

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Esperanza Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Esperanza Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Esperanza Elementary School
CDS Code: 1612596002190
Principal: Kathleen Arnold
Date of this revision: 6/5/2017

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

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Esperanza Elementary School

Site Number: 177

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4.21.17

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

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

Signatures:

Kathleen Arnold

School Principal

Kathleen Arnold
Signature

4.21.17

Date

Saul Aguirre

Print name of SSC Chairperson

Saul Aguirre
Signature

4.21.17

Date

Sara Stone

Network Superintendent

Sara Stone
Signature

5/11/17

Date

Gloria Gamblin

Interim Chief Financial Officer

Gloria Gamblin
Signature

5/25/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/21/2017	SSC	shared rationale and overview of plan
4/15/2017	ILT	ilt session to review, edit and aligne teacher, leadership, and organizational practices
3/8/2017	faculty	budget training and budget review
2/3/17 and 4/3/17	coffee with the principal	overview of budget and cuts to be made for the 2017-2018 school year

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$51,443.38	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$185,361.99	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$95,662.55	TBD
TOTAL:	\$357,467.93	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$52,928.54	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,772.50	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$54,701.04	\$0.00

PART A: ABOUT THE SCHOOL

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 afterschool.

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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy through a workshop model with differentiated instruction/small groups

SCHOOL GOAL for Literacy through a workshop model with differentiated instruction/small groups:

100% of classrooms will implement small group instruction (reading and writing workshop) to ensure accelerated academic reading and writing growth as to increase our students reading at grade level by 10%, as measured by SBAC, by June 2018.

SCHOOL TARGETS for Literacy through a workshop model with differentiated instruction/small groups:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	23.03%	27.03%	31.03%

Other Leading Indicators for Literacy through a workshop model with differentiated instruction/small groups:

We will monitor progress through the use of SRI, Star early literacy, EDL and Star reading assessment.

NEEDS ASSESSMENT for Literacy through a workshop model with differentiated instruction/small groups:

STRENGTHS	CHALLENGES
* 10% increase into Met/Exceed in SBAC ELA * 5% increase in SRI to proficient/at grade level	*not enough students scoring Met/Exceeded on SBAC *not enough students reading at proficient in SRI * too many students are multiple years below in SRI

ROOT CAUSE ANALYSIS
We are making the transition into using all of the balanced literacy components in our dual language context. We need additional professional development in the area of reading and writing workshop particularly in how to differentiate and how to use centers and small groups. We need a more systematic way of teaching vocabulary and word study for the school in both English and Spanish. Right now in Kinder Foro is used and we need to move away from that. Most classes are using Words Their Way and Palabras.

MATHEMATICS PRIORITY:	Mathematics
------------------------------	--------------------

SCHOOL GOAL for Mathematics:

100% of classrooms will implement the math block using the Esperanza Way for the math content block. This is to include number talks, 3 reads or Singapore math and mental math so as to increase out students scoring at grade level in math by 10%, as measured by SBAC, by June 2018.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	20.93%	24.93%	28.93%

Other Leading Indicators for Mathematics:

We will use the SMI as well as the district math benchmarks to monitor progress.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
* 5% increase into Met/Exceeded in SBAC	*not enough students scoring Met/Exceeded on SBAC *not enough students reading at proficient in SMI * too many students are multiple years below in SMI

ROOT CAUSE ANALYSIS
Not enough students are performing at grade level in SBAC. Classroom instruction varies. PD needs to be offered on number talks, head problems/mental math, singapore math, as well as district pacing/curriculum guide. Pd needs to be differentiated.

CULTURE & CLIMATE PRIORITY: PBIS to build a strong culture and community through a Tiered Systems of Support

SCHOOL GOAL for PBIS to build a strong culture and community through a Tiered Systems of Support:

In partnership with community, teachers, families and students we will build more caring school community which will work together to ensure college and career readiness for all students. 100% of classrooms will implement PBIS, so as to ensure our chronic absenteeism stays below 5% and our daily attendance rate stays below 8%, by June 2018.

SCHOOL TARGETS for PBIS to build a strong culture and community through a Tiered Systems of Support:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	4.99%	4.49%	3.99%

Other Leading Indicators for PBIS to build a strong culture and community through a Tiered Systems of Support:

We will look at referral and suspension data. We will also look out our PBIS implementation data and walkthrough assessments with our PBIS partner.

NEEDS ASSESSMENT for PBIS to build a strong culture and community through a Tiered Systems of Support:

STRENGTHS	CHALLENGES
* low chronic absence rate 4.99% *Low suspension rate 0.5% *attendance rate increase by .8 percentage points	95.9% attendance rate *we are not at 100% of school wide PBIS agreements implementation

ROOT CAUSE ANALYSIS

Student expectations vary throughout the school by staff and teachers. Agreements on expectations for student expectations/behavior have to be made and implemented while the school needs to hold each other mutually accountable for the agreed upon expectations.. Teachers and staff need to reinforce expectations throughout the school with consistency.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Language development (Spanish and English) through designated time and integrated ELD/SLD in content

SCHOOL GOAL for Language development (Spanish and English) through designated time and integrated ELD/SLD in content:

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...

SCHOOL TARGETS for Language development (Spanish and English) through designated time and integrated ELD/SLD in content:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	16.80%	19.80%	22.80%

Other Leading Indicators for Language development (Spanish and English) through designated time and integrated ELD/SLD in content:

We will use our CHKS survey data to monitor staff, student and family engagement and satisfaction. We will use chronic absenteeism data as well as daily attendance rate to monitor progress.

NEEDS ASSESSMENT for Language development (Spanish and English) through designated time and integrated ELD/SLD in content:

STRENGTHS	CHALLENGES
* 17 % of students reclassified *CHKS parent survey data 91% satisfied *CHKS student survey data 73% satisfied	*too many students leaving 5th grade without being reclassified *language development varies from boxed curriculum to teacher created designated and integrated ELD

ROOT CAUSE ANALYSIS

The dual language program needs to be cohesive among grade level as well as school in order to produce the results a dual language program is capable of. Teachers do not have a cohesive plan across grade levels and school to support common standards being taught. Unit design has not been completed. More planning time is necessary, while teachers need to be held accountable for completed units and weekly lesson plans. Dual language nonnegotiable need to be identified and implemented.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy through a workshop model with differentiated instruction/small groups:	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.
SCHOOL THEORY OF ACTION for Mathematics:	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.
SCHOOL THEORY OF ACTION for PBIS to build a strong culture and community through a Tiered Systems of Support:	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.
SCHOOL THEORY OF ACTION for Language development (Spanish and English) through designated time and integrated ELD/SLD in content:	If we focus on a few designated and integrated ELD strategies to be incorporated throughout each content/language unit we will increase student understanding and ability to comprehend grade level content and text.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	By June 2018, 100% of teachers will implement differentiation/small group instruction as measured by principal walkthroughs, ILT learning walks, and observations.
---------------------------------	--

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Implement Reading Workshop that includes a mini lesson that is Common Core State Standards aligned, conferencing with students that focuses on goal setting, reading text at their individual reading level and at their grade level using complex text, discussing and interacting with text using academic discussions, which will build of the readers workshop format and use of the 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	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 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. *All support people (TSAs, STIP, CCTL) will align their schedules to Reader's Workshop push-in.
1-2	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.	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.
1-3	Teachers will monitor student progress to ensure acceleration through the use of high leverage strategies which are to include setting Accelerated Reader growth goals, word goals, points earned goals, and words learned while growth data is to be reflected on a grade level bulletin board and follow the school site generated assessment calendar.	*provide PD opportunities at site and within the district on Balanced literacy. *provide set day and time PLC time to plan, analyze data, and create units with grade level team * weekly check-in between the principal, TSA, and common core teacher leader to identify PD needs and monitor progress * organizing data night's (UFA) to focus on progress monitoring and parent education around reader's workshop	Teams will analyze student data which include formative and summative assessments from the district and teacher created through the use of rubrics * Teams will be provided weekly PLC (professional learning community) time to analyze data, reflect, and plan
1-4			SRI will be given 3 times a year to monitor progress
1-5			The data/PD calendar will reflect data conferences after district benchmarks

1-6			Student growth will be reflected on a data wall in office and data bulletin boards by grade level to monitor reading growth
1-7			School wide goal setting by trimester and year
1-8			All classrooms will display explicit content and language objectives for each lesson
1-9			monitor classroom libraries to ensure there are sufficient books and continue to re-stock books using the book project non profit organization
1-10			provide additional AR and front time during ASP to extend learning
1-11			A writing prompt assessment will be given 4 times a year with alternating of languages
1-12			Reading assemblies to celebrate words read and reading growth middle and end of trimester
1-13			AR STAR reading English and Spanish given beginning and middle of trimester to monitor progress
1-14			Kinder teachers will host a before school Welcome event for students and families

Improvement Strategy #2:	By June 2018, 100%of classrooms will consistently implement the eight mathematical practices and ensure meaningful mathematical discourse as measured by walkthroughs, ILT learning walks and observations.
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers will implement a math block which includes the daily lesson, mental math, number talks, singapore math and a spiral review "do now."	*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.

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

Improvement Strategy #3:	By June 2018, the chronic absence rate will drop by 5% from the end of the 2016-2017 school year.
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will work with the SEL program, Caring School Community to reinforce school core values, hold weekly community circles to encourage a positive school culture and climate in an effort to ensure systems and structures of PBIS are in place to accelerate academic achievement while using the referral for additional services as needed by students.	The ILT will create a clear MTSS model for academic and social emotional learning to align services *through the district, teachers will be provided with behavior management trainings as needed such as no nonsense nurturer * work with behavior management personnel from the district * train teachers on Restorative Justice and the Universal Referral Form,	There will be a school wide implementation of student goal setting templates per trimester, core value tickets rewards, trimester perfect attendance awards, and a behavior warnings system in all classrooms. The COST team will meet bi monthly to work with teacher, students, and families to provide tier 1 and tier 2 services needed.
3-2	Teachers will participate in parent teacher conferences, present data, set goals, teach parents at home strategies	Principal 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 will focus on family engagement and participation while coordinating services.

3-3	Teachers will communicate and celebrate student progress with students and parents on a trimester basis, update road to success bulletin boards, teach college chant, and encourage a growth mindset.	By trimester, the principal will hold reading challenge assemblies to monitor student growth progress, monitor words read by class and school and award buttons for reading enough words to make it into a word club.	There will be an implementation of caring school communities reflected in the classroom schedule. The principal and teachers host grade level data nights per trimester.
3-4		The principal and community assistant work to appoint classroom representative by the end of September.	School Site Council (SSC) will be identified in August.
3-5		Leadership will participate in the district PBIS cohort.	Cost team will work with community partners to build parent engagement.
3-6			A teacher-parent committee (PTO) work together to align family engagement work and priorities.
3-7			A school leadership team will participate in the PBIS district cohort and there will be school wide implementation of PBIS as a part of the year 1 cohort with the district.
3-8			Lincoln child center will provide mental health services, support cost team, and work with families.
3-9			School will schedule August gathering of entering K and TK families with teachers to build understanding of Esperanza.
3-10			Principal, community assistant, and parents will maintain a safety patrol for a more safe drop off and pick up.
3-11			An intake protocol will be created to welcome newcomers, homeless students, and foster youth to the community

Improvement Strategy #4:	By June 2018, there will be a reclassification rate of 15%
---------------------------------	--

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
---	------------------------	----------------------------------	--

4-1	Teachers will implement a 50/50 model dual language model to include teacher created social studies units of study and use SIRA science units that allow for teacher collaboration through grade level PLC's where student work is analyzed, lessons are planned, high quality 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 SIRA and unit creation with a common core state standards and dual language focus.
4-2	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.	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.
4-3	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.	Leadership will create a response to intervention tiered system to be implemented through classroom instruction, create a schedule of push in services for the 2 stip subs, TSA, and common core teacher leader with a focus on Spanish language arts for k-2 and English language arts for 3rd-5th.	Time will be given to participate in weekly professional learning communities (PLC's) to create units, lesson plans to ensure implementation of common, weekly common core state standards lessons
4-4	All classrooms will display explicit content and language objectives for each lesson		
4-5		Leadership will participate in the district PBIS cohort.	Cost team will work with community partners to build parent engagement.
4-6			A teacher-parent committee (PTO) work together to align family engagement work and priorities.
4-7			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.

4-8			Lincoln child center will provide mental health services, support cost team, and work with families.
4-9			School will schedule August gathering of entering K and TK families with teachers to build understanding of Esperanza.
4-10			Principal, community assistant, and parents will maintain a safety patrol for a more safe drop off and pick up.
4-11			An intake protocol will be created to welcome newcomers, homeless students, and foster youth to the community

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

177

School:

Esperanza Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$95,662.55	After School Education & Safety (ASES)	Contract with afterschool provider		A1.6: After School Programs	5825				177-1
\$26,000.00	General Purpose Discretionary	grade level PLC time	*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	A2.10: Extended Time for Teachers	1122				177-2
\$9,283.51	General Purpose Discretionary	supplies for academic acceleration	Implement Reading Workshop that includes a mini lesson that is Common Core State Standards aligned, conferencing with students that focuses on goal setting, reading text at their individual reading level and at their grade level using complex text, discussing and interacting with text using academic discussions, which will build of the readers workshop format and use of the 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A2.1: Implementation of CCSS & NGSS	4310				177-3
\$8,000.00	General Purpose Discretionary	copy machine to supplement reading and writing workshop	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.	A2.1: Implementation of CCSS & NGSS	5826				177-4
\$8,159.87	General Purpose Discretionary	Noon supervisor				NOON SUPERVISOR	NOONSV0109	0.30	177-5

\$24,707.72	LCFF Concentration	ELL-focused CCTL	Implement Reading Workshop that includes a mini lesson that is Common Core State Standards aligned, conferencing with students that focuses on goal setting, reading text at their individual reading level and at their grade level using complex text, discussing and interacting with text using academic discussions, which will build of the readers workshop format and use of the 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A4.1: English Learner Reclassification	2100	10 MONTH CLASSROOM TSA	C10TSA9999	0.27	177-6
\$292.28	LCFF Concentration	Supplies to support academic acceleration	Implement Reading Workshop that includes a mini lesson that is Common Core State Standards aligned, conferencing with students that focuses on goal setting, reading text at their individual reading level and at their grade level using complex text, discussing and interacting with text using academic discussions, which will build of the readers workshop format and use of the 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A2.1: Implementation of CCSS & NGSS	4310				177-7
\$27,885.00	LCFF Supplemental	After/before school enrichment with a language focus	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.	A2.10: Extended Time for Teachers	1122				177-8
\$314.89	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Teachers will implement a 50/50 model dual language model to include teacher created social studies units of study and use SIRA science units that allow for teacher collaboration through grade level PLC's where student work is analyzed, lessons are planned, high quality texts are identified, opportunities are provided for oral and written responses, and corrective action plans are made to ensure accelerated learning.	A2.3: Standards-Aligned Learning Materials	4310				177-9
\$12,130.00	LCFF Supplemental	Counselor	Cost team will work with community partners to build parent engagement.	A5.2: Health and Wellness (Mental & Physical Health)	5734				177-10
\$25,700.04	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Cost team will work with community partners to build parent engagement.	A2.2: Social Emotional Learning		10 MONTH CLASSROOM TSA	C10TSA0188	0.30	177-11

\$27,973.82	LCFF Supplemental	STIP to support professional learning and instructional planning for academic acceleration				TEACHER STIP	TCSTIP0438	0.64	177-12
\$29,131.38	LCFF Supplemental	ELL parent education and engagement	The community relations person will focus on family engagement and participation while coordinating services.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff		COMMUNITY RELATIONS AST I BIL	CMRAIB0001	0.40	177-13
\$62,226.85	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Cost team will work with community partners to build parent engagement.	A2.2: Social Emotional Learning		10 MONTH CLASSROOM TSA	C10TSA9999	0.68	177-14
\$614.72	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				177-15
\$15,735.28	Measure G: TGDS	STIP to support TGDS.		A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0438	0.36	177-16
\$2,270.02	Supplemental Program Investment	Supplies to support academic acceleration		A2.1: Implementation of CCSS & NGSS	4310				177-17
\$4,575.50	Supplemental Program Investment	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Cost team will work with community partners to build parent engagement.	A2.2: Social Emotional Learning		10 MONTH CLASSROOM TSA	C10TSA9999	0.05	177-18
\$17,679.47	Supplemental Program Investment	student advisor to implement PBIS and restorative justice	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.	A2.2: Social Emotional Learning		SATELLITE LEAD	SCENRC0002	0.35	177-19
\$45,000.00	Title I Basic	Surplus for instructional teacher leader to accelerate student learning, coach and facilitate PD and PLCs	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 Reader's Workshop practices.	A2.1: Implementation of CCSS & NGSS	4399				177-20
\$7,928.54	Title I Basic	counseling services to support SEL	Lincoln child center will provide mental health services, support cost team, and work with families.	A2.2: Social Emotional Learning	5825				177-21
\$1,772.50	Title I Parent Participation	books to support parent and student learning in our parent resource room	A teacher-parent committee (PTO) work together to align family engagement work and priorities.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4200				177-22

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 _____, 20_____.



School Site Council Membership Roster – Elementary

School Name: ESPERANZA ELEMENTARY

School Year: 2016-2017

Chairperson : SAUL AGUIRRE	Vice Chairperson: ELIZABETH SANCHEZ
Secretary: VERONICA MARTINEZ	*LCAP Parent Advisory Nominee: DANIELA DELGADO
*LCAP EL Parent Advisory Nominee: VERONICA MARTINEZ	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
KATHLEEN ARNOLD	X			
CRITINA SEGURA		X		
IJEOMA EZEH		X		
DOLORES BELECHE		X		
MARIA VACA			X	
SAUL AGUIRRE				X
ELIZABETH SANCHEZ				X
ROBERTO MALDONADO				X
MARIA TIRADO				X
ELEAZAR CUENCA				X

Meeting Schedule (day/month/time)	EVERY 2ND FRIDAY OF THE MONTH @ 8:30AM
--------------------------------------	--

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

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



Title I School Parental Involvement Policy 2016-17

(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

_____ 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.)

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

- 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.)



- 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.)

- 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.)

- 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.)

School-Parent Compact

(Name of school) _____:

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) _____:

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.)

- 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.)

- 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.)



- 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.)

- 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.)

- 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.)

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.)



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

Kathleen Arnold

(Principal's Signature)

10-24-16

(Date)