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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Esperanza Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Esperanza Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Esperanza Elementary School
CDS Code: 1612596002190
Principal: Cristina Segura
Date of this revision: 5/18/2020

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

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

Contact: Cristina Segura
Address: 10315 E Street
Oakland, CA 94603

Position: Principal
Telephone: 510-639-3367
Email: cristina.segura@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site:

Esperanza Elementary School

Site Number: 177

☒ Title I Schoolwide Program

☐ Title I Targeted Assistance Program

☐ Comprehensive Support & Improvement (CSI)

☐ Targeted Support & Improvement (TSI)

☐ Additional Targeted Support & Improvement (ATSI)

☒ After School Education & Safety Program (ASES)

☒ Local Control Funding Formula (LCFF) Base Grant

☒ LCFF Supplemental Grant

☒ LCFF Concentration Grant

☐ 21st Century Community Learning Centers

☐ School Improvement Grant (SIG)

☐ Low-Performing Students Block Grant (LPSBG)

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

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

Date(s) plan was approved: 5/18/2020

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:

Cristina Segura
Principal

Kathleen Arnold
SSC Chairperson

Kathleen Arnold

Network Superintendent

Lissa Spielman

Director, Strategic Resource Planning

Jody London

Jody London
President, Board of Education

[Signature]
Signature

[Signature]
Signature

K. Arnold

[Signature]
Signature

[Signature]

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

5/26/20
Date

5-126/20
Date

6/5/20

Date

6/30/2020

Date

8/27/2020

8/27/2020

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|--------------------------------|---|
| 1/21 | Instructional Leadership Group | SPSA goals review and revision. Goal was to align the goals to the work we will do next year. |
| 2/4/2020 | Instructional Leadership Group | ILT work session to flesh out teacher, leadership and organizational practices that aligned to school goals. |
| 2/21/2020 | SSC & SELLS combined | SPSA engagement. Shared rationale and overview of site plan. Had parents and teachers discuss the different goals and make suggestions to add or think about. |
| 3/6/2020 | SSC & SELLS combined | Review, Finalize and sign the assurances page |
| 3/25/2020 | SSC & SELLS combined | Finalize the Carryover and title 1 and title 4 spending. |
| 5/18/2020 | SSC & SELLS combined | Vote on Finalized SPSA, Vote on finalized budget for title 1 and title 4. |
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2020-2021 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$117,420.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$663,036.00 |

Federal, State, and Local Funds

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

| Federal Programs | Projected Budget | Final Budget | State and Local Programs | Projected Budget | Final Budget |
|--|---------------------|---------------|---|---------------------|---------------|
| Title I, Part A: Schoolwide Program (Title I #3010) | \$114,948.00 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$22,991.00 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$2,472.00 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$322,150.00 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0.00 | TBD | Local Control Funding Formula Concentration Grant (LCFF Concentration #0003) | \$87,170.00 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | \$0.00 | TBD | After School Education and Safety Program (ASES #6010) | \$113,305.00 | TBD |
| School Improvement Grant (SIG #3180) | \$0.00 | TBD | Low-Performing Students Block Grant (LPSBG #7510) | \$0.00 | TBD |
| | | | Measure G (Measure G #9334) | \$0.00 | TBD |
| | | | Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332) | \$0.00 | TBD |
| | | | Measure N: College & Career Readiness For All (Measure N #9333) | \$0.00 | TBD |
| SUBTOTAL OF FEDERAL FUNDING: | \$117,420.00 | \$0.00 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$545,616.00 | \$0.00 |

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| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$663,036.00 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** Esperanza Elementary School**School ID:** 177**School Description**

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

School Mission and Vision**VISION**

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

MISSION

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

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

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|---------------------------------|---|---|
| <i>College/Career Readiness</i> | Advance/Adelante whole school adoption and implementation. Baby College learning class for early learning program. Adult Education focusing on ESL and GED courses where many parents and community members attend. | Cohesion and instructional coherence. Curriculum includes all components of Balanced literacy. Curriculum includes complex texts and guided reading sets. Baby College provides early learning for parents and young children. Adult education on site offers courses for parents and community members to receive GED and ESL instruction. |

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| <i>Focal Student Supports</i> | <p>EL - leveled ELD classes for 3rd-5th EL students. Teachers who chose to are given extendend contract to provide intervention for focal students.</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p> | <p>Students in grades 3-5 receive daily 30 minute differentiated ELD from a teacher who only teach 1 level of ELD. Teachers are using the ELD component of Advance for level 2 and 3. Students who scored in ELPAC 1 are recieving the newcomer curriculum. Students are receiving instruction at their level and are developing English language development with students at their level. Intervention funds were available because we were unable to hire a TSA.</p> |
| <i>Student/Family Supports</i> | <p>Safe passages resource manager and litearcy tutors. Food pantry deliveries on Wednesday and pantry on school-site. Psychological services for student to support students in the academic setting. Noon supervisors to support the Recess Coach to support students with safe and positive play.</p> | <p>The resource manager supports us with family support to any and all resources. They help with community outreach and plan workshops for family engagement. Literacy tutors were also placed in Kinder and 1st grade classrooms to support students who are struggling. Having noon supervisors and a recess coach dramatically impacts the safe positive play that occurs outside. This helps to teach the whole child in safe and postive play. Esperanza families depend on food pantry and it provides them with another source. Child Lincoln Center provides intervention support for students in the classroom. one-on-one counseling support and also whole family support for some families. We also spend money from our budget to buy and extra 1/2 psychologist to support students.</p> |

| <i>Staff Supports</i> | <ol style="list-style-type: none"> 1. Two cycles of advance/adelante PD 2. New teacher support from TSA | <ol style="list-style-type: none"> 1. A cycle of learning was dedicated to spending time to deconstruct and understand the curriculum. Time and coaching was given to all teachers during PD to support them with how to plan the curriculum for the 2 languages. Teachers were able to share and support each other using consultancy protocols. 2. TSA supports new teachers in planning, co-teaching, observations, and afterschool support meetings. She also serves as a BTSA coach to teachers on site. |
|---------------------------------|---|--|
| Focus Area: | Priority Challenges | Root Causes of Challenges |
| <i>College/Career Readiness</i> | <ol style="list-style-type: none"> 1. Advance/Adelante year 1 of roll out for 3rd-5th implementation dip support with planning and instruction needed. 2. Didn't start year with Full teaching staff and retention is an issue. 3. Esperanza way of instruction was interrupted. Need of Instructional coherence. 4. Guided reading and differentiation is needed. PLC time needed. 5. Access to technology. 5. Educating the whole child | <ol style="list-style-type: none"> 1. Teachers require coaching support and extended contract time to plan for academic achievement. 2. ILT and teacher teams need additional extended contract to support new teachers and recruitment efforts. 4. Teachers need PLC time to plan differentiation and look at data and work on problems of practice. 5. Students need access to high quality technology to support them to be college and career ready. 6. Students need educational opportunities that support the whole child. 7. Early literacy supports are needed such as literacy tutors or aides to support struggling students who come with no schooling or newcomers. Students need equitable engaging opportunities to go on field trips and to have arts, music to enhance their learning and exposure. |

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| <p><i>Focal Student Supports</i></p> | <ol style="list-style-type: none"> 1. Newcomer supports are needed. 2. EL , EO, African American and students with IEP's require small group differentiation too, many did not get small group differentiation until January 2020 due to new curriculum challenges and lack of staffing. 3. Chronic Absence: We have a new SDC classroom with medically fragile students. 4. Parent workshops around attendance, CSM to communicate with families needed. Large number of extended independent studies that are affecting student success. 5. 6.33% students are absent (as of 1-2020) and therefore, missing instruction. 6. Restorative Justice practices/PBIS are not being used with fidelity, need trained staff and workshops and training. 7. More direct support during recess to enhance positive healthy play and reduce at risk behavior. | <ol style="list-style-type: none"> 1. newcomers students need intervention and acceleration. 2. EL, EO, African American and IEP students need support with differentiated guided reading instruction. 3. Many of the students in the SDC are medically fragile. We will work closely with SDC to support students coming to school when they can. Students also encounter transportation issues. 4. Parent education and workshops are needed to support parents with being advocates for their child and increase parental involvement and education. 5. A CSM ,workshops, and parent education will help build relationships with parents and discuss the implications of education. 6. Not all teachers are trained in restorative justices. The need for training for all teachers. We need trained staff to support SEL/PBIS and restorative justice. 7. To decrease fights and suspensions we need a trained positive recess coach and noon supervisors to support all students play safely during recess time. <p>The items listed above will all help support the students to be more successful during our program. Our newcomers require differentiation to support them as they navigate a new educational system. Without a TSA, instructional facilitator, or caoch teachers will be lacking in the type of professional development and coaching they they require to be data driven and refine their practice. Our EL students need intervention and differentiated instruction both during and outside of the classroom to increase their student outcomes. These students require extra individualized and small group instruction to make the gains needed. Without the professional development and coaching needed to supprot teachers to differentiate and do effective small group instruction student outcomes will not improve. We will continue to work with parents to build</p> |
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| <i>Student/Family Supports</i> | <ul style="list-style-type: none"> 1. Librarian needed to support literacy 2. supports the whole child both inside the classroom and outside the classroom. 3. SEL supports with restorative justice and positive school discipline and tier 2/3. 4. Support to decrease chronic attendance. 5. Parents are encouraged to volunteer and given the resources to support them. 6. Workshops and engagement activities are planned to support family involvement, engagement, and volunteering. | <ul style="list-style-type: none"> 1. Full librarian is needed to support students and families. 2. A recess coach or extra noon supervisor ensure student safety. Recess coaches supports with SEL, games, and safe play. 3. SEL support is needed. 4. Restorative Justice is needed to support positive student outcomes, PBIS. 5. Workshops for parents around reclassification to support students. 6. use data, differentiate instruction, and provide intervention to support all EL students to move up one level each year on ELPAC to all students reclassify by 5th grade. 7. Fingerprinting for parents, workshop opportunities and conferences will support the connection between family student learning. |
| <i>Staff Supports</i> | <p>TSA is needed for PD, coaching, testing. support PBIS tier 2 and 3. Chronic absence</p> | <p>Teachers need coaching and planning support. They also require well developed professional learning. Teachers need time to plan instruction and differentiation. Teachers need resources and supports to move students toward proficiency in both languages and reclassification. Teachers require release days to work with their colleagues to increase student outcomes. Teachers need substitutes for assessment support. Without this support instructional coherence suffers. Also teachers require quality PD to support them in the work they need to do.</p> |

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

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| School Goal for May 2023: | 100% of students will engage in a balanced literacy day which includes both English and Spanish language arts. All students will engage in complex texts and academic discussions. All students will be provided differentiated reading and math groups. 100% of students will engage in the "Esperanza Math block" which include number talks, 3 reads or Singapore math and mental math so as to increase out students scoring at grade level in math by 10%, as measured by SBAC, by May 2021 |
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Instructional Focus Goal: All students experience success in the early years.

| Measure | Target Student Group | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|---------------------------------|---------------------------|-------------------------|-----------------------|---------------------|---------------------|
| K at or above Benchmark | All Kindergarten Students | +5pp | 65.4% | n/a | 60.0% |
| 1st Grade at or above Benchmark | All Grade 1 Students | +5pp | 50.0% | n/a | 70.0% |

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

| Measure | Target Student Group | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|--|------------------------|-------------------------|-----------------------|---------------------|---------------------|
| SBAC ELA | All Students | +15 points DF3 | -45.0 | n/a | -25.0 |
| Reading Inventory (SRI) Growth of One Year or More | All Grade 3-5 Students | +5pp | 32.6% | n/a | 42.0% |

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

| | | | | | |
|----------------|--------------|----------------|-------|-----|-------|
| SBAC Math | All Students | +15 points DF3 | -39.8 | n/a | -10.0 |
| CAST (Science) | All Students | TBD | 10.4% | n/a | 30.0% |

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

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| School Goal for May 2023: | 100% of EL students will receive differentiated small group reading instruction in both languages to support literacy growth within their classroom. EL focal students per grade level will receive pull out guided reading services. EL students will receive designated ELD for 30 minutes a day 5x per week to ensure accelerated academic reading and writing growth as to increase our students reading at grade level by 10%, as measured by SBAC, by May 2021 |
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

| Measure | Target Student Group | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|---------|----------------------|-------------------------|-----------------------|---------------------|---------------------|
|---------|----------------------|-------------------------|-----------------------|---------------------|---------------------|

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|--|----------------------------|----------------|-------|-----|-------|
| SBAC ELA | Students with Disabilities | +20 points DF3 | -95.5 | n/a | -70.0 |
| SBAC ELA | English Learners | +20 points DF3 | -74.7 | n/a | -50.0 |
| Reading Inventory (SRI) Multiple Years Below Grade Level | All Grade 3-5 Students | -5pp | 43.5% | n/a | 40.0% |
| Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i> | | | | | |
| SBAC Math | Students with Disabilities | +20 points DF3 | -85.9 | n/a | -60.0 |
| SBAC Math | English Learners | +20 points DF3 | -65.8 | n/a | -45.0 |
| Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i> | | | | | |
| ELL Reclassification | English Learners | Reclassify 16% | 12.6% | n/a | 35.0% |
| LTEL Reclassification | Long-Term English Learners | Reclassify 25% | 25.0% | n/a | 35.0% |

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

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| School Goal for May 2023: | In partnership with community, teachers, families and students we will build more caring school community which will work together to ensure college and career readiness for all students. 100% of classrooms will implement PBIS, practice the Esperanza school norms (make good decisions, show respect, and solve problems), and teach and reinforce the Esperanza core values (respect, empathy, scholarliness, determination, diversity, and service) so as to ensure our chronic absenteeism stays below 5% and our daily absence rate stays below 8%, by May 2021. |
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Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

| Measure | Target Student Group | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|---------------|----------------------------|-------------------------|-----------------------|---------------------|---------------------|
| Connectedness | All Students | +5pp | 74.1% | n/a | 90.0% |
| Suspensions | All Students | -2pp | 0.3% | n/a | 0.0% |
| Suspensions | African-American Students | -2pp | n/a | n/a | n/a |
| Suspensions | Students with Disabilities | -2pp | 0.0% | n/a | 2.5% |

| | | | | | |
|-----------------|---------------------------|------|-------|-----|-------|
| Chronic Absence | All Students | -2pp | 25.1% | n/a | 15.0% |
| Chronic Absence | African-American Students | -2pp | n/a | n/a | n/a |

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

| School Goal for May 2023: | | All teachers will engage in Professional Development weekly which includes cycles of inquiry and cycles of learning in Language Arts in a dual language context and Math. All teachers will receive at least 1 trimester of coaching sessions by a TSA | | | |
|--|--------------|--|-----------------------|---------------------|---------------------|
| Measure | Target Group | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
| Teacher Retention | All Teachers | TBD | 73.0% | 85.0% | 90.0% |
| All teachers are trained in Advance/Adelante | All Teachers | TBD | n/a | n/a | 90.0% |

1D: IDENTIFIED NEED

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

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

The students at my school face many inequities daily. The inequities range from custodial expectations to teacher retention. In 2019-20 We had 10/15 teachers who were fully credentialed and 5 new hires. For 2020-21 we are expecting 4 to 5 new hires as well. Teacher retention is a problem which directly correlates to student outcomes. When we hire new teachers they range from emergence credential to veteran teachers. However, most are brand new to dual language. Students are then often not matched with experienced, fully credentialed teachers. Teacher retention is a problem because teachers cannot afford to stay in Oakland or the profession itself. This is a huge inequity because our students who need so much to be successful are often not matched with qualified credentialed teachers who will stay in Oakland. Also teachers need support within the school site so they can be successful. Data suggests that the most critical factor to student success is teacher efficacy. Therefore, it is critical that we have the personnel on site to support and coach our teachers. We need the funding so we can have a TSA to support teacher lesson planning, observations, and co-teaching. Students also do not have the same academic opportunities as other students. For example we do not have a PTSA who can fundraise all the money it requires to hire extracurricular activities such as art, music and dance. Also we cannot afford to go on field trips where private busses are necessary to get to the location. The students need additional support to level the achievement gap. We get some money from title I but it is not enough money to support all kids in both languages. We need additional title I money so they can get the intervention support that they require to be college and career ready. We require a reading specialist so our students are getting quality guided reading instruction from a specialist. We also need additional funding from the district base level so we can have programs like art and music. Our site has a high number of EL students currently we have 78% of students who are EL. Esperanza is among one of the highest percentage in the district with EL Students. We also have quite a few newcomer students. EL students and newcomers require additional support by trained individuals to help them achieve academically. A newcomer teacher would benefit students to get the support that they need. We find it incredibly inequitable and unrealistic to expect a brand new teacher who is on an intern or emergency credential to be fully prepared to meet the needs of all the EL and newcomer students who vary in reading and math levels. Our teachers and students deserve more.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

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| 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE | |
| School: Esperanza Elementary School | SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA |
| 2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA) | |
| 19-20 Language & Literacy Priority: | Literacy through a workshop model with differentiated instruction/small groups |
| Theory of Change: | If we use formative and summative assessment data to identify flexible groupings for small group instruction during reading and writing workshop specifically keeping in mind our English language learners, foster youth, and low income students we will increase students reading level by 1.5 years growth. Through assessment data including SRI, AR, DRA/EDL we will identify a focal group of students who will work with the literacy interventionist daily and will use LLI or Soluciones. This differentiation will impact Gate students, English language learners, low income students, foster youth as well as African American students. |
| Related School Goal: | 100% of classrooms will implement small group instruction (reading and writing workshop) to ensure accelerated academic reading and |
| Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | |
| We are using the Advance/Adelante curriculum in K-5. We provided PD for the first cycle to provide teaching support, scheduling, planning, and implementation. We continued with our 50% of time English instruction and 50% Spanish instruction. We have also invested in literacy tutors for our kinder classrooms so as to ensure all students are prepared for 1st grade. We have stip subs that work with small guided reading groups in both English and Spanish. | |
| What evidence do you see that your practices are effective? | |
| According to our SBAC data we continue to grow towards standard in both ELA and Math. Additionally we have achieved a higher rate on reclassification than the district average. We continue to use data to guide our cycles of inquiry and the ILT decides on the scope and sequence of each cycle of professional development. | |
| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | |
| The changes will be made will be more aligned to the new curriculum we are using in all our classrooms, Advance and Adelante. This curriculum doesn't include an acutal writing and reading workshop although it does have time for guided reading and writing conferring. It also has many assessments that mirror SBAC questions. We will be using these assessments in Spanish for next year since we are using IAB in English. | |
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| 19-20 Standards-Based Instruction Priority: | Mathematics |
| Theory of Change: | If we focus on a specific set of mathematical practices school wide such as, number talks, mental math and Singapore math we will increase students performing at grade level in math. If we focus on the language of math with providing a content/language objective we will further engage our language learners, foster youth and low income students. |
| Related School Goal: | 100% of classrooms will implement the math block using the Esperanza Way for the math content block. This is to include number talks, 3 reads or Singapore math and mental math so as to increase out students scoring at grade level in math by 10%, as measured by SBAC, by May 2020. |

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| Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | |
| Returning teachers at Esperanza continued to teach the "Esperanza Math Block" however the new teachers needed additional support like elbow coaching and feedback to be able to implement the Math block with fidelity. In addition many teacher find it challenging to pull small groups during math time due to time and planning. We will engage in a PD cycle that focuses on the mathematical practices and the rigor and productive struggle that needs to be addressed regarding challenging word problems. | |
| What evidence do you see that your practices are effective? | |
| When teachers use a consistent structure for implementation with the Esperanza Math block students receive a daily spiral review which will support them in strengthening and retaining math skills. In addition with an i do, we do, you do structure students receive the direct instruction and guidance they need in order to complete problems independently. | |
| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | |
| We will include specific rounds of instructional coaching, observation and feedback to ensure all teachers are teaching the Esperanza Math block consistently and with fidelity. | |
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| 19-20 Conditions for Student & Adult Learning Priority: PBIS to build a strong culture and community through a Tiered Systems of Support | |
| Theory of Change: | If we focus on creating a strong PBIS plan with a clear focus on tier 1 supports students will feel more connected to the school community allowing for an increase in social emotional awareness and investment in academic tasks to ensure a decreased rate of chronic absenteeism. |
| Related School Goal: | In partnership with community, teachers, families and students we will build more caring school community which will work together to ensure college and career readiness for all students. 100% of classrooms will implement PBIS, so as to ensure our chronic absenteeism stays below 5% and our daily absence rate stays below 8%, by May 2020 |
| Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | |
| This year we started the year with a lot of vacancies so consistent coaching and feedback was not offered during the first 6 weeks of the school year around PBIS and tier 1 strategies. New teachers received some support but not as much as they usually get since the SEL TSA was placed into a classroom to cover a vacancy. In addition attendance was affected due to the vacancies in TK and Kinder. Once we were fully staffed we continued our work with Tier 1 supports with all teachers including the use of the eaglet tickets. We continue to have a student store where students can turn in their tickets as incentives. We began perfect attendance celebrations in December. | |
| What evidence do you see that your practices are effective? | |
| Currently there is not enough data to support the practices are effective. | |
| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | |

In the beginning of the year we will hold a meeting with parents who typically take extended vacations to show the impact this has on attendance and academic performance. We will also continue with perfect attendance awards starting in August. Teachers will also take a more active roll in attendance by giving a warm welcome back when students return. Our CSM will continue to call home and offere support and resources.

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| 19-20 Conditions for English Language Learners Priority: | Language development (Spanish and English) through designated and integrated ELD/SLD in content |
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| Theory of Change: | If we focus on teaching language in all content areas to ensure all units are integrated with content, language and literacy, we will improve both our reclassification rate and our reading levels in both Spanish and English. |
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| Related School Goal: | A dual Language program of 50% English instruction and 50% Spanish instruction will be implemented in TK through 5th grade to increase by 10 percentage points the students reading at grade level in both English and Spanish and passing the ELPAC to be able to reclassify by using highly engaging and effective teaching practices, by May 2020. We will have monthly parent workshops to engage parents in the reclassification process, understanding dual language, attendance, cyber safety, common core, SBAC ect... |
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Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

This year we completely adopted the Advance/Adelante curriculum in grades K-5. This curriculum includes an embedded content language objective for the lessons. Teachers use the language strategies within the curriculum for scaffolding to support EL students. The curriculum also includes an integrated and designated ELD component which most teachers use consistently. In January 3rd-5th grade teachers created leveled designated ELD groups based on ELPAC scores. We anticipate this to have an impact on reclassification rates moving forward.

What evidence do you see that your practices are effective?

We do not have the data to support this yet.

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

We intend on continuing this practice of leveled designated ELD groups for 3rd-5th grade we will add that to conditions for student learning. We also intend on continuing newcomer support as well out support for struggling students.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

The biggest change that was made was we were unable to hire a TSA and so we voted to use the funds for another STIP sub in November. We did not get applicants and we decided it would probably be more likely we would be able to hire a stip sub which would support academic acceleration.

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| 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES | | | | |
| School: Esperanza Elementary School | | | School ID: 177 | |
| 3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices | | | | |
| District Strategy: Building CONDITIONS FOR STUDENT LEARNING | | | | |
| School Priority ("Big Rock"): | Through a multi tiered system of support we are creating a positive and supportive enironment where students feel connected, engaged, and ready to learn. | | | |
| School Theory of Change: | If we focus on imporving implementation of current systems and supports then we will see an increase in social emotional awareness and investment in academic tasks to ensure a decreased rate of chronic absenteeism and a lower suspension rate. | | | |
| Related Goal(s): | All students build relationships to feel connected and engaged in learning. | | | |
| Students to be served by these actions: | All Students | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |

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| 1-1 | <p>Teachers use the CSC (Caring School Community) curriculum and greet students everyday. Teachers actively build relationships with students and families. Teachers use the CSC practices and embed into daily lessons keeping the SEL needs of student in mind when planning. Teachers are committed to teaching and reinforcing core values (Respect, Empathy, Scholarliness, Determination, Diversity, Service) and use eaglet tickets as positive reinforcement. Teachers will teach and use the Esperanza Norms (Make good decisions, Show Respect, Solve problems) consistently with students. Teachers will refer students using a COST form and will implement tier 1 structures.</p> | <p>Leadership will provide planning time during the retreat and first cycle of inquiry so teachers can plan and review expectations. Professional learning around implementation of CSC and core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to PBIS, CSC, and core values throughout the year but especially in the first 6 weeks of school. Lincoln child center will provide mental health services, support cost team, and work with families.</p> | <p>In conjunction with the SEL department PD will support teachers shared understanding of the CSC curriculum, the core values and our PBIS systems that are in place. There will be PLC time embedded in PD in order to give teachers time to collaborate and plan lesson sequence. Walk through data will be collected to monitor success of implementation of the CSC, Core values, and PBIS systems implementation. A PBIS checklist will be shared with teachers prior to walkthroughs and certain look-fors will be rolled out weekly. Teachers will be given time to reflect and share out at the end of the cycle. Teachers are making referrals and cost team is thinking of next steps and placements for who best needs extra support.</p> | <p>TSA is needed for PD, coaching, testing.</p> |
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| 1-2 | Teachers, principal, staff and SSC will identify classroom representative by September, plan and have their first United For Achievement (UFA) workshop in order to invite parents and begin the culture of parent engagement and involvement within the classrooms. | SSS will be identified by end of August. Community Resource Manager will support in creating family connections. Parents will be given the information and encouraged to volunteer. Workshop schedule, engagement events will be created for families to promote family engagement, education and wellness will be planned in conjunction with the CRM. Parents are encouraged to volunteer and the leadership will support in helping them access our volunteer opportunities. Parent resource room will be a welcoming space for families to be partners in their child's education. | UFA meetings will take place before the end of September where sign up for parent representative and volunteer list will be generated. Workshop schedule will be shared with parents. Family engagement by month will be shared with families. Meetings will be a friendly welcoming environment. | |
| 1-3 | SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community. | Leadership will have appropriate supervision on the yard and in the cafeteria to ensure safety and positive play where all students can be incorporated and socialize in a positive inclusive way | Recess coach and outside supervisors engage students in safe play and use the Esperanza norms to reinforce behaviors. | TSA is needed for PD, coaching, testing. support PBIS tier 2 and 3. Chronic absence |
| 1-4 | A focus on teaching and supporting the whole child that encompasses academics and social emotional and physical wellness. | Leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students. | Outreach to programs that can provide enrichment to our students via workshops or afterschool program. Teachers plan and attend field trips that will enrich and support student growth. | TSA is needed for PD, coaching, testing. support PBIS tier 2 and 3. Chronic absence |

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

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| School Priority ("Big Rock"): | In teaching the Esperanza Way math block all students will be given spiral review, strong teacher modeling, guided practice and independent practice to engage in CCSS aligned math lessons that are rigorous and promote critical thinking. | | | |
| School Theory of Change: | If we focus on a specific set of mathematical practices school wide such as, number talks, mental math and Singapore math we will increase students performing at grade level in math. If we focus on the language of math with providing a content/language objective we will further engage our language learners, foster youth and low income students. | | | |
| Related Goal(s): | All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. | | | |
| Students to be served by these actions: | <i>All Students</i> | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |

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| 2-1 | <p>Teachers give informal, formal, formative and summative assessments that inform instruction to best support students daily and by standard. Teachers will use checks for understanding multiple times per lesson in order to ensure student readiness and capacity for independent work. Teachers will use these data points to differentiate instruction, create corrective action plans and modify lessons. Teachers will use weekly or standards covered formative assessments to inform instruction. Teachers engage in data analysis individually and with their grade level teams. Teachers are reflective and work on corrective action plans individually or with their team.</p> | <p>Develop and manage data-driven professional learning and assessment plans that improve student learning and teaching practice. Leadership will provide release times with substitutes or STIP subs based on need and amount of assessments.</p> | <p>Time allotted to data dives and data analysis per trimester for both LA and Math. During the math cycle (cycle 2) a focus on data will be incorporated with the cycle of inquiry. Data collection and corrective action tool will be used to track and monitor progress in the cycle and student outcomes.</p> | <p>TSA is needed for PD, coaching, testing.</p> |
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| 2-2 | Teachers align task to content language objective to standard that is being taught in the days lesson. Teachers use the Espearza Math Block document to plan instruction which will include spiral review, gradual release of responsibility (i do, we do , you do) and small group intervention with students who need extra support. Teachers focus on rigor and word problems and create a problem of practice to dig into during the cycle of inquiry. Teachers will record their instruction during the cycle in order to get feedback from their colleagues to push instruction and reflect on ones practice. | Leadership will observe and provide feedback to teachers, focusing on the student learning outcome, the quality and alignment of the task, and the gradual release model of instruction. Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards. leadership focuses on mathematical practices and rigor during PD | Observation and feedback around CLO and Task. PD Cycle #2 will be around rigor in mathematics and focused on the mathematical practices. Cycle 2 will include opportunities for peer observation and reflection. Teachers will reflect and share out at the end of the cycle. | TSA is needed for PD, coaching, testing. |
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

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| School Priority ("Big Rock"): | Language and literacy will be at the forefront of all lessons and content language objectives will align to the task. |
| School Theory of Change: | If we use formative and summative assessment data to identify flexible groupings for small group instruction during reading and writing time specifically keeping in mind our English language learners, foster youth, students with IEP's and low income students we will increase students reading level by 1.5 years growth. Through assessment data including SRI and DRA/EDL we will identify a focal group of students who will work with the literacy interventionist daily and will use LLI or Soluciones. This differentiation will impact Gate students, English language learners, low income students, foster youth as well as African American students. |
| Related Goal(s): | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less. |
| Students to be served by these actions: | <i>All Students</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |
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| 3-1 | Teachers will implement the Advance/Adelante curriculum with fidelity. Teachers will collaborate with their team to divide literacy components to that they are student facing and student receive balanced literacy instruction within the context of the dual language setting. Teachers will have posted content language objectives that align to the task. Teachers will ensure all students know the objective and are checking for understanding throughout the lesson and make adjustments when needed. | Leadership will provide PD, coaching and feedback around the curriculum implementation and instruction components. Leadership will set a schedule so components of balanced literacy are student facing within our dual language context. Leadership will go on walk through weekly to give feedback to teachers and provide bite size actionable feedback. | Teacher will build their capacity around literacy instruction, specifically BAL and guided reading thus students reading levels will increase. *anchor charts, guided reading groups, classroom libraries leveled and organized, book clubs, students know their reading levels | <ol style="list-style-type: none"> 1. Advance/Adelante year 1 of roll out for 3rd-5th implementation dip support with planning and instruction needed. 2. Full teaching staff and retention. 3. Esperanza way of instruction was interrupted. Instructional coherence. 4. Guided reading and differentiation is needed. PLC time needed. 5. Access to technology. 5. Educating the whole child |

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| 3-2 | <p>Teachers will monitor student progress to ensure acceleration of low-performing students especially EL, and Students with IEP's and students with disabilities. Teachers will use differentiation strategies to meet the needs of all students. Teachers will have guided reading groups that are flexible. Teachers will know the ELD levels of their students and have differentiated language frames. Also growth data is to be reflected on a grade level bulletin board and follow the school site generated assessment calendar.</p> | <p>*provide PD opportunities at site and within the district on Balanced literacy. *provide set day and time PLC time to plan, analyze data, and create units with grade level team * weekly check-in between the principal, TSA, and common core teacher leader to identify PD needs and monitor progress * organizing data night's (UFA) to focus on progress monitoring and parent education around reader's workshop Teams will analyze student data which include formative and summative assessments from the district and teacher created through the use of rubrics * Teams will be provided weekly PLC (professional learning community) time to analyze data, reflect, and plan</p> | <p>UFA parent meetings, all students know their reading level, Data tracker, All teachers will know about reclassification and have data to move students forward.</p> | <ol style="list-style-type: none"> 1. Advance/Adelante year 1 of roll out for 3rd-5th implementation dip support with planning and instruction needed. 2. Full teaching staff and retention. 3. Esperanza way of instruction was interrupted. Instructional coherence. 4. Guided reading and differentiation is needed. PLC time needed. 5. Access to technology. 5. Educating the whole child |
| 3-3 | <p>Through the use of high leverage strategies which are to include setting reading comprehension growth goals (in Spanish and English), using structured language practices, GLAD strategies.</p> | <p>Leadership will give a list of high leverage SLP, there is a GLAD trainer on site that can support teachers with implementation. Strategies will be modeled during PD.</p> | <p>Teachers will have evidence of these strategies in their classrooms.</p> | |

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| 3-4 | Teachers will use and have access to technology that will support and encourage students to use the technology and online platforms to increase engagement and student outcomes. | Leadership will monitor technology needs and platforms that are improving student outcomes. Leadership will provide training to teachers to use online platforms with fidelity. | Teachers are incorporating blended learning programs to enhance student experience. Students are using technology in all grade levels. | 1. Advance/Adelante year 1 of roll out for 3rd-5th implementation dip support with planning and instruction needed. 2. Didn't start year with Full teaching staff and retention is an issue. 3. Esperanza way of instruction was interrupted. Need of Instructional coherence. 4. Guided reading and differentiation is needed. PLC time needed. 5. Access to technology. 5. Educating the whole child |
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| District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING | | | | |
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| School Priority ("Big Rock"): | All teachers will engage in ongoing professional learning that develops teacher efficacy through interactions that reflect our shared agreements and the "Esperanza Way". Teachers will engage in continued progress monitoring to increase student achievement. | | | |
| School Theory of Change: | If we provide time, support and protocols for cycles of inquiry and peer observations and feedback teachers will build efficacy and deepen their instructional practice in order to increase student achievement. | | | |
| Related Goal(s): | All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning. | | | |
| Students to be served by these actions: | All Students | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |

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| 4-1 | Use multiple forms of data to reflect and plan collaboratively to improve student outcomes. use data to plan effective and differentiated instruction | Build leadership capacity around PLC implementation by providing protocol, time and support for teacher collaboration. Provide cycle of learning and cycles of inquiry based on data and our key instructional focus areas. | teachers engage in PLC's and collaborative planning sessions with guidance from coaches and leadership. Teachers consistently use informal and formal assessments to plan and modify differentiated instruction. | 1. Advance/Adelante year 1 of roll out for 3rd-5th implementation dip support with planning and instruction needed. 2. Full teaching staff and retention. 3. Esperanza way of instruction was interrupted. Need of Instructional coherence. 4. Guided reading and differentiation is needed. PLC time needed. 5. Access to technology. 5. Educating the whole child |
| 4-2 | Use protocols to observe peers and give actionable feedback in order to push each others practice and build instructional coherence. Provide thoughtful feedback to leadership on PD's and PLC's. Reflect on one's own practice, PD's, and PLC's to build teacher efficacy. | Leadership will Provide opportunities with protocols and coaching for peer feedback and observation, Ground cycles in data, feedback, and the vision and mission of Esperanza. Leadership will build teacher capacity by providing opportunities to practice and time to calibrate on how to give feedback. | teachers plan lessons and share with leadership. Videotape and use protocols to give feedback. | TSA is needed for PD, coaching, testing. support PBIS tier 2 and 3. Chronic absence |
| 4-3 | Teachers and staff model the kind of respectful and inclusive language that is expected by the Esperanza community. | Leadership models the kinds of respectful and inclusive language and interaction that is expected by the Esperanza Community | leadership and teachers purposefully models 5:1, attentive listening, the shared norms during PD. | TSA is needed for PD, coaching, testing. support PBIS tier 2 and 3. Chronic absence |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

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| School Priority ("Big Rock"): | We will focus on Language development (Spanish and English) through designated and integrated ELD/SLD in content within our curriculum and keep language at the forefront of lessons in order to support all students in using and acquiring academic language in both English and Spanish. |
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| School Theory of Change: | | If we focus on teaching language in all content areas to ensure all units are integrated with content, language and literacy, we will improve both our reclassification rate and our reading levels in both Spanish and English. | | |
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| Related Goal(s): | | English Learner students continuously develop their language, reaching English fluency in six years or less. | | |
| Students to be served by these actions: | | <i>English Language Learners</i> | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |
| 5-1 | Teachers will write and post Content language objectives daily that are aligned to tasks. Teachers will implement a 50/50 dual language model that is aligned to the school theory of action and minute allocation for a dual language school. | Principal and TSA work with district to make program decisions for schedules, determine which content is taught in English and Spanish, work with district enrollment to increase the English home language population, work with the district on language appropriate benchmarks, plan PD around Dual Language implementation, and lead cycles of inquiry. The instructional lead team (ILT) will create a lesson plan template, data analysis calendar, provide PD for NGSS Foss and unit creation with a common core state standards and ELD standards with a focus on dual language focus. | Dual language schedule, theory of action, pd plans agendas, and powerpoints calendars that ensure a dual language model that builds English and Spanish literacy skills simultaneously. | 1. Advance/Adelante year 1 of roll out for 3rd-5th implementation dip support with planning and instruction needed. 2. Didn't start year with Full teaching staff and retention is an issue. 3. Esperanza way of instruction was interrupted. Need of Instructional coherence. 4. Guided reading and differentiation is needed. PLC time needed. 5. Access to technology. 5. Educating the whole child |

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| 5-2 | Designated ELD happens everyday in all classrooms using the Advance curriculum. Teahcers will use data to support EL students move toward proficiency. | Leadership will support in making schedules that protect time for designated ELD. Coaching and new teacher support will be given in order to increase teacher capacity and student outcomes. Leadership will provide time, traning and protocols for data dives. | Observation and feedback is give to teachers and schedules are followed. Teachers are focusing on EL students and providing differntiation based on data. | <ol style="list-style-type: none"> 1. Newcomer supports are needed. 2. EL students require small group differentiation to : did not get small group differentiation until January 2020 due to new curriculum challenges. 3. Chronic Absence: We have a new SDC classroom with medically fragile students. 4. Parent workshops around attendance, CSM to communicate with families needed. Large number of extended independent studies that are affecting student success. 5. 6.33% students are absent (as of 1-2020) and therefore, missing instruction. 6. Restorative Justice practices/PBIS are not being used with fidelity, need trained staff and workshops and training. |
| 5-3 | teacher collaboration through grade level PLC's where student work is analyzed, lessons are planned, high quality complex texts are identified, opportunities are provided for oral and written responses, and corrective action plans are made to ensure accelerated learning. | Leadership will provide support and coaching so teams can look at data in order to continually differentiate and support EL Students. | Teachers engage in a structured collaboration time. Data is used. Inquiry based on need per grade level is chosen. | <ol style="list-style-type: none"> TSA is needed for PD, coaching, testing. support PBIS tier 2 and 3. Chronic absence |

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| 5-4 | Teachers will implement structured language practices, scaffolds, and GLAD to support students to access lessons and fully engage and participate in CCSS aligned tasks. | Leadership will provide cycles of inquiry to support teacher development and implementation. Coaching and observations will be provided to teachers. | Leadership will share walk through data around the focal practices to support EL students. | TSA is needed for PD, coaching, testing. support PBIS tier 2 and 3. Chronic absence |
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PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 177

School: Esperanza Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---|---------------|--|-------------|-----------------------------|-----|----------------|-----|--|---|----------------------|
| Afterschool program | \$113,305 | After School Education & Safety (ASES) | 5825 | Consultants | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready. | A focus on teaching and supporting the whole child that empowers academics and social emotional wellness. | 177-1 |
| General school supplies such as paper, pencils, journals so all students can achieve their goals as they relate to Math, Science, and literacy. | \$19,991 | General Purpose Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready. | Teachers align task to content language objective to standard that is being taught in the days lesson. Teachers use the Esperanza Math Block document to plan instruction which will include spiral review, gradual release of responsibility (i do, we do, you do) and small group intervention with students who need extra support. Teachers focus on rigor and word problems and create a problem of practice to dig into during the cycle of inquiry. Teachers will record their instruction during the cycle in order to get feedback from their colleagues to push instruction and reflect on ones practice. | 177-2 |
| Uniforms will be purchased so all students can feel a sense of community and have access to affordable uniforms. | \$1,500 | General Purpose Discretionary | 4380 | Uniforms | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community. | 177-3 |
| maintain and repair our copy machine so teachers can provide access to texts and other teaching materials | \$1,500 | General Purpose Discretionary | 5610 | Equip Maintenance Agreement | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready. | Teachers give informal, formal, formative and summative assessments that inform instruction to best support students daily and by standard. Teachers will use checks for understanding multiple times per lesson in order to ensure student readiness and capacity for independent work. Teachers will use these data points to differentiate instruction, create corrective action plans and modify lessons. Teachers will use weekly or standards covered formative assessments to inform instruction. Teachers engage in data analysis individually and with their grade level teams. Teachers are reflective and work on corrective action plans individually or with their team. | 177-4 |

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| PE Teacher to teach the whole child | \$48,993 | LCFF Concentration | 1105 | Certificated Teachers' Salaries | 7073 | Teacher, Structured English Immersion | 0.50 | Draft LCAP Goal 1: All students graduate college, career, and community ready. | A focus on teaching and supporting the whole child that empowers academics and social emotional and physical wellness. | 177-5 |
| TSA for SEL | \$34,365 | LCFF Concentration | 1119 | Certificated Teachers on Special Assignment Salaries | 2051 | 10-Month Classroom TSA | 0.15 | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Teachers use the CSC (Caring School Community) curriculum and greet students everyday. Teachers actively build relationships with students and families. Teachers use the CSC practices and embed into daily lessons keeping the SEL needs of student in mind when planning. Teachers are committed to teaching and reinforcing core values (Respect, Empathy, Scholarliness, Determination, Diversity, Service) and use eaglet tickets as positive reinforcement. Teachers will teach and use the Esperanza Norms (Make good decisions, Show Respect, Solve problems) consistently with students. Teachers will refer students using a COST form and will implement tier 1 structures. | 177-6 |
| Substitute coverage for assessments | \$8,642 | LCFF Concentration | 1150 | Certificated Teachers: Substitutes | n/a | n/a | n/a | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers give informal, formal, formative and summative assessments that inform instruction to best support students daily and by standard. Teachers will use checks for understanding multiple times per lesson in order to ensure student readiness and capacity for independent work. Teachers will use these data points to differentiate instruction, create corrective action plans and modify lessons. Teachers will use weekly or standards covered formative assessments to inform instruction. Teachers engage in data analysis individually and with their grade level teams. Teachers are reflective and work on corrective action plans individually or with their team. | 177-7 |
| Recess coach to support positive play | \$19,950 | LCFF Concentration | 2205 | Classified Support Salaries | 3150 | School Enrichment Recess Coach | 0.30 | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Leadership will have appropriate supervision on the yard and in the cafeteria to ensure safety and positive play where all students can be incorporated and socialize in a positive inclusive way | 177-8 |
| To be allocated in Fall 2020. | \$13,116 | LCFF Concentration | 4399 | Unallocated | n/a | n/a | n/a | n/a | n/a | 177-9 |

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|--|----------|-------------------|------|--|------|------------------------|------|--|--|--------|
| STIP to provide academic support to teachers and studnets. | \$58,971 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 3726 | STIP Teacher | 1.00 | Draft LCAP Goal 1: All students graduate college, career, and community ready. | Teachers will monitor student progress to ensure acceleration of low-performing students especially EL, and Students with IEP's and students with disabilities. Teachers will use differentiation strategies to meet the needs of all students. Teachers will have guided reading groups that are flexible. Teachers will know the ELD levels of their students and have diffentiated language frames. Also growth data is to be reflected on a grade level bulletin board and follow the school site generated assessment calendar. | 177-10 |
| noon supervisor to support safety during recess and lunch | \$17,702 | LCFF Supplemental | 2905 | Other Classified Salaries | 3735 | Noon Supervisor | 0.37 | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Leadership models the kinds of respectful and inclusive language and interaction that is expected by the Esperanza Community | 177-11 |
| Extended contract for afterschool acceleration and PLC's | \$25,180 | LCFF Supplemental | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Teachers will monitor student progress to ensure acceleration of low-performing students especially EL, and Students with IEP's and students with disabilities. Teachers will use differentiation strategies to meet the needs of all students. Teachers will have guided reading groups that are flexible. Teachers will know the ELD levels of their students and have diffentiated language frames. Also growth data is to be reflected on a grade level bulletin board and follow the school site generated assessment calendar. | 177-12 |
| STIP to provide academic support to teachers and studnets. | \$53,182 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 7597 | STIP Teacher | 0.90 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers will monitor student progress to ensure acceleration of low-performing students especially EL, and Students with IEP's and students with disabilities. Teachers will use differentiation strategies to meet the needs of all students. Teachers will have guided reading groups that are flexible. Teachers will know the ELD levels of their students and have diffentiated language frames. Also growth data is to be reflected on a grade level bulletin board and follow the school site generated assessment calendar. | 177-13 |
| TSA to support reading intervention and newcomer students | \$86,376 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 7786 | 10-Month Classroom TSA | 1.00 | Draft LCAP Goal 1: All students graduate college, career, and community ready. | Use multiple forms of data to reflect and plan collaboratively to improve student outcomes. use data to plan effective and differentiated instruction | 177-14 |

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| To be allocated in Fall 2020. | \$417 | LCFF Supplemental | 4399 | Unallocated | n/a | n/a | n/a | n/a | n/a | 177-15 |
| Extra day for school psychologist | \$12,151 | LCFF Supplemental | 5734 | School Psychologist | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | A focus on teaching and supporting the whole child that empowers academics and social emotional and physical wellness. | 177-16 |
| Safe Passages for literacy tutors and community manager | \$50,000 | LCFF Supplemental | 5825 | Consultants | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SSS will be identified by end of August. Community Resource Manager will support in creating family connections. Parents will be given the information and encouraged to volunteer. Workshop schedule, engagement events will be created for families to promote family engagement, education and wellness will be planned in conjunction with the CRM. Parents are encouraged to volunteer and the leadership will support in helping them access our volunteer opportunities. | 177-17 |
| Library tech | \$35,497 | Measure G: Library | 2205 | Classified Support Salaries | 7149 | Library Technician | 0.50 | Draft LCAP Goal 1: All students graduate college, career, and community ready. | A focus on teaching and supporting the whole child that empowers academics and social emotional and physical wellness. | 177-18 |
| Books other than text books | \$1,410 | Measure G: Library | 4399 | Unallocated | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready. | Leadership will provide planning time during the retreat and first cycle of inquiry so teachers can plan and review expectations. Professional learning around implementation of CSC and core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to PBIS, CSC, and core values throughout the year but especially in the first 6 weeks of school. Lincoln child center will provide mental health services, support cost team, and work with families. | 177-19 |
| STIP to provide release time | \$2,955 | Title I: Basic | 1105 | Certificated Teachers' Salaries | 7597 | STIP Teacher | 0.05 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Use multiple forms of data to reflect and plan collaboratively to improve student outcomes. Use data to plan effective and differentiated instruction | 177-20 |

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|---|----------|-------------------------------|------|--|------|------------------------|------|--|--|--------|
| Academic TSA to support teachers and students. | \$86,376 | Title I: Basic | 1119 | Certificated Teachers on Special Assignment Salaries | 7787 | 10-Month Classroom TSA | 1.00 | Draft LCAP Goal 1: All students graduate college, career, and community ready. | Leadership will Provide opportunities with protocols and coaching for peer feedback and observation, Ground cycles in data, feedback, and the vision and mission of Esperanza. Leadership will build teacher capacity by providing opportunities to practice and time to calibrate on how to give feedback. | 177-21 |
| SSC to decide on spending of funds in the 2020-21 school year | \$587 | Title I: Basic | 4399 | Unallocated | n/a | n/a | n/a | n/a | n/a | 177-22 |
| Supplies for parents in parent room | \$572 | Title I: Parent Participation | 4310 | School Office Supplies | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SSS will be identified by end of August. Community Resource Manager will support in creating family connections. Parents will be given the information and encouraged to volunteer. Workshop schedule, engagement events will be created for families to promote family engagement, education and wellness will be planned in conjunction with teh CRM. Parents are encouraged to volunteer and the leadership will support in helping them access our volunteer opporunities. Parent resource room will be a welcoming space for families to be partners in their childs education. | 177-23 |
| Refreshments for all parent meetings | \$500 | Title I: Parent Participation | 4311 | Meeting Refreshments | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SSS will be identified by end of August. Community Resource Manager will support in creating family connections. Parents will be given the information and encouraged to volunteer. Workshop schedule, engagement events will be created for families to promote family engagement, education and wellness will be planned in conjunction with teh CRM. Parents are encouraged to volunteer and the leadership will support in helping them access our volunteer opporunities. Parent resource room will be a welcoming space for families to be partners in their childs education. | 177-24 |

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| Conferences for parent learning and advocacy | \$800 | Title I: Parent Participation | 5200 | Travel And Conferences | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready. | SSS will be identified by end of August. Community Resource Manager will support in creating family connections. Parents will be given the information and encouraged to volunteer. Workshop schedule, engagement events will be created for families to promote family engagement, education and wellness will be planned in conjunction with teh CRM. Parents are encouraged to volunteer and the leadership will support in helping them access our volunteer opportunities. Parent resource room will be a welcoming space for families to be partners in their childs education. | 177-25 |
| Fingerprinting compensation for parent volunteers | \$600 | Title I: Parent Participation | 5838 | Fingerprinting | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SSS will be identified by end of August. Community Resource Manager will support in creating family connections. Parents will be given the information and encouraged to volunteer. Workshop schedule, engagement events will be created for families to promote family engagement, education and wellness will be planned in conjunction with teh CRM. Parents are encouraged to volunteer and the leadership will support in helping them access our volunteer opportunities. Parent resource room will be a welcoming space for families to be partners in their childs education. | 177-26 |
| Technology | \$2,725 | Title IV: Student Support & Academic Enrichment | 4410 | Equipment < \$5,000 | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready. | Teachers will use and have access to technology that will support and encourage students to use the technology and online platforms to increase engagement and student outcomes. | 177-27 |
| Art and Music enrichment | \$3,000 | Title IV: Student Support & Academic Enrichment | 5825 | Consultants | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready. | A focus on teaching and supporting the whole child that emposses academics and social emotional and physical wellness. | 177-28 |
| Field trip transportation | \$2,000 | Title IV: Student Support & Academic Enrichment | 5880 | Transportation (Contracted) | n/a | n/a | n/a | Draft LCAP Goal 1: All students graduate college, career, and community ready. | A focus on teaching and supporting the whole child that emposses academics and social emotional and physical wellness. | 177-29 |



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools. Thriving Students.

Title I, Part A School Parent and Family Engagement Policy

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

Esperanza Elementary

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops.
- We support all our parents through regular meetings that encompass all the data and curricular needs of our students. The meetings go from the whole school level to the one on one level depending on what our families need.
- Coffee with the principal to meet with parents.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops.
- UFA (United For Achievement) meetings between classroom and teacher to provide literacy/math activities and data.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Use of talking points, a messaging system.
- Use of monthly newsletter.

Esperanza will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the title I Program
2. Explain the requirements of the Title I Program
3. Explain the parents' rights to be involved in an organized, ongoing and timely way, in the planning review and improvement of its Title I Program. (SSC)
4. The parents right to participate in the development of the Districts Title I plan.

The school communicates to families about the school's Title I, Part A programs by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Flyers and agendas are posted 72 hours prior to get the most participation.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops.
- Parent leader meetings called coffee with the principal with leadership.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Sending home robocalls in their home languages.
- Sending home monthly newsletters with monthly events.
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
- Coffee with the principal which is done in both English and Spanish.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Esperanza has a group of parent classroom representatives that support teachers in getting volunteers.
- Esperanza has a family engagement manager who supports families in getting resources.
- Esperanza volunteers create a calendar to ensure cafeteria and recess is well attended.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Esperanza holds parent workshops at least once per month which is led by the community resource manager, grade-levels have meetings by trimester which includes literacy and math activities where parents learn how to support their kids at home.
- Teachers send home materials for parents to use such as online portal access (like AR, epic, freckle), books, flashcards, etc. to support learning.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Esperanza holds trainings for parents at a needs-basis when needs are lifted up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.
- At SSC parents indicate which types of workshops they would like to have.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- We hold SSC at a regular time in the morning on the 2nd Friday of every month and Coffee with the principal to meet at a regular time in the mornings on the 1st Friday of every month at 8:45. The school involves parents in an organized, ongoing, and timely

way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Sharing the policy at the UFA meeting.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback
- Asking SSC for feedback at SSC meeting.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place regularly.
- We hold meetings in handicap accessible locations.
- We have translation for meetings.

The school provides support for parent and family engagement activities requested by parents by:

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and hold monthly parent-leader meetings

OSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Esperanza has Coffee with the principal for parents and leaders to meet at a regular time in the mornings on the 1st Friday of every month at 8:45 am to give parents an opportunity to discuss volunteer opportunities.

Adoption

This policy was adopted by Esperanza on October 11, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Cristina Segura
Name of Principal


Signature of Principal



School-Parent Compact

Esperanza Elementary

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

19-20 Focus High Leverage Instructional Strategies

- Incorporating Strong Instruction around Complex Text including Access to Complex Text for Language Learners
- Using Standard based formative and interim assessment practices to monitor and adjust instruction
- Refine differentiation based on student data to pull small groups during the day and Tiered intervention for early literacy and language skills
- Incorporating hands-on science investigations for students weekly
- Engaging in an Esperanza math block that includes the gradual release model.
- Use a dual language curriculum

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.

3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Esperanza Elementary School teachers have UFA (United For Achievement) meetings every trimester to keep parents informed on their academic progress toward their goals. These meetings also include a literacy and math activity that parents can use at home to support their child.

Parents and Families participate in conferences to review report cards and understand where their child is academically.

4) Provide parents reasonable access to staff.

Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and whole school data nights.

Parent leader meetings with leadership.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Esperanza has a parent room structure in which each class nominates and has a parent room representative who helps reach out to other parents to support with workshops, field trips, other volunteer opportunities.

Esperanza has a parent room where Parents gather to discuss other volunteer opportunities.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

Esperanza holds parent workshops at least 1x per month, grade-levels provide UFA by trimester, to support parents learning at-home strategies and materials to support learning.

Teachers send home materials for parents to use such as online portal access (like epic, AR, Freckle), books, flashcards, etc. to support learning.

Parent-teacher conferences to outline goals and action plans.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

Engaging parents/families in the planning process for parent/family workshops.

Asking parents and parent leaders to share needs/requests and parent leader meeting.

Utilize SSC and Coffee with the principal to get parent feedback.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Sending talking points text messages in home languages to which parents can respond

Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.

Parent leader meetings and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.

Teacher Responsibilities

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Contact parents/families with students' progress and needs.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by supporting homework completion and structuring their after school time.
- Read the Esperanza handbook and sign the contract for supporting students.
- Support strong attendance at school.
- Send child to school everyday in a clean uniform
- I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.
- I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child

Student Responsibilities

- Get to school on time every day.
- Do my homework every day.

- Ask for help when I need it.
- Respect my school, classmates, staff, community me October 11, 2019 and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before Nov. 8, 2019

Signature of Principal

Date



**Pacto Escuela-Padres
Esperanza Elementary
2019-20**

Este Pacto Escuela-Padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto Escuela-Padres está vigente para el año escolar 2019-20.

Responsabilidades de la escuela

La escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1. Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**

19-20 Estrategias educativas

- Incorporación de instrucciones sólidas sobre textos complejos, incluido el acceso a textos complejos para estudiantes de idiomas
- Uso de prácticas de evaluación formativa e intermedia basadas en estándares para monitorear y ajustar la instrucción
- Refinar la diferenciación basada en los datos de los estudiantes para atraer pequeños grupos durante el día y la intervención escalonada para la alfabetización temprana y las habilidades lingüísticas.
- Incorporación de investigaciones prácticas de ciencias para estudiantes semanalmente
- Participar en un bloque matemático de Esperanza que incluye el modelo de liberación gradual.
- Use un currículo de idioma bilingüe.

2. Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.

Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.

3. Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.

Los maestros de la Escuela Primaria Esperanza tienen reuniones UFA (Unidos para el Logro) cada trimestre para mantener a los padres informados sobre su progreso académico hacia sus metas. Estas reuniones también incluyen una actividad de alfabetización y matemáticas que los padres pueden usar en casa para apoyar a sus hijos.

Los padres y las familias participan en conferencias para revisar las boletas de calificaciones y comprender dónde está académicamente su hijo.

4. Proporcionar a los padres acceso razonable al personal.

Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.

Reuniones de padres líderes con administración.

5. Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.

Esperanza tiene una estructura de líder de sala de padres en la que cada clase nombra y tiene un líder de sala de padres que ayuda a comunicarse con otros padres para apoyarlos con talleres, excursiones y otras oportunidades de voluntariado.

Esperanza tiene una reunión de padres líderes una vez al mes (los viernes) para discutir también las oportunidades de voluntariado.

6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

Esperanza organiza talleres para padres al menos 1 vez al mes, los niveles de grado brindan UFA por trimestre para apoyar a los padres que aprenden estrategias y materiales en el hogar para apoyar el aprendizaje.

Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como Epic, AR, Freckle), libros, tarjetas, etc. para apoyar el aprendizaje.

Conferencias de padres y maestros para delinear metas y planes de acción.

7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.

Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.

Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

8. Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

Enviar mensajes de texto de Talking Points en los idiomas del hogar a los que los padres pueden responder.

Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.

Reuniones de padres líderes y reuniones de SSC con liderazgo que tienen TRADUCCIÓN para familias de habla hispana.

Responsabilidades del maestro

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Contactar a los padres / familias con el progreso y las necesidades de los estudiantes.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Seré voluntario en el salón de mi hijo si es posible.
- Participando en decisiones relacionadas con la educación de mi hijo.
- Promoviendo el uso positivo del tiempo extracurricular de mi hijo apoyando la finalización de la tarea y estructurando su tiempo extracurricular.
- Leyendo el manual de Esperanza y firmando el contrato para apoyar a los estudiantes.
- Apoyando la asistencia a la escuela.
- Enviando al niño a la escuela todos los días con un uniforme limpio.
- Proporcionaré un lugar tranquilo donde mi hijo completará su tarea. Verificaremos que nuestro hijo complete su tarea todas las noches.
- Participaré activamente en la comunidad escolar expresando mi opinión y trabajando junto con otras familias y miembros de la comunidad escolar para crear el mejor ambiente de aprendizaje para mi hijo

Responsabilidades de los estudiantes

- Llegar a la escuela a tiempo todos los días
- Hacer mi tarea todos los días
- Pedir ayuda cuando
- Respeto a mi escuela, a mis compañeros de clase, al personal y a mi comunidad el 11 de octubre de 2019 y estará vigente durante el período del 12 de agosto de 2019 al 28 de mayo de 2020.

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

Firma de la directora

Fecha



2019-2020

School Site Council Membership Roster

School Name: ESPERANZA ELEMENTARY SCHOOL

Chairperson : Karolina Gutierrez

Vice Chairperson: Patricia Felix

Secretary: Anabel Sandoval

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member |
|--------------------|-----------|-------------------|-------------|-------------------------|
| Cristina Segura | X | | | |
| Gilberto Heredia | | X | | |
| Saul Nevarez | | X | | |
| Kathryn Wilson | | X | | |
| Michael Anderson | | | X | |
| Karolina Gutierrez | | | | X |
| Natalia Mejia | | | | X |
| Evelin Linares | | | | X |
| Anabel Sandoval | | | | X |
| Patricia Felix | | | | X |
| | | | | |
| | | | | |

Meeting Schedule
(day/month/time)

2nd Friday of every month at 8:30 AM

SSC Legal Requirements (EC Sections 65000-65001):

1. Members **MUST** be selected/elected by peer groups;
2. There **MUST** be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members