA SBAC	Students with Disabilities	+20 points DF3	-99.2	-79.2	-59
ELA SBAC	English Learners	+20 points DF3	-90.1	-70.1	-50
District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)					
School Goal:	100% of classrooms will implement the math block using the Esperanza Way for the math content block. This is to include number talks, 3 reads or Singapore math and mental math so as to increase out students scoring at grade level in math by 10%, as measured by SBAC, by May 2020.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-40.1	-25.1	-5
Math SBAC	Students with Disabilities	+20 points DF3	-81.6	-61.6	-41
Math SBAC	Latino/a Students	+20 points DF3	-40.1	-20.1	0
District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)					
School Goal:	A dual Language program of 50% English instruction and 50% Spanish instruction will be implemented in TK through 5th grade to increase by 10 percentage points the students reading at grade level in both English and Spanish and passing the ELPAC to be able to reclassify by using highly engaging and effective teaching practices, by May 2020. We will have monthly parent workshops to engage parents in the reclassification process, understanding dual language, attendance, cyber safety, common core, SBAC ect...				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	20.27%	17.00%	25.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	20.00%	25.00%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	100% of classrooms will implement small group instruction (using Advance and Adelante) to ensure accelerated academic reading growth as to increase our students reading at grade level by 10%, as measured by SBAC, by May 2020.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	42.51%	29.40%	35.00%

SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	56.25%	51.30%	46.00%
K at or above Benchmark	All Kindergarten Students	+5pp	49.15%	54.15%	59%%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	55.56%	60.56%	65.5%%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

School: Esperanza Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy through a workshop model with differentiated instruction/small groups			
June 2021 Language & Literacy Goal:		100% of classrooms will implement small group instruction (reading and writing workshop) to ensure accelerated academic reading and writing growth as to increase our students reading at grade level by 10%, as measured by SBAC, by June 2019.			
Theory of Action for Language & Literacy:		If we use formative and summative assessment data to identify flexible groupings for small group instruction during reading and writing workshop specifically keeping in mind our English language learners, foster youth, and low income students we will increase students reading level by 1.5 years growth. Through assessment data including SRI, AR, DRA/EDL we will identify a focal group of students who will work with the literacy interventionist daily and will use LLI or Soluciones. This differentiation will impact Gate students, English language learners, low income students, foster youth as well as African American students.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		Low-Income Students		32.0%	24.40%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We began to use the new Advance and Adelante in kinder through 2nd grade. We provided PD and planning time for implementation. We provided monthly parent workshops on reclassification, attendance and A through G requirements. We continued with our 50% of time English instruction and 50% Spanish instruction.					
What evidence do you see that your practices are effective?					
We have already had students reclassify and expect that more students will reclassify once we receive the ELPAC scores. We also are at 22.4% at or above for this midyear SRI benchmark compared to last year at this time 19.4%					
What are some possible implications for your 2019-20 SPSA?					
We will use Advance and Adelante with 3rd through 5th grade for next year. This will ensure plenty of independent reading, guided reading, shared reading and complex text. We will continue to provide parent workshops on academic topics and continue our united for achievement meetings to share data. At these meetings we also teach families a strategy to use with students at home for both literacy and math.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		100% of classrooms will implement the math block using the Esperanza Way for the math content block. This is to include number talks, 3 reads or Singapore math and mental math so as to increase out students scoring at grade level in math by 10%, as measured by SBAC, by June 2019.			

Theory of Action for Standards-Based Instruction:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	African American Students	10	27.80%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We are in the middle of our math cycle of inquiry to focus on the daily math block with a focus on the mathematical practices. We are also focused on engaging students in math tasks by using the district curriculum as well as additional resources. We have also administered the math IAB assessments. We have analyzed the data and made corrective instruction actin plans.			
What evidence do you see that your practices are effective?			
Administering the IAB exams have given us data for what the students are able to do. Having a chance to analyze the data and make corrective instruction plans has been highly effective.			
What are some possible implications for your 2019-20 SPSA?			
We will continue to implement IAB assessments and add an addition IAB for next year. We will continue to administer the CEOU for kinder-2nd grade.			
18-19 Conditions for Student & Adult Learning Priority:			
PBIS to build a strong culture and community through a Tiered Systems of Support			
June 2021 Conditions for Student & Adult Learning Goal:	In partnership with community, teachers, families and students we will build more caring school community which will work together to ensure college and career readiness for all students. 100% of classrooms will implement PBIS, so as to ensure our chronic absenteeism stays below 5% and our daily attendance rate stays below 8%, by June 2019.		
Theory of Action for Conditions for Student & Adult Learning:	If we focus on creating a strong PBIS plan with a clear focus on tier 1 supports students will feel more connected to the school community allowing for an increase in social emotional awareness and investment in academic tasks to ensure a decreased rate of chronic absenteeism.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Attendance Rate	All Students	96.0%	95.6
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We have begun to implement the new addition of CSC as well as provided PD around the new curriculum. We have a community resource space and person involved with helping families get connected to resources. He works with families who are improving their attendance. He hosts 2 month family engagement opportunities.			
What evidence do you see that your practices are effective?			

We will continue to fund our family resource manager so as to continue to provide family engagement activities as well as help with attendance. Our chronic absence is down from 10.3% to 9.7%.

What are some possible implications for your 2019-20 SPSA?

We will continue to fund our family resource manager so as to continue to provide family engagement activities as well as help with attendance.

18-19 Conditions for English Language Learners Priority:	Language development (Spanish and English) through designated time and integrated ELD/SLD in content
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June 2021 Conditions for English Language Learners Goal:	A dual Language program of 50% English instruction and 50% Spanish instruction will be implemented in TK through 5th grade to increase by 10 percentage points the students reading at grade level in both English and Spanish and passing the CELDT to be able to reclassify by using highly engaging and effective teaching practices, by June 2018. We will have monthly parent workshops to engage parents in the reclassification process, understanding dual language, attendance, cyber safety, common core, SBAC ect...
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Theory of Action for Conditions for English Language Learners:	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.
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Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	English Learners	17.0%	20.30%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We began to use the new Advance and Adelante in kinder through 2nd grade. We provided PD and planning time for implementation. We provided monthly parent workshops on reclassification, attendance and A through G requirements. We continued with our 50% of time English instruction and 50% Spanish instruction. We have also invested in literacy tutors for our kinder classrooms so as to ensure all students are prepared for 1st grade. We have stip subs that work with small guided reading groups in both English and Spanish.

What evidence do you see that your practices are effective?

Our SRI and reclassification rates are up from last year. The partnership with families through the workshops and united for achievement meetings have increase our family engagement and more families are taking advantage of the offerings.

What are some possible implications for your 2019-20 SPSA?

We will continue to provide workshops and family engagement activities. We will continue to have literacy tutors as well as stip subs work with our struggling readers.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

We had planned for a literacy tutor in both kinder classrooms as we have one in our TK classroom. We were unable to hire for these positions at the beginning of the year. One of the tutors began at the end of September and the other began in February.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Esperanza Elementary School

School ID: 177

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

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

School Priority ("Big Rock"):	PBIS to build a strong culture and community through a Tiered Systems of Support
School Theory of Action:	If we focus on creating a strong PBIS plan with a clear focus on tier 1 supports students will feel more connected to the school community allowing for an increase in social emotional awareness and investment in academic tasks to ensure a decreased rate of chronic absenteeism.
Related School Goal(s):	In partnership with community, teachers, families and students we will build more caring school community which will work together to ensure college and career readiness for all students. 100% of classrooms will implement PBIS, so as to ensure our chronic absenteeism stays below 5% and our daily absence rate stays below 8%, by May 2020
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will work with the SEL program, Caring School Community (second additionton) reinforce school core values, hold weekly community circles to encourage a positive school culture and climate in an effort to ensure systems and structures of PBIS are in place to accelerate academic achievement while using the COST referral for additional services as needed by students.	The ILT will create a clear MTSS model for academic and social emotional learning to align services *through the district, teachers will be provided with behavior management trainings as needed such as no nonsense nurturer * work with behavior management personnel from the district * train teachers on Restorative Justice and the Universal Referral Form, There will be a school wide implementation of student goal setting templates per trimester, core value tickets rewards, trimester perfect attendance awards, and a behavior warnings system in all classrooms. The COST team will meet bi monthly to work with teacher, students, and families to provide tier 1 and tier 2 services needed.	Community circles schedule, PBIS lesson plans, area PBIS expectations, beginning of the year cycle of professional learning to include SEL, core value tickets given out, core value tickets store with prizes, attendance certificates, cost team meeting agendas and notes to ensure students and families feel connected to the school.

1-2	Teachers will participate in parent teacher conferences, present data, set goals, teach parents at home strategies.	The school will host parent child development workshops, provide parents opportunities to volunteer on site, work with community groups and host community workshops by parents. The community relations person (Safe Passages Americorp) will focus on family engagement and participation while coordinating services. Safe passages will provide baby learning workshops on the weekends as well as weekday play groups. Kindergarten teachers will host a transition to school before school begins.	Parent workshop agendas, powerpoints, volunteer sign in and participation with salad bar, food back, workshops, classroom representatives to ensure families view the school as a resource for a variety of different needs.
1-3	Teachers will communicate and celebrate student progress with students and parents on a trimester basis, update road to success bulletin boards, teach college chant, and encourage a growth mindset.	By trimester, the principal will hold reading challenge assemblies to monitor student growth progress, monitor words read by class and school and award buttons for reading enough words to make it into a word club. There will be an implementation of caring school communities reflected in the classroom schedule. The principal and teachers host grade level data nights per trimester.	award assemblies, certificates, words read buttons, school wide reading goal thermometer, word wall with student names which will increase student motivation to read and improve their reading level
1-4		Teachers, principal, staff and SSC will identify classroom representative by the end of September. School Site Council (SSC) will be identified in August.	
1-5		Leadership will participate in the district PBIS cohort. Cost team will work with community partners to build parent engagement.	
1-6		A teacher-parent group work together to align family engagement work and priorities.	
1-7		A school leadership team will participate in the PBIS district cohort and there will be school wide implementation of PBIS as a part of the year 1 cohort with the district.	

1-8		Lincoln child center will provide mental health services, support cost team, and work with families.	
1-9		School will schedule August gathering of entering K and TK families with teachers to build understanding of Esperanza.	
1-10		Principal, community assistant, and parents will maintain a safety patrol for a more safe drop off and pick up.	
1-11		An intake protocol will be created to welcome newcomers. An intake protocol will be developed to welcome homeless students and foster youth to the community. Teachers will be provided time to have conferences with family members and or caregivers.	
1-12		Leadership and the SSC committee will focus on engaging with more parents to become volunteers. We will also provide parent workshops in conjunction with district personal to train and inform parents on tutoring, SBAC, reclassification, report card conferences, etc.	

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
School Theory of Action:	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.
Related School Goal(s):	100% of classrooms will implement the math block using the Esperanza Way for the math content block. This is to include number talks, 3 reads or Singapore math and mental math so as to increase out students scoring at grade level in math by 10%, as measured by SBAC, by May 2020.
Students to be Served by these Practices	All Students

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

2-3	Teachers will facilitate meaningful mathematical discourse while eliciting evidence of student thinking to ensure support is provided for productive struggle and to engage our English Language Learners, low performing students, and GATE students to ensure achievement.	*provide PD opportunities at site and within the district on math instruction with a focus on academic discourse. *provide set day and time PLC time to plan, analyze data, and create corrective instruction plans with grade level team * weekly check-in between the principal, TSA, and common core teacher leader to identify PD needs and monitor progress * organizing data night's (UFA) to focus on progress monitoring and parent education around grade level common core math standards. Teams will analyze student data which include formative and summative assessments from the district and teacher created through the use of rubrics * Teams will be provided weekly PLC (professional learning community) time to analyze data, reflect, and plan	student academic discourse, academic discussions placemats, PLC time, Agenda meeting notes
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy through a workshop model with differentiated instruction/small groups
School Theory of Action:	If we use formative and summative assessment data to identify flexible groupings for small group instruction during reading and writing workshop specifically keeping in mind our English language learners, foster youth, and low income students we will increase students reading level by 1.5 years growth. Through assessment data including SRI, AR, DRA/EDL we will identify a focal group of students who will work with the literacy interventionist daily and will use LLI or Soluciones. This differentiation will impact Gate students, English language learners, low income students, foster youth as well as African American students.
Related School Goal(s):	100% of classrooms will implement small group instruction (reading and writing workshop) to ensure accelerated academic reading and writing growth as to increase our students reading at grade level by 10%, as measured by SBAC, by June 2019. 100% of classrooms will implement small group instruction (using Advance and Adelante) to ensure accelerated academic reading growth as to increase our students reading at grade level by 10%, as measured by SBAC, by May 2020.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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3-1	<p>Implement Reading Workshop that includes a mini lesson that is Common Core State Standards aligned, conferencing with students that focuses on goal setting, reading text at their individual reading level, implement guided reading and work with complex text, discussing and interacting with text using academic discussions, which will build of the readers workshop format and use of the 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.</p>	<p>Principal, Instructional Leadership Team (ILT) and teacher coaches will collaboratively plan professional development (site and District) for teachers. *We will focus on differentiation in an effort to meet all students needs including GATE students.*Principal, ILT and teacher coaches will provide weekly feedback to teachers regarding their implementation of Reader's Workshop practices. Results Based Professional Development Plan in 6 weeks cycle, Professional Development Calendar. *All grade-levels will have common schedules indicating Reader's Workshop within a balanced literacy block. *All support people (TSAs, STIP, CCTL) will align their schedules to Reader's Workshop push-in. *We will provide literacy tutors for tk and kinder classrooms. *We will provide parent trainings to help tutor kinder and first grade students.</p>	<p>Teacher will build their capacity around workshop instruction, specifically reading workshop and guided reading thus students reading levels will increase. *anchor charts, guided reading groups, classroom libraries leveled and organized, book clubs, students know their reading levels</p>
3-2	<p>Implement Writers Workshop that includes a mini lesson which is Common Core State Standards aligned and conferring with students to accelerate progress in the writing genres of opinion, narrative, and informative.</p>	<p>Principal, Instructional Leadership Team (ILT) and teacher coaches will collaboratively plan professional development (site and District) for teachers. *Principal, ILT and teacher coaches will provide weekly feedback to teachers regarding their implementation of Writer's Workshop practices. Results Based Professional Development Plan in 6 week cycle, professional development calendar. All grade levels will reflect the writer's workshop time in the daily weekly schedule.</p>	<p>Teachers will build their capacity around writer's workshop by engaging in PD, PLC time and coaching. * anchor charts, writing folders, writing journals, bulletin boards with student writing samples</p>

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

3-12		Reading assemblies to celebrate words read and reading growth middle and end of trimester	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Language development (Spanish and English) through designated and integrated ELD/SLD in content
School Theory of Action:	If we focus on teaching language in all content areas to ensure all units are integrated with content, language and literacy, we will improve both our reclassification rate and our reading levels in both Spanish and English.
Related School Goal(s):	A dual Language program of 50% English instruction and 50% Spanish instruction will be implemented in TK through 5th grade to increase by 10 percentage points the students reading at grade level in both English and Spanish and passing the ELPAC to be able to reclassify by using highly engaging and effective teaching practices, by May 2020. We will have monthly parent workshops to engage parents in the reclassification process, understanding dual language, attendance, cyber safety, common core, SBAC ect...
Students to be Served by these Practices	English Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will implement a 50/50 model dual language model to include teacher created social studies units of study and use NGSS FOSS science units that allow for teacher collaboration through grade level PLC's where student work is analyzed, lessons are planned, high quality complex texts are identified, opportunities are provided for oral and written responses, and corrective action plans are made to ensure accelerated learning.	Principal and TSA work with district to make program decisions for schedules, determine which content is taught in English and Spanish, work with district enrollment to increase the English home language population, work with the district on language appropriate benchmarks, plan PD around Dual Language implementation, and lead cycles of inquiry The instructional lead team (Ilt) will create a lesson plan template, data analysis calendar, provide PD for NGSS Foss and unit creation with a common core state standards and ELD standards with a focus on dual language focus.	Dual language schedule, theory of action, pd plans agendas, and powerpoints calendars that ensure a dual language model that builds English and Spanish literacy skills simultaneously.

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

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 177

School: Esperanza Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$104,492.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		provide additional AR, ST math and front row time during ASP to extend learning	177-1
\$11,815.01	General Purpose Discretionary	Noon supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	3599	Noon Supervisor	0.36	Teachers will work with the SEL program, Caring School Community (second additionton) reinforce school core values, hold weekly community circles to encourage a positive school culture and climate in an effort to ensure systems and structures of PBIS are in place to accelerate academic achievement while using the COST referral for additional services as needed by students.	177-2
\$16,582.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	177-3
\$1,500.00	General Purpose Discretionary	Copier maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	177-4
\$10,000.00	General Purpose Discretionary	Lincoln Child Center	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Lincoln child center will provide mental health services, support cost team, and work with families.	177-5
\$7,716.70	LCFF Concentration	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.17	All support people (TSAs, STIP, CCTL) will align their schedules to Reader's Workshop push-in.	177-6
\$4,897.98	LCFF Concentration	Extended Contracts	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Safe passages will provide baby learning workshops on the weekends as well as weekday play groups. Kindergarten teachers will host a transition to school before school begins.	177-7

\$234.00	LCFF Concentration	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		*Principal, Instructional Leadership Team (ILT) and teacher coaches will collaboratively plan professional development (site and District) for teachers. *Principal, ILT and teacher coaches will provide weekly feedback to teachers regarding their implementation of their math block. Results Based Professional Development Plan in 6 week cycle, professional development calendar. All grade levels will reflect the agreed upon math strategies in the daily/weekly schedule. * We will invite parents to participate in either trainings or teacher's math class to help understand CCSS.	177-8
\$12,151.00	LCFF Concentration	School psych .1	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a		The ILT will create a clear MTSS model for academic and social emotional learning to align services.	177-9
\$37,677.72	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.83	Teams will be provided weekly PLC (professional learning community) time to analyze data, reflect, and plan	177-10
\$41,497.58	LCFF Supplemental	PE teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	7059	n/a	0.45	Teams will be provided weekly PLC (professional learning community) time to analyze data, reflect, and plan	177-11
\$91,772.40	LCFF Supplemental	Teacher - class size reduction	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	7073	n/a	1.00	Literacy through a workshop model with differentiated instruction/small groups	177-12

\$22,669.85	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.20	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 (It) 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.	177-13
\$30,852.85	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	2051	10-Month Classroom TSA	0.30	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 (It) 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.	177-14

\$4,721.03	LCFF Supplemental	Bilingual Library Clerk Senior	Goal 4: English Learners are reaching fluency.	2205	Classified Support Salaries		n/a	0.10	Implement Reading Workshop that includes a mini lesson that is Common Core State Standards aligned, conferencing with students that focuses on goal setting, reading text at their individual reading level, implement guided reading and work with complex text, discussing and interacting with text using academic discussions, which will build of the readers workshop format and use of the 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	177-15
\$8,466.18	LCFF Supplemental	Recess Coach	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	3150	School Enrichment Recess Coach	0.30	The ILT will create a clear MTSS model for academic and social emotional learning to align services *through the district, teachers will be provided with behavior management trainings as needed such as no nonsense nurturer * work with behavior management personnel from the district * train teachers on Restorative Justice and the Universal Referral Form, There will be a school wide implementation of student goal setting templates per trimester, core value tickets rewards, trimester perfect attendance awards, and a behavior warnings system in all classrooms. The COST team will meet bi monthly to work with teacher, students, and families to provide tier 1 and tier 2 services needed.	177-16
\$19,474.00	LCFF Supplemental	Safe Passages contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Safe passages will provide baby learning workshops on the weekends as well as weekday play groups. Kindergarten teachers will host a transition to school before school begins.	177-17

\$19,516.00	Measure G	Bilingual Library Clerk Senior	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries	7074	n/a	0.40	Implement Reading Workshop that includes a mini lesson that is Common Core State Standards aligned, conferencing with students that focuses on goal setting, reading text at their individual reading level, implement guided reading and work with complex text, discussing and interacting with text using academic discussions, which will build of the readers workshop format and use of the 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	177-18
\$766.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		monitor classroom libraries to ensure there are sufficient books and continue to re-stock books using the book project non profit organization	177-19
\$90,679.41	Title I: Basic	TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.80	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 (It) 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.	177-20
\$2,222.00	Title I: Basic	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		monitor classroom libraries to ensure there are sufficient books and continue to re-stock books using the book project non profit organization	177-21

\$1,362.00	Title I: Parent Participation	Extended time	Goal 6: Parents and families are engaged in school activities.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		<p>*provide PD opportunities at site and within the district on math instruction.</p> <p>*provide set day and time PLC time to plan, analyze data, and create corrective instruction plans with grade level team * weekly check-in between the principal, TSA, and common core teacher leader to identify PD needs and monitor progress * organizing data night's (UFA) to focus on progress monitoring and parent education around grade level common core standards. Results Based Professional Development Plan in 6 week cycle, professional development calendar.</p> <p>All grade levels will incorporate a weekly mathematical practices block.</p>	177-22
\$196.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		The school will host parent child development workshops, provide parents opportunities to volunteer on site, work with community groups and host community workshops by parents.	177-23
\$200.00	Title I: Parent Participation	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		The school will host parent child development workshops, provide parents opportunities to volunteer on site, work with community groups and host community workshops by parents.	177-24

ESPERANZA Elementary

Elementary School Compact School Name

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

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

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

Student signature

Parent/Guardian or Family Member Pledge: I agree to carry out the following responsibilities to the best of my ability:

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

Parent/Guardian or Family member signature

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

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

Teacher signature

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

Signed on this day of October 26th, 2018 .



Title I School Parental Involvement Policy 2018-19

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

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

Involvement of Parents in the Title I Program

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

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

during a title 1 parent meeting we went over what title 1 is and how it works at Esperanza

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

we have parent meetings both in teh mornings and afternoons

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

We speak about Title 1 funds during SSC meetings and our annual Title 1 meeting



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

this happens at SSC meetings, title 1 meeting, parent teacher conferences, and our United for Achievement meetings

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

SSC meetings
Title 1 meeting
conferences

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

monthly SSC meetings

School-Parent Compact

(Name of school) Esperanza:

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



Building Parent Capacity for Involvement

(Name of school) Esperanza:

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California’s academic content standards
 2. The State of California’s student academic achievement standards
 3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child’s progress

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

parent conferences
parent workshops: reclassification, report card confernces, attendance
UFA meetings to review reading and math data by grade level

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

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

parent conferences
parent workshops: reclassification, report card confernces, attendance
UFA meetings to review reading and math data by grade level

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

staff PD



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

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

parent conferences
parent workshops: reclassification, report card conferences, attendance
UFA meetings to review reading and math data by grade level

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

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

robo calls
letters sent home
agnedas posted

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

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

title 1 vote on how to spend the money

Accessibility

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

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

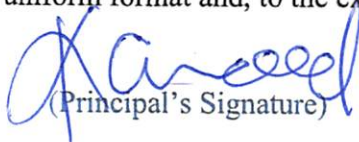
We send letters home and make robo calls in the home language (Spanish)



Adoption

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

This policy was adopted by the (Name of School) Esperanza School Site Council on (Date) 10.26.18 and will be in effect for the 2018-19 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Esperanza's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

10.26.18
(Date)



2018-2019
School Site Council Membership Roster – Elementary

School Name: Esperanza Elementary

Chairperson : Eleazar Cuenca
Vice Chairperson: Ana Torres
Secretary: Daniela Delgado

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Kathleen Arnold	x			
Kathryn Wilson		x		
Yvonne Fernandez		x		
Michael Anderson			x	
Eleazar Cuenca				x
Veronica Martinez				x
Daniela Delgado				x
Ana Torres				x
Yanira Madrigal				x
Matthew Barton		x		

Meeting Schedule (day/month/time)	4th Friday of every month at 8:30am
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SSC Legal Requirements: (Ed. Code 52852)

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;
4. Parent/community members cannot be OUSD employees at the site.

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