

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Esperanza Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Esperanza Elementary School
CDS Code: 1612596002190
Principal: Kathleen Arnold
Date of this revision: 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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
kathleen.arnold@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 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 | |

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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: 4.18.16

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

- Fliers in students' home languages
 Announcement at a public meeting
 Other (Notices, Media Announcements, etc.) *robo call*

Signatures:

<u>Kathleen Arnold</u> Print name of School Principal	<u>[Signature]</u> Signature	<u>5.19.16</u> Date
<u>Saul Aguirre</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5.20.16</u> Date
<u>Sondra Aguilera</u> Print name of Network Superintendent	<u>[Signature]</u> Signature	<u>5/26/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>[Signature]</u> Signature	<u>5-26-16</u> Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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 others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
4/18/2016	SSC	We looked at data as well as engaged in conversations around the budget.
3/9/2016	SSC	We reviewed the entire plan and made a few edits to improve the plan.
1/29/2016	faculty	We looked at data from the present year and past school year to determine what we should focus on for budget as well as big rocks.
1/26/2016	ILT	The ILT engaged with the SPF to determine what next steps were needed for the school. We did a root cause analysis on why our reclassification rate had dropped. English language development and Spanish language development became a big rock for 2016-2017

2016-2017 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	\$57,881.41	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$208,098.02	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$23,817.45	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$95,910.38	TBD
TOTAL:	\$385,707.26	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$71,854.73	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,841.92	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$73,696.65	\$0.00

ABOUT THIS SCHOOL

School Description

Esperanza Elementary School is a K-5 Spanish immersion language school in East Oakland whose unique “50-50” approach supports strong learning in both English and Spanish. We serve a student population that is 97% Latino and 2 percent African American, and 1 percent Asian, while 87 percent of our students are English Language learners. We offer a range of support for our students and their families through our Coordination of Services team (COST) (coordination of services team) team and student study team (SST). Our teachers also reach beyond the classroom to create strong connections between school and home. We also have strong partnerships with several community organizations, including: Lincoln Child Center, OUSD nurse Caring School Community, and a fresh produce market. BACR, our afterschool program provider, provides academic acceleration for literacy through blended learning as well as provides opportunities for enrichment. We provide academic enrichment through programs such as, Upward Roots, Tech Bridge, VTS (visual thinking strategies) in partnership with the Mexican Museum, and Opera a la Carte. Our campus is a home to a Pre-K Child Development Center. We also offer an Adult Education program, including GED and English classes.

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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Literacy through a workshop model with differentiated instruction/small groups
Major Improvement Priority #2:	Language development (Spanish and English) through designated time and integrated ELD/SLD in content
Major Improvement Priority #3:	PBIS to build a strong culture and community through a Tiered Systems of Support

MAJOR IMPROVEMENT PRIORITY #1:

Literacy through a workshop model with differentiated instruction/small groups

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
40 students reclassified in 2015-2016	SBAC ELA, low rate of achievement 13.2% at or above
2014-2015 SRI growth rate of 6.7 into proficient	SRI overall status of proficient is 20.1%
2015-2016 midyear growth SRI: 14% out of multiple years below at and above increase of 7%	CELDT data from 2015-2016 40% of students remained flat

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The data shows that we are making growth but the overall multiple years below is too high of a percent. The beginning of the year data from 2014-2015 to 2015-2016 showed that we began with the same percent of multiple years below. The balanced literacy approach is being implemented and we are seeing growth in SRI, however we need more growth and we need to keep the growth made from one year to the next. We need to have a stronger, clearer focus on talk, text, task, and time to ensure we are allowing for rich academic discourse, more independent reading time, analyzing complex text and collaboration. The leadership team is learning side by side with teachers therefore we are not yet experts. Teaching staff and leadership must use resources to learn the curriculum more deeply.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Students do not have multiple opportunities to interact with complex text. Teachers will be supported to use the gradual release approach for their mini-lessons: I do, We do, You do, so students are guided on how to use their independent reading time. Also, teachers will use the authentic literacy template.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	100% of classrooms will implement small group instruction (reading and writing workshop) to ensure accelerated academic reading and writing growth	SBAC ELA	All Students	13.2%	23.2%	33.2%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	Increase by 10% the amount of students reading at grade level	SRI	All Students	20.1%	30%	40%	3: Students are reading at or above grade level.
Academic	2nd-5th grade students will increase by at least 1.5 years growth in reading comprehension as measured by Accelerated Reader in both Spanish and English	SBAC ELA	All Students	40%	65%	85%	3: Students are reading at or above grade level.
Academic	60% of kindergarten and 1st grade will be on grade level by the end of the year according to DRA in Spanish	DRA	All Students	37%	60%	80%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Literacy through a workshop model with differentiated instruction/small groups*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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 teh 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.
Implement Writers Workshop that includes a mini lesson which is Common Core State Standards aligned and confering 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.

<p>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.</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</p>	<p>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>SRI will be given 3 times a year to monitor progress</p>
		<p>The data/PD calendar will reflect data conferences after district benchmarks</p>
		<p>Student growth will be reflected on a data wall in office and data bulletin boards by grade level to monitor reading growth</p>
		<p>School wide goal setting by trimester and year</p>
		<p>All classrooms will display explicit content and language objectives for each lesson</p>
		<p>monitor classroom libraries to ensure there are sufficient books and continue to re-stock books using the book project non profit organization</p>
		<p>provide additional AR and MyOn time during ASP to extend learning</p>
		<p>A writing prompt assessment will be given 4 times a year with alternating of languages</p>
		<p>Reading assemblies to celebrate words read and reading growth middle and end of trimester</p>
		<p>AR STAR reading English and Spanish given beginning and middle of trimester to monitor progress</p>
		<p>The newcomer teacher will provide differentiated instruction to newcomers through a push in and pull out model</p>
		<p>Kinder teachers will host a before school Welcome event for students and families</p>

MAJOR IMPROVEMENT PRIORITY #2:**Language development (Spanish and English) through designated time and integrated ELD/SLD in content**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
2014-2015 SRI growth 6.7% increase to proficient to 20.1%	Low reclassification rate of 6% in 2014-2015
2015-2016 mid year increase into proficient 7%	SBAC ELA, low rate of achievement 13.2% proficient (at or above)
42 students reclassified in 2015-2016	Teachers are doing the heavy lifting of language development. Students are not practicing the language component of the lesson.

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
The data shows that we are making growth but we need to put systems and structures in place to accelerate the growth for all students.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
All content area lessons need to begin with a content and language objective, so students will have a clear understanding of what they will learn during the lesson. A rigorous common core aligned task needs to drive the lesson with ample time for collaboration and academic discourse. Teachers do most of the talking and heavy lifting, while not enough time is allowed for student independent practice. Teacher teams and instructional coaches will be provided PD around ELD and Common Core standards. Pd needs to be provided to balance task, text, time, and talk.

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	A dual Language program of 50% English instruction and 50% Spanish instruction will be implemented in Kindergarten 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.	EL Reclassification	English Learners	6%	16%	26%	4: English learners are reaching English fluency.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	Increase by 23 percentage points the percent of students in Kindergarten and 1st grade at grade level on DRA	DRA	All Students	37%	60%	80%	3: Students are reading at or above grade level.
Academic	Increase by 20 percentage points the percent of students making over 1 years growth on the SRI	SRI	All Students	50%	70%	90%	3: Students are reading at or above grade level.
Academic	increase the percent of students reclassifying by 10%	EL Reclassification	English Learners	6%	16%	26%	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Language development (Spanish and English) through designated time and integrated ELD/SPD in content*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will implement a 50/50 model dual language model to include teacher created units of study 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 with a common core state standards and dual language focus.
Teachers will implement integrated and designated (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, newcomer 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.

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
All classrooms will display explicit content and language objectives for each lesson		

MAJOR IMPROVEMENT PRIORITY #3: PBIS to build a strong culture and community through a Tiered Systems of Support

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
Healthy kids survey students 77.2% satisfaction	Chronic absenteeism rate is 10% and decreased by 3.6%
Healthy kids survey parents 81% satisfaction	Suspension rate is low (.8) however, increase from last year is a negative growth rate of .8%
Healthy kids survey staff 93.6% satisfaction	We need to improve our use of the universal referral form and input into AERIES to track referrals.

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The data shows that stakeholders are satisfied with the educational approach and programs tht are being offered. The data shows that chronic absenteeism is improving.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

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

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
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Climate/ Culture Domain	In partnership with community, teachers, families and students and more caring school community will work together to ensure college and career readiness for all students.	Chronic Absence	All Students	10%	7%	5%	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	United For Achievement data nights will take place 4 times a year to set goals and monitor student progress.	Culture/ Climate: Parent	All Students	50%	65%	75%	6: Parents and families are engaged in school activities.
Climate & Culture	Chronic absenteeism will decrease by 3%	Attendance Rate	All Students	10%	7%	5%	1: Graduates are college and career ready.
Climate & Culture	There will be at least a 20 parent increase of parent participation in SSC.	Culture/ Climate: Parent	All Students	20	40	60	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *PBIS to build a strong culture and community of student engagement and family participation*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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.
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.

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.
	The principal and community assistant work to appoint classroom representative by the end of September.	School Site Council (SSC) will be identified in August.
	Leadership will participate in the district PBIS cohort.	Cost team will work with community partners to build parent engagement.
		A teacher-parent committee (PTO) work together to align family engagement work and priorities.
		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.
		Lincoln child center will provide mental health services, support cost team, and work with families.
		School will schedule August gathering of entering K and TK families with teachers to build understanding of Esperanza.
		Principal, community assistant, and parents will maintain a safety patrol for a more safe drop off and pick up.
		An intake protocol will be created to welcome newcomers, homeless students, and foster youth to the community

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$95,910.38	After School Education & Safety (ASES)	BACR contract	after school program	A1.6: After School Programs	5825	n/a	n/a	n/a	177-1	177
\$22,060.00	General Purpose Discretionary	teacher extended contract for grade level meetings	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	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	177-2	177
\$17,046.41	General Purpose Discretionary	supplies	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 teh 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	177-3	177
\$775.00	General Purpose Discretionary	meeting refreshments	A teacher-parent committee (PTO) work together to align family engagement work and priorities.	A2.2: Social Emotional Learning	4311	n/a	n/a	n/a	177-4	177
\$8,000.00	General Purpose Discretionary	Lincoln child center contract	Lincoln child center will provide mental health services, support cost team, and work with families.	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	177-5	177
\$10,000.00	General Purpose Discretionary	equipment maintenance	AR STAR reading English and Spanish given beginning and middle of trimester to monitor progress	A2.1: Implementation of CCSS & NGSS	5620	n/a	n/a	n/a	177-6	177
\$17,047.03	LCFF Concentration	Psych 1.5 Days	Leadership will participate in the district PBIS cohort.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5734	n/a	n/a	n/a	177-7	177
\$6,700.00	LCFF Concentration	teacher extended contract for student acceleration	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	1120	n/a	n/a	n/a	177-8	177
\$70.42	LCFF Concentration	supplies	Implement Writers Workshop that includes a mini lesson which is Common Core State Standards aligned and confering with students to accelerate progress in the writing genres of opinion, narrative, and informative.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	177-9	177
\$27,673.91	LCFF Supplemental	TSA	*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	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0188	0.3	177-10	177
\$35,970.19	LCFF Supplemental	community liason	The community relations person will focus on family engagement and participation while coordinating services.	A3.3: Family Engagement focused on Literacy Development	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB0001	0.5	177-11	177
\$8,485.44	LCFF Supplemental	library clerk	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 teh 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A2.9: Targeted School Improvement Support	n/a	LIBRARY CLERK	LIBCLK0011	0.15	177-12	177
\$25,041.92	LCFF Supplemental	Extended Contract	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	A2.10: Extended Time for Teachers	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0069	0.3	177-13	177

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$48,848.30	LCFF Supplemental	stip sub	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 teh 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP9999	1	177-14	177
\$42,736.29	LCFF Supplemental	stip sub	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 teh 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0438	1	177-15	177
\$19,341.97	LCFF Supplemental	Psych 1.5 Days	Cost team will work with community partners to build parent engagement.	A3.2: Reading Intervention	5734	n/a	n/a	n/a	177-16	177
\$19,799.36	Measure G (School Libraries)	library clerk	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 teh 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A2.9: Targeted School Improvement Support	n/a	LIBRARY CLERK	LIBCLK0011	0.35	177-17	177
\$1,200.64	Measure G (School Libraries)	library books	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 teh 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A2.9: Targeted School Improvement Support	4200	n/a	n/a	n/a	177-18	177
\$21,368.15	Measure G (TGDS)	stip sub	Teachers will participate in parent teacher conferences, present data, set goals, teach parents at home strategies	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0603	0.5	177-19	177
\$23.88	Measure G (TGDS)	supplies	School wide goal setting by trimester and year	A2.8: Data & Assessment	4310	n/a	n/a	n/a	177-20	177
\$1,320.00	Measure G (TGDS)	subs for CELDT testing	Teachers will implement integrated and designated (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.	A4.1: English Learner Reclassification	1150	n/a	n/a	n/a	177-21	177
\$5,159.00	Program Investment	Extended Contract	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	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	177-22	177
\$12.01	Program Investment	supplies	monitor classroom libraries to ensure there are sufficient books and continue to re-stock books using the book project non profit organization	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	177-23	177
\$20,000.00	Program Investment	recess coach	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.	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	177-24	177
\$7,453.43	Program Investment	blended learning program	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 sote generated assessment calendar.	A3.1: Blended Learning	5846	n/a	n/a	n/a	177-25	177

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$64,572.45	Title I Basic	TSA	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	n/a	10 MONTH CLASSROOM TSA	C10TSA0188	0.7	177-26	177
\$5,428.00	Title I Basic	blended learning program	AR STAR reading English and Spanish given beginning and middle of trimester to monitor progress	A3.1: Blended Learning	5846	n/a	n/a	n/a	177-27	177
\$1,854.28	Title I Basic	classroomlibrary books	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 teh 4 T's (talk, text, task, time) to ensure a quality implementation of reader's workshop.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	177-28	177
\$1,841.92	Title I Parent Participation	Parent participation	School Site Council (SSC) will be identified in August.	A3.3: Family Engagement focused on Literacy Development	5825	n/a	n/a	n/a	177-29	177

Esperanza 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

Title I School Parental Involvement Policy 2015-16

Esperanza agrees to implement the following statutory requirement
(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 I 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 I Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

parents are invited and notified of meetings through flyers, posters, newsletters and robo calls

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

SSC meetings, coffee with the principal, parent workshops: nutrition classes, exercise classes, retired principal workshops for parent directed topics

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

through SSC

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

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

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

at SSC data review

- 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.)

2nd Monday of each month, 1st Monday of each month

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

UFA, parent teacher conferences, reading assemblies

- 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.)

UFA, SSC

- 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.)

this happens through all meetings held at school for parents

- 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.)

bilingual meetings for all to be included

- 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.)

bilingual notifications and communications home

- 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.)

always bilingual speakers, notifications letters

Accessibility

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

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

documents are translated into spanish and explained in spanish

Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

September 2015

This policy was adopted by the (name of school) Esperanza School Site Council on (mm/dd/yy) and will be in effect for the period of 2015-2016. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before Sept. 2015. It will be made available to the local community on or before Oct 2015. 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.

Kathleen Arnold

Principal's Signature

Sept. 2015

Date





School Site Council Membership Roster – Elementary

School Name: Esperanza Elementary

School Year: 2015-16

Chairperson : Eney Gomez	Vice Chairperson: Veronica Gomez
Secretary: Cristina Segura / Eleazar Cuenca	*LCAP Parent Advisory Nominee: Eleazar Cuenca
*LCAP EL Parent Advisory Nominee: Danelia Delgado	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Kathleen Arnold	X			
Eney Gomez				X
Danelia Delgado				X
Eleazar Cuenca				X
Leticia Rebollo				X
Veronica Gomez				X
Cristina Segura		X		
Dolores Beleche		X		
Ijeoma Ezeh		X		
Maria Vaca			X	

Meeting Schedule (day/month/time)	2nd Monday of each 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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15