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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Esperanza Elementary School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Esperanza Elementary School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Esperanza Elementary School  
**CDS Code:** 1612596002190  
**Principal:** Cristina Segura  
**Date of this revision:** 5/2/2023

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

**Position:** Principal

**Address:** 10315 E Street

**Telephone:** 510-639-3367

Oakland, CA 94603

**Email:** [cristina.segura@ousd.org](mailto:cristina.segura@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/2/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

## 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Esperanza Elementary School      **Site Number:** 177

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant     |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program          | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          |  |

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

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

**Date(s) plan was approved:** 5/2/2023

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

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

**Signatures:**

<p>Cristina Segura <hr/><i>Principal</i></p>	<p><i>Cristina Segura</i> <hr/>Signature</p>	<p><u>5/2/2023</u> <hr/>Date</p>
<p>Moncia Rodriguez <hr/><i>SSC Chairperson</i></p>	<p><i>Monica rodriguez</i> <hr/>Signature</p>	<p><u>5/2/2023</u> <hr/>Date</p>
<p>Kathleen Arnold <hr/><i>Network Superintendent</i></p>	<p><i>K. Arnold</i> <hr/>Signature</p>	<p><u>5/4/23</u> <hr/>Date</p>
<p>Lisa Spielman <hr/><i>Director, Strategic Resource Planning</i></p>	<p><i>Lisa Spielman</i> <hr/>Signature</p>	<p><u>5/4/2023</u> <hr/>Date</p>

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1/31/2023	ILT	In collaboration with the ILT we worked on the strengths and root causes for the needs assessment.
2/10/2023	SSC & SELLS Combined	During our SSC we discuss the Needs assessment and strategies for part 3.
2/7/2023	ILT	During ILT we collaboratively worked on ELD Task Card
2/21/2023	ILT	During ILT we work on Part 3
3/8/2023	All Staff	Optional SPSA engagement Session
3/10/2023	SSC & SELLS Combined	Review SPSA and data to get input and suggestions to revise or edit the SPSA
3/17/2023	TSA Team	Review and revise SPSA final draft. Align our goals as a leadership team.
3/21/2023	Admin team	Review/Revise the CCSPP Grant Section
4/10/2023	Admin Team	Finalize the CCSPP grant section
4/21/2023	SSC & SELLS Combined	Present Final Budget and Approve SPSA

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

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$161,540.00
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	\$652,391.43

### 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)	\$147,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,980	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,940	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$333,625	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$9,850	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$161,540</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$490,851</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$652,391</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 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 teacher are able to plan for mindful and purposeful instruction. Teachers collaborate in professional learning communities to implement rigorous instruction, that meets the needs of all students. Teachers engage in peer observations to receive and give constructive feedback. Teachers use data to drive instruction and make clear plans for corrective instruction to accelerate student achievement. We engage the family and community in quarterly meetings to review growth and set goals. All stakeholders work together to create a more caring school community where staff, teachers, and families support one another. The school provides parent workshops, monthly coffee with the principal, monthly room representative meetings, and school site council meetings.

**School Demographics, 2021-22**

<b>% Male</b>	<b>% Female</b>	<b>% English Learners</b>	<b>% Newcomers</b>	<b>% Unhoused</b>	<b>% Foster Youth</b>	<b>% Socioeconomically Disadvantaged</b>	<b>% Students with Disabilities</b>
49.5%	50.5%	79.5%	13.2%	1.1%	0.0%	97.1%	14.0%
<b>% Black/ African-American</b>	<b>% White/Caucasian</b>	<b>% Hispanic/Latino</b>	<b>% Asian</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% American Indian/ Alaskan Native</b>	<b>% Multiracial</b>
1.3%	0.0%	94.7%	0.3%	0.0%	0.0%	0.0%	0.5%

**1B: STUDENT GOALS & TARGETS**

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

**School Goal for College, Career & Community Readiness:** Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%.

80% of students in Kinder will master letter names and letter sounds in both languages.

**Early Literacy Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	38.9%	22.9%	<i>not available until Fall 2023</i>	40.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	25.4%	14.0%	<i>not available until Fall 2023</i>	30.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	9.3%	7.7%	<i>not available until Fall 2023</i>	20.0%

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-45	n/a	-91.0	<i>not available until Fall 2023</i>	-0.6
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	9.1%	8.0%	<i>not available until Fall 2023</i>	25.0%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-39.8	n/a	-111.7	<i>not available until Fall 2023</i>	-0.3
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	8.3%	<i>not available until Fall 2023</i>	40.0%



CAST (Science) at or above Standard	All Students	10.4%	n/a	6.3%	<i>not available until Fall 2023</i>	20.0%
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for Targeted Supports for Focal Student Groups:** EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Students with tier 2 needs receive push in or pull out services to provide additional support at their level.

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-95.5	n/a	-171.3	<i>not available until Fall 2023</i>	-85.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-74.7	n/a	-119.5	<i>not available until Fall 2023</i>	-65.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	10.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-85.9	n/a	-160.3	<i>not available until Fall 2023</i>	-75.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-65.8	n/a	-131.3	<i>not available until Fall 2023</i>	-55.0

**Reclassification Measures & Annual Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	9.8%	2.8%	9.1%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	16.7%	0.0%	14.3%	<i>not available until Fall 2023</i>	5.0%

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

**School Goal for Student & Family Engagement:** Students decrease chronic attendance by 10%. All students feel a sense of connectedness and experience a whole child approach to their education which includes enriching experiences.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	85.5%	80.6%	64.2%	<i>not available until Fall 2023</i>	88.0%
Out-of-School Suspensions	All Students	0.3%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	12.0%	13.5%	51.5%	<i>not available until Fall 2023</i>	25.0%
Chronic Absenteeism	African American Students	n/a	n/a	80.0%	<i>not available until Fall 2023</i>	50.0%

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

**School Goal for High-Quality Staff:** All staff use district curriculum including Eureka2, Benchmark, and SIPPS daily to support a strong instructional core that is systematic. Teachers provide strong tier 1 instruction to support all students and our committed to the Esperanza way.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	81.8%	79.8%	76.6%	<i>not available until Fall 2023</i>	80.0%

<b>1C: STRENGTHS, CHALLENGES &amp; ROOT CAUSES</b>		
<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Kinder i-ready, Newcomer supports daily, Literacy groups	Systematic phonics, phonological awareness daily. Newcomer TSA pulling out differentiated groups daily, literacy tutors and academic mentors working with small groups.
<i>LCAP Goal 2: Focal Student Group Supports</i>	3-5 ELD daily 30 minutes. Newcomer Support. RJ and support for students SEL needs.	Being fully staffed with TSA's that are trained and are able to support in different high area needs such as intervention or student support.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Workshops and give aways for families. Social service support and enrollment support (medical, calfresh). Provide resources for families ie lawyers, immigration. Attendance support, goal setting, and family outreach. Job opportunities for family members on site. UFA (united for achievement) parent and teacher meetings 3x per year. Homevisits in the beginnig of the year.	CSM, increase to full time attendance specialist. Prioritizing homevisits in instructional minutes and the use of minimum days. Parent volunteers/family fellows support for targeted outreach.
<i>LCAP Goal 4: Staff Supports</i>	Focused PD cycles, Coaching/Mentoring of new teachers. Stong ILT to support with PD focus. Modeling, elbow coaching and observations in Spanish and English.	TSA, partnership with early litearch and ELLMA.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	students flatlinng and not making expected growth goals. Many students are multiple years below grade level in English, Spanish, and Math. 80% of 5th graders have not reclassified.	Pandemic and learning loss. Teacher turnover and hiring temp and non credentialed teachers. Coaching is inconsistent due to absences. Need for differentiation and finding time. Inability to use STIPS for differentiation due to covering absences. Inconsistent structures and practices throughout the whole school.

<i>LCAP Goal 2: Focal Student Group Supports</i>	Differentiated instruction is inconsistent, pull out intervention group disruption due to STIP subs covering absences. SPED students without a teacher and had inconsistent IEP push in/pull out minutes.	Staff absences disrupt pull out, PLC time needed for teachers with their academic mentors/lit tutors. Academic mentors being hired in phases which causes training difficult.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Diversity of attendees to workshops and family meetings. Students illness and extended vacations. Low attendance at trimester family meetings called UFA, united for achievement), low attendance at SSC (School site council).	Childcare is not always provided and its during times where parents are still at work. Need to have childcare and variety of times offered. Access for mam speakers.
<i>LCAP Goal 4: Staff Supports</i>	Many new teachers to coach. High need for SIPPS differentiation which is challenging with many groups- lack of support people - lack of training, inconsistent PLC structure and using coverage to cover teacher absences made data focused instruction challenging.	Staff absences and lack of district subs, hire turnover in staff and district retention.

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

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

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Esperanza Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

We began 22-23 with setting the stage for the staff since we were welcoming 9 new teachers to our staff. We grounded ourselves during retreat in the Esperanza way and the goals we were trying to reach both academically and social emotionally for our students. We began the year with a strong SEL cycle focused on norms and guiding a safe and caring community. 100% of teachers did virtual or in person home visits and got to know families. Teachers have been committed to teaching the Esperanza core values and using positive reinforcement and eaglet tickets. Since our district was starting a new math curriculum, we wanted to ensure we had time to build teacher capacity within our new curriculum. We are proud of the focused work and time spent on Eureka2 and we have seen pacing, questioning, and student engagement increasing. We also worked hard to have PLC during the day on Thursdays using 2 STIPs and 1 TSA for coverage. During PLC we planned on using data to ground teacher inquiry by grade level. During PLC we grounded ourselves in data and made instructional decisions to increase student achievement. Unfortunately due to teacher absences PLC's have been impacted and there has been a lack of consistency and follow up with the inquiry cycles. Our 3rd PD cycle was focused on student talk protocols, academic discussions and increasing student opportunities for oral production. Our TSA's continue to support and coach new teachers in order to build their capacity in teaching all the new curriculum. TSA's, STIPs and literacy tutors provide tier 2 phonics support in grades K-4. The consistency for pull out tier 2 has been most impacted for STIP subs due to having to cover teacher absences. However, we have adjusted and readjusted to ensure that students are still receiving their tier 1 within the classroom. TSA's and literacy tutors have been able to be consistent with their groups. With the support of the district mini math cycles we have been able to have a continued focus on Math. Differentiation within the classroom has been challenging for all teachers in both literacy and math. Students are showing large gaps in knowledge and foundational skills in grades 2-5. Teachers attempt to balance providing basic skills and standard based curriculum and rigor for all students. With teaching 2 languages there is very limited time in a day to provide as many small groups that are focused as we had originally hoped. We also have not been able to use the other STIP's for intervention as intended due to teacher absences.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Providing time for the retreat to spend time learning our math curriculum was a very good use of time and funds. Without these extra days we would not have been able to jump into our school year with common goals and a starting foundation. Spending our first PD cycle focused on SEL and engaging in home visits supported in creating the safe caring community that we strive to have. Having TSA, STIPs, and tutors hired and ready to pull groups was also in alignment with our intervention and tier 2 support. We also utilized our newcomer teacher to identify the groups of students and used data to best support and group students. All our tier 2 began within 3 weeks. With our CSM and our increase FTE for the attendance specialist we are able to spend focused time with attendance initiatives and parent 1:1 regarding attendance.

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

The big change and challenge has been covering teacher absences and the impact that has had on our original tier 2 pull out support plan. Additionally teacher absences has greatly impacted our ability to have consistent PLC's each week. Therefore our goal of using data to impact student achievement and engage in teacher inquiry has been negatively impacted. We have 9 new teachers and a new curriculum so we have focused our PD time in strong tier 1 instruction and implementation of our new curriculum. We have used TSA's to support with small groups and coaching of our new staff.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	College/Career Readiness	Support EL students with tier 1 and tier 2 intervention strategies to increase student outcomes.	TSA consistently pulls groups but is pulled in many directions to cover classes or provide coaching for teachers. TSA pulled a 4th grade SIPPS groups 2x per day 3 days per week. TSA coached 6 teachers consistently from August until December. This coaching included 2 observations and 1 debrief. Originally the debrief was supposed to be in person but many debriefs ended up being via email.	We will change to funding a STIP sub using title 1. We want to ensure that we have 2 STIP subs that can consistently pull small groups. We will continue funding a STIP using different funds.
Academic Mentor	Reading Inventory (RI) Multiple Years Below Grade Level	Support EL students with tier 1 and tier 2 intervention strategies to increase student outcomes.	Works with small groups in K-1 consistently. Our school goal is that by May 2023 80% of kinder student know the letter names and letter sounds in both languages. In Marcy 2023 73% of Kinder student know their letter names in English and 65% know their letter names in Spanish. In March 2023 66% of kinder studnets know their letter sounds in Spanish.	Continue using different funds.

Books other than Text Books	College/Career Readiness	Support student access to engaging texts in their classrooms.	Principal has observed that students love getting new books in their classrooms and to support diversify classroom libraries so teachers can incorporate diverse perspectives in their read alouds. We purchased books for teachers so they could teach the Esperanza Core Values (Respect, Determination, Service, Diversity, Empathy, Scholarliness). We also incorporated titles that could be used during womens history, asian history, black history, and latinx history months.	We will continue to keep a small amount for books.
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**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Esperanza Elementary School

**School ID:** 177

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

<b>School Priority:</b>	In teaching the “Esperanza Way” all students will receive rigorous well planned CC aligned lessons in both English and Spanish. Literacy lessons will include the components will include a opening, teacher model and multiple opportunities for students to show mastery. Math will include spiral review, strong teacher modeling, guided practice and independent practice. All lessons will be planned to engage students, increase student talk and promote critical thinking.				
<b>School Theory of Change:</b>	If we focus on aligning our curriculum to the common core standards, keep language in the forefront, increase student talk and academic output, align the task to intended student oral or written outcome, incorporate checks for understanding and assessments then students will increase their literacy proficiency in both languages.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers give formative and summative assessments that inform instruction to best support students daily and by standard. Teachers will use these data points to differentiate instruction, create corrective action plans and modify lessons. Teachers engage in data analysis individually and with their grade level teams in order to reflect on their practice and determine action plans moving forward that supports all students.	TSA/Principal will create opportunities for Data conferences 1:1 with teachers. ILT will create specific data dive oppotunities during buy back days. STIP subs will be used for PLC grounded in data.	PLC Agendas. Use of Data analysis protocol at the 1:1 conferences, academic tutors work with students in small groups, the groups will change depending on the students' growth.		Tier 1

1-2	<p>Teachers plan content language objectives that align to their lessons in all subjects. Content language objectives are posted daily in a visible predictable location. Teachers use the Esperanza Way to support PBIS systems and the learning lesson structure in a systematic way to support student learning across our school site . Teachers will record their instruction during the cycle in order to get feedback from their colleagues to push instruction and reflect on ones practice.</p>	<p>Leadership will observe and provide feedback to teachers, focusing on the student learning outcome, the quality and alignment of the task, and the use of the agreed Esperanza PBIS strategies. Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards during PLC's. Use video consultancy protocol during PD to create opportunities for peer feedback.</p>	<p>PLC Agenda, Data meeting schedules, walkthrough data, video consultancy protocol, PD cycle focused on CLOs, PD cycle focused on PBIS systems at the beginning of school year.</p>		Tier 1
1-3	<p>Teachers will focus on all 4 domains of language (reading, writing, listening, and speaking) within the day in both languages. Teachers will use discussion strategies such as expand, clarify, summarize and synthesize their or each others learning. Teachers will use structured language practices to increase student talk.</p>	<p>Leadership will provide PD to support the 4 domains of language and incorporate discussion strategies and structured language practices to increase student talk across subjects.</p>	<p>Walkthrough data, PD cycle focus.</p>		Tier 1

1-4	Teachers will create a well balanced dual language facing week for all students using district approved curriculum. Teachers will ensure all student receive small groups based on their need and data.	Provide PD, planning time and PLC time	Eligible sipp students receive at least 1 mastery test per month. Data for Dibels and letter names/sounds is turned in on time according to the District's Assessment calendar	EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Students with tier 2 needs receive push in or pull out services to provide additional support at their level.	Tier 1
1-5	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum.	Leadership will provide funding for transportation so students can experience and enrich their studies. Leadership will support grade levels in finding quality experiences connected to their units within their curricula.	Sign up for specials (garden/library) Field trip forms, observations (environment, trees, wood, etc) done in Science.	Students decrease chronic attendance by 10%. All students feel a sense of connectedness and experience a whole child approach to their education which includes enriching experiences.	Tier 1
1-6	Teachers check for understanding through-out the lesson and make adjustments to support ALL students to meet the objective.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Walkthrough data, gradual release of responsibility, positive reinforcement, exit tickets.	Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%. 80% of students in Kinder will master letter names and letter sounds in both languages.	Tier 1

1-7	Teacher will implement district adopted curriculum and implement learning from district and site PD. Teachers will have access to basic school supplies for teaching.	Leadership team will provide PD cycle focused on implementation of new math curriculum. Leadership will provide materials and supplies for students and teachers as needed. Leadership will provide basic supplies for students and teacher lessons.	Walk through data. PD Artifacts. PLC artifacts, agreements, and focus.	All staff use district curriculum including Eureka2, Benchmark, and SIPPS daily to support a strong instructional core that is systematic. Teachers provide strong tier 1 instruction to support all students and our committed to the Esperanza way.	Tier 1
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<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>	
<b>School Priority:</b>	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction including using SIPPS to fidelity and ensuring all EL students have 30 min per day of ELD. Language and literacy will be at the forefront of all lessons and content language objectives will align to the task in Spanish and English
<b>School Theory of Change:</b>	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students.
<b>Students to be served by these actions:</b>	<i>All Students specifically EL, SPED, Newcomer, and 3rd language learners.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	<p>Teachers will implement the Advance/Adelante curriculum together with Heggerty and SIPPS. Teachers will collaborate with their team to divide literacy components so that they are student facing and student receive balanced instruction within the context of the dual language setting. Teachers will have posted content language objectives that align to the task. Teachers will ensure all students know the objective and are checking for understanding throughout the lesson and make adjustments when needed.</p>	<p>Leadership will provide PD, coaching/modeling, video consultancies and feedback around the curriculum implementation and instruction components. Leadership will support with a student facing schedule that is aligned within our dual language context. Leadership will go on walk through weekly to give feedback to teachers and provide bite size actionable feedback. ILT will work in collaboration to provide PD opportunities within our curriculum.</p>	<p>Agendas with CLOS's. Walkthrough data. Weekly plan turned in. Use of SIPPS for all students with mastery tests complete. Heggerty in both languages in Tk-1st and for tier 2 as identified.</p>		Tier 1
2-2	<p>Implement progress monitoring and differentiated small group intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills, and literacy skill instruction in small groups daily</p>	<p>-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports -Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures</p>	<p>STIP sub data tracker and schedule. Data conference sheets.</p>	<p>EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Students with tier 2 needs receive push in or pull out services to provide additional support at their level.</p>	Tier 2

2-3	<p>Connected high leverage strategies to improve reading within the advance/adelante curriculum. Including setting reading comprehension growth goals (in Spanish and English), using structured language practices, GLAD strategies. Teachers use Before, During, and After Reading strategies with Adelante/Advance complex texts from ELA /SLA.</p>	<p>Leadership will give a list of high leverage SLP, there is a GLAD trainer on site that can support teachers with implementation. Strategies will be modeled during PD. Elbow coaching and observations will be provided. Video consultancies during PD Cycles.</p>	<p>All teachers use a goal setter for i-ready and letter naming/sounds. Walkthrough data and observational data.</p>		Tier 1
2-4	<p>Teachers will use and have access to technology that will support and encourage students to use the technology and online platforms to increase engagement and student outcomes.</p>	<p>Leadership will monitor technology needs and platforms that are improving student outcomes. Leadership will provide training to teachers to use online platforms with fidelity. Leadership will ensure teachers have the basic materials needed to be successful to implement our instructional program.</p>	<p>Teachers have chrome carts in their classrooms. Teachers have working projector and ELMO.</p>		Tier 1

2-5	<p>Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.</p>	<ul style="list-style-type: none"> <li>-Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment.</li> <li>-Provide Professional development/Coaching and learning for implementation of curriculum and strategies</li> <li>-Support &amp; monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment.</li> <li>-Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum national skills curriculum across classrooms and grade levels to ensure instructional alignment.</li> </ul>	<p>Data from dashboard is provided by the TSA. TSA uses data to facilitate PLC meetings.</p>		Tier 2
2-6	<p>Teachers will use differentiation strategies to meet the needs of all students in both languages. Teachers will have small groups that are flexible in both languages. Teachers will keep in mind the varying ELD/SLD levels of their students to support differentiated language frames. Support staff (STIP, TSA, Academic mentors, and Lit tutors) will be used to support tier 2 students.</p>	<p>Leadership will provide data days to analyze data to create differentiated groups. Leadership will provide coaching for differentiation strategies and language scaffolds. Leadership will prioritize the use of STIPs, academic mentors, and literacy tutors for tier 2 academic support.</p>	<p>CLO's posted daily. Print Rich classroom with language supports posted and accessible. Tier 2 intervention schedule is accessible, updated, and used for progress monitoring by all support staff.</p>	<p>EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Students with tier 2 needs receive push in or pull out services to provide additional support at their level.</p>	Tier 1

2-7	Teachers create a culture of evidence by holding expectations that all students can and will use evidence from text to support their claims and ideas.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Walkthrough data, teacher say "how do you know, cite your source" "prove it"		Tier 1
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	Through a multi tiered system of support we are creating a positive and supportive environment where students feel connected, engaged, and ready to learn.
<b>School Theory of Change:</b>	If we focus on improving implementation of current systems and tier 1 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 URF rate.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers actively build relationships with students and families. Teachers use the CSC practices, community circles and keep 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.	Leadership will provide planning time during the retreat and first cycle of inquiry so teachers can plan and review expectations. Support around implementation of CSC and core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to PBIS, CSC, and core values throughout the year but especially in the first 6 week of school. Lincoln child center will provide mental health services, support cost team, and work with families.	Walkthrough data. Weekly plans clearly show where and when Core values are taught. SEL is explicitly with a focus during breakfast after the bell.	Students decrease chronic attendance by 10%. All students feel a sense of connectedness and experience a whole child approach to their education which includes enriching experiences.	Tier 1



3-2	SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community. Teachers will create opportunities through the CSC practice for positive social interaction and connection to support the whole child.	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	Use of the 6 weekl plan school wide. CSC is present in weekly plans. Teacher are at yard duty on time and actively support.	Students decrease chronic attendance by 10%. All students feel a sense of connectedness and experience a whole child approach to their education which includes enriching experiences.	Tier 1
3-3	Teacher lessons include 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.	Use of the 6 weekl plan school wide. CSC is present in weekly plans. Teacher are at yard duty on time and actively support.	Students decrease chronic attendance by 10%. All students feel a sense of connectedness and experience a whole child approach to their education which includes enriching experiences.	Tier 1
3-4	Teachers create systems of motivation to support the love of learning. All classrooms include evidence of positive reinforcement using the school wide systems such as 5-to-1 positive narration and other strategies. Teachers utilize a calming space as a preventive practice. Teachers use a buddy classroom for no more than 10 minutes with an appropriate calm down and reflect artifact.	Leadership will plan assemblies to build on the systems created in classrooms. Leadership will provide workshops that align to these goals for families with childcare and refreshments. We will continue the use of eaglet tickets, the student store, and superstars.	Walkthrough data. All teachers use behavior chart. Eaglet tix are actively used. Calming space is present in a classrooms and students know how to use it.	Students decrease chronic attendance by 10%. All students feel a sense of connectedness and experience a whole child approach to their education which includes enriching experiences.	Tier 1

3-5	<p>Teachers build strong relationships with families through ongoing 2-way communication and contact. Teachers using a messaging system in families home language. Teachers send out positive messages to family to at least 5 students per week.</p> <p>Teachers have quarterly meetings and educate families about the bilingual pathway awards in order to cultivate enthusiasm for the seal of biliteracy in 12th grade. Teachers will connect with families by homevisits and trimester meetings called UFA (united for achievement).</p>	<p>Leadership will create space during PD to send positive messages home. Staff will be trained on district messaging system. Leadership will look for parents to support the overall goals of the school. Leadership will build relationships through monthly coffee with the principal, workshops, and SSC meetings.</p>	<p>Use of parentsquare. Home visit calendar. UFA artifacts 3x per year.</p>	<p>All staff use district curriculum including Eureka2, Benchmark, and SIPPS daily to support a strong instructional core that is systematic. Teachers provide strong tier 1 instruction to support all students and our committed to the Esperanza way.</p>	Tier 1
3-6	<p>Teachers encourage meaning making in any language. Teachers have explicit instruction for transferability and make connections between both languages. Teachers focus on how language works.</p>	<p>Leadership will provide more PD and coaching for Spanish language arts and transferability. Principal will discuss during coffee with the principal.</p>	<p>ELL Walkthrough rubric, congates poster, posted CLO's.</p>	<p>Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%. 80% of students in Kinder will master letter names and letter sounds in both languages.</p>	Tier 1

3-7	Teachers utilize students culture and language within the classroom instruction. Teachers value bilingualism and the assets students bring to the classroom. Teachers work with families to educate and promote biliteracy and bilingualism. Teachers actively promote bilingualism as an asset.	Leadership will ensure staff is more informed about the seal of biliteracy. Leadership will provide workshops for families with childcare and refreshments. DL committee focus on providing staff awareness and education.	Committee has a goal and slidedeck for staff. Workshop for families. Biliteracy writing contest full school participation.	Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%. 80% of students in Kinder will master letter names and letter sounds in both languages.	Tier 1
3-8	Teachers will refer students using a COST form and will implement tier 1 structures. COST team will determine next steps for Tier 2 students such as extra mental health supports.	Leadership will ensure all staff is aware of the Esperanza culture plan, the norms, core values, and tier 1 strategies. COST team will use a staff meeting to provide staff with COST referral info.	Staff mtg slide deck. Use of culture plan. COST referrals after interventions and strategies tried.	Students decrease chronic attendance by 10%. All students feel a sense of connectedness and experience a whole child approach to their education which includes enriching experiences.	Tier 1

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>	
<b>School Priority:</b>	All teachers will engage in ongoing professional learning that develops teacher efficacy through interactions that reflect our shared agreements and the "Esperanza Way". Teachers will engage in continued progress monitoring to increase student achievement.
<b>School Theory of Change:</b>	If we provide time, support and protocols for cycles of inquiry and peer observations and feedback teachers will build efficacy and deepen their instructional practice in order to increase student achievement.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Use multiple forms of data to reflect and plan collaboratively to improve student outcomes. use data to plan effective and differentiated instruction	Build leadership capacity around PLC implementation by providing protocol, time and support for teacher collaboration. Provide cycle of learning and cycles of inquiry based on data and our key instructional focus areas.	PLC Agendas, Buy back day agenda, 1:1 data conferences.	Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%. 80% of students in Kinder will master letter names and letter sounds in both languages.	Tier 1
4-2	Use protocols to observe peers and give actionable feedback in order to push each others practice and build instructional coherence. Provide thoughtful feedback to leadership on PD's and PLC's. Reflect on one's own practice, PD's, and PLC's to build teacher efficacy.	Leadership will Provide opportunities with protocols and coaching for peer feedback and observation, Ground cycles in data, feedback, and the vision and mission of Esperanza. Leadership will build teacher capacity by providing opportunities to practice and time to calibrate on how to give feedback.	Use of video consultancy, sign up system for peer observations. PLC opportunities for feedback.	All staff use district curriculum including Eureka2, Benchmark, and SIPPS daily to support a strong instructional core that is systematic. Teachers provide strong tier 1 instruction to support all students and our committed to the Esperanza way.	Tier 1
4-3	Teachers and staff model the kind of respectful and inclusive language that is expected by the Esperanza community. Teachers and staff model core values and what self regulation and growth mindset look like.	Leadership models the kinds of respectful and inclusive language and interaction that is expected by the Esperanza Community	Positive, inclusive is heard in classrooms, office and hallways. Anchor charts are visible.		Tier 1

4-4	Full engage in professional development and commit to the strategies presented. To the best of their ability use the strategies and resources to incorporate into your classroom.	Leadership provides coaching and look fors	On time attendance. Deliverables and artificacts are uploaded accurately.		Tier 1
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**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>School Theory of Change:</b>	If we provide direct PD and coaching to teachers to regarding cultually responsive pedgagody then all students including AA will be more successful.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	PLC agenda	Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%. 80% of students in Kinder will master letter names and letter sounds in both languages.	Tier 1

5-2	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Staff Meeting agenda, PD Do now	Students decrease chronic attendance by 10%. All students feel a sense of connectedness and experience a whole child approach to their education which includes enriching experiences.	Tier 1
5-3	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide PD, collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	PD Agenda	All staff use district curriculum including Eureka2, Benchmark, and SIPPS daily to support a strong instructional core that is systematic. Teachers provide strong tier 1 instruction to support all students and our committed to the Esperanza way.	Tier 1
5-4	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Provide PD, Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	PD or PLC cycle of learning.		Tier 1

## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

<b>School Priority:</b>	We will focus on Language development (Spanish and English) through designated and integrated ELD/SLD in content within our curriculum and keep language at the forefront of lessons in order to support all students in using and acquiring academic language in both English and Spanish.
<b>School Theory of Change:</b>	If we focus on teaching language in all content areas to ensure all units are integrated with content, language and literacy, we will improve both our reclassification rate and our reading levels in both Spanish and English.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	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.	Walkthrough data	All staff use district curriculum including Eureka2, Benchmark, and SIPPS daily to support a strong instructional core that is systematic. Teachers provide strong tier 1 instruction to support all students and our committed to the Esperanza way.	Tier 1

6-2	Designated ELD happens everyday in all classrooms using the ELD standards to guide our planning. Teachers will use data to support EL students move toward proficiency. ELD groupings are created when possible to support specific language needs of students.	Leadership will support in making schedules that protect time for designated ELD. Coaching and new teacher support will be given in order to increase teacher capacity and student outcomes. Leadership will provide time, training and protocols for data dives.	Walkthrough data. PLC agenda.	EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Students with tier 2 needs receive push in or pull out services to provide additional support at their level.	Tier 1
6-3	Teacher collaboration through grade level PLC's where student work is analyzed, lessons are planned, high quality complex texts are identified, opportunities are provided for oral and written responses, and corrective action plans are made to ensure accelerated learning and make sense for student group needs.	Leadership will provide support and coaching so teams can look at data in order to continually differentiate and support EL Students. Leadership will norm around assessments and progress monitoring and share with staff.	PLC agenda.	Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%. 80% of students in Kinder will master letter names and letter sounds in both languages.	Tier 2



6-4	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.	Print rich environment. Walkthrough data.	All staff use district curriculum including Eureka2, Benchmark, and SIPPS daily to support a strong instructional core that is systematic. Teachers provide strong tier 1 instruction to support all students and our committed to the Esperanza way.	Tier 1
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	177-1
Contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	177-2
Incentives	\$3,120	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports -Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures	177-3
Attendance Specialist, Bilingual	\$44,970	California Community Schools Partnership Program	2205	Classified Support Salaries	3100	Attendance Specialist, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Teachers will build strong relationships with families through ongoing 2-way communication and contact	177-4
12-Month Community School Manager	\$75,513	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8721	12-Month Community School Manager	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports -Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures	177-5

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	\$116,897	California Community Schools Partnership Program	2405	Clerical Salaries	9494	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will provide planning time during the retreat and first cycle of inquiry so teachers can plan and review expectations. Support around implementation of CSC and core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to PBIS, CSC, and core values throughout the year but especially in the first 6 week of school. Lincoln child center will provide mental health services, support cost team, and work with families.	177-6
Class supp salaries - academic mentor	\$32,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.	177-7
Stipends - Family Fellow	\$18,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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
Extended contract - PD - Retreat	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Provide professional development on high leverage teaching strategies.	177-9
STIP Teacher	\$83,919	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8722	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will use differentiation strategies to meet the needs of all students in both languages. Teachers will have small groups that are flexible in both languages. Teachers will keep in mind the varying ELD/SLD levels of their students to support differentiated language frames. Support staff (STIP, TSA, Academic mentors, and Lit tutors) will be used to support tier 2 students.	177-10

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$26,957	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8038	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.	177-11
Early Literacy Tutor	\$29,090	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8037	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-12
Early Literacy Tutor	\$34,995	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7999	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-13
Class support salaries extra comp	\$3,000	LCFF Discretionary	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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	177-14
Supplies	\$17,980	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teacher will implement district adopted curriculum and implement learning from district and site PD. Teachers will have access to basic school supplies for teaching.	177-15
Uniforms	\$3,500	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community. Teachers will create opportunities through the CSC practice for positive social interaction and connection to support the whole child.	177-16

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Maintenance Agreement	\$1,500	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	177-17
10-Month Classroom Teacher on Special Assignment (TSA)	\$7,944	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7787	10-Month Classroom Teacher on Special Assignment (TSA)	0.05	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Provide PD, planning time and PLC time	177-18
10-Month Classroom Teacher on Special Assignment (TSA)	\$41,730	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7786	10-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	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. Elbow coaching and observations will be provided. Video consultancies during PD Cycles.	177-19
10-Month Classroom Teacher on Special Assignment (TSA)	\$114,179	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2051	10-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Leadership will observe and provide feedback to teachers, focusing on the student learning outcome, the quality and alignment of the task, and the use of the agreed Esperanza PBIS strategies. Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards during PLC's. Use video consultancy protocol during PD to create opportunities for peer feedback.	177-20
Counselor	\$27,146	LCFF Supplemental	1205	Certificated Pupil Support Salaries	New	Counselor	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers will refer students using a COST form and will implement tier 1 structures. COST team will determine next steps for Tier 2 students such as extra mental health supports.	177-21

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$3,854	LCFF Supplemental	2205	Classified Support Salaries	7073	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.05	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community. Teachers will create opportunities through the CSC practice for positive social interaction and connection to support the whole child.	177-22
School Enrichment Recess Coach	\$44,872	LCFF Supplemental	2205	Classified Support Salaries	9038	School Enrichment Recess Coach	0.62	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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	177-23
Noon Supervisor	\$7,882	LCFF Supplemental	2905	Other Classified Salaries	9122	Noon Supervisor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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	177-24
Supplies	\$519	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	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.	177-25
Lincoln Contract	\$85,500	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers will refer students using a COST form and will implement tier 1 structures. COST team will determine next steps for Tier 2 students such as extra mental health supports.	177-26
10-Month Classroom Teacher on Special Assignment (TSA)	\$150,940	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7787	10-Month Classroom Teacher on Special Assignment (TSA)	0.95	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leadership will provide support and coaching so teams can look at data in order to continually differentiate and support EL Students. Leadership will norm around assessments and progress monitoring and share with staff.	177-27

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Books other than - Teacher Books	\$1,572	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Connected high leverage strategies to improve reading within the advance/adelante curriculum. Including setting reading comprehension growth goals (in Spanish and English), using structured language practices, GLAD strategies. Teachers use Before, During, and After Reading strategies with Adelante/Advance complex texts from ELA /SLA.	177-28
Library Technician	\$31,868	Measure G, Library Support	2205	Classified Support Salaries	7149	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teacher lessons include a focus on teaching and supporting the whole child that encompasses academics and social emotional and physical wellness.	177-29
Early Literacy Tutor	\$3,851	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8038	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-30
Early Literacy Tutor	\$4,156	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8037	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-31
Early Literacy Tutor	\$4,999	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7999	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-32

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$30,660	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3600	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-33
Workshops	\$800	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Leadership will ensure staff is more informed about the seal of biliteracy. Leadership will provide workshops for families. DL committee focus on providing staff awareness and education.	177-34
Childcare	\$1,350	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Leadership will plan assemblies to build on the systems created in classrooms. Leadership will provide workshops that align to these goals for families. We will continue the use of eaglet tickets, the student store, and superstars.	177-35
refreshments	\$290	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will plan assemblies to build on the systems created in classrooms. Leadership will provide workshops that align to these goals for families with childcare and refreshments. We will continue the use of eaglet tickets, the student store, and superstars.	177-36
Fingerprints	\$1,500	Title I, Part A Parent & Family Engagement	5838	Fingerprinting	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will create space during PD to send positive messages home. Staff will be trained on district messaging system. Leadership will look for parents to support the overall goals of the school. Leadership will build relationships through monthly coffee with the principal, workshops, and SSC meetings.	177-37



PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$72,094	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7597	STIP Teacher	0.95	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers will use differentiation strategies to meet the needs of all students in both languages. Teachers will have small groups that are flexible in both languages. Teachers will keep in mind the varying ELD/SLD levels of their students to support differentiated language frames. Support staff (STIP, TSA, Academic mentors, and Lit tutors) will be used to support tier 2 students.	177-38
STIP Teacher	\$73,728	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8283	STIP Teacher	0.95	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will use differentiation strategies to meet the needs of all students in both languages. Teachers will have small groups that are flexible in both languages. Teachers will keep in mind the varying ELD/SLD levels of their students to support differentiated language frames. Support staff (STIP, TSA, Academic mentors, and Lit tutors) will be used to support tier 2 students.	177-39
Extended contract - intervention	\$1,929	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Connected high leverage strategies to improve reading within the advance/adelante curriculum. Including setting reading comprehension growth goals (in Spanish and English), using structured language practices, GLAD strategies. Teachers use Before, During, and After Reading strategies with Adelante/Advance complex texts from ELA /SLA.	177-40
Field Trips	\$8,875	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	177-41

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Educational Assemblies	\$975	Title IV, Part A Student Support & Academic Enrichment	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will plan assemblies to build on the systems created in classrooms. Leadership will provide workshops that align to these goals for families with childcare and refreshments. We will continue the use of eaglet tickets, the student store, and superstars.	177-42
Early Literacy Tutor	\$30,660	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	3600	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	177-43



## **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 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 teachers, 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 messages 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 teachers, grade level workshops and whole school data nights with TRANSLATION for families when needed.
- 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 the 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 i-ready, 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 meetings.
- 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. The school involves parents in an organized, ongoing, and timely way, in

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

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

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

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

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

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

#### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

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

#### **Adoption**

This policy was adopted by Esperanza on August 26, 2022, and will be in effect for the period of August 8, 2022 through May 31, 2023.

**The school will distribute this policy to all parents on or before September 30, 2022.**

Cristina Segura  
**Name of Principal**

*Cristina Segura*  
**Signature of Principal**



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

## **Título I, Parte A Política de participación escolar de padres y familias**

**Todas las escuelas de Título I desarrollarán conjuntamente una política documentada de participación de padres y familias con sus aportaciones y será distribuida a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familiares del Título I, Parte A**

### **Esperanza Elementary**

**acuerda implementar las siguientes prácticas de colaboración, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:**

**Estándar 1 de OUSD de participación familiar: Programa de educación para padres / guardianes**

*Las familias reciben apoyo en cuanto a habilidades para criar a sus hijos, comprensión del desarrollo del niño y el adolescente y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.*

**La escuela brinda asistencia a los padres para comprender los estándares de contenido académico del Estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos mediante:**

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, taller de nivel de grado
- Apoyamos a todos nuestros padres a través de reuniones periódicas que abarcan todos los datos y las necesidades curriculares de nuestros estudiantes. Las reuniones van desde un nivel general de la escuela al nivel individual dependiendo de lo que necesitan nuestras familias.
- Café con la directora para conocer a los padres.
- Involucrar familias más vulnerables e identificar cuando necesitamos interpretación.

**La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al realizar:**

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos entre familias y maestros y talleres de nivel de grado
- Reuniones de UFA (Unidos por el logro) entre el aula y el maestro para proporcionar actividades y datos de alfabetización / matemáticas
- La escuela podrá tener contacto 1-1 con los padres para invitarlos a las reuniones, para promover asistencia a las reuniones. (para que sepan la importancia de estar en las reuniones y ser involucrados). Hacer un horario más cómodo.

### **OUSD Family Engagement Standard 2: Comunicación con padres y cuidadores**

*Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.*

**La escuela se comunica con las familias sobre la política de participación de los padres y la familia de la escuela mediante:**

- La convocatoria de una reunión anual, cuando mejor convenga, a la que todos los padres serán invitados y animados a asistir, para informarles de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.
- El uso de “parent square” como modo de comunicación por texto.
- Uso de la carta de noticias
- página del internet de la escuela
- colección de videos de youtube para padres que contiene los recursos
- Otros medios de comunicación (ejemplo: whatsapp y mensaje regular)

Esperanza convocará una reunión anual de Título I para realizar lo siguiente:

1. Informar a los padres de la participación de sus escuelas en el Programa de Título I
2. Explicar los requisitos del Programa Título I (Explicar título 1 a los padres que es el significado)
3. Explicar los derechos de los padres a participar de manera organizada, continua y oportuna, en la revisión de la planificación y la mejora de su Programa de Título I.



4. El derecho de los padres a participar en el desarrollo del plan Título I del Distrito:

La escuela se comunicará con las familias sobre el Título I, programa Parte A mediante:

- La convocatoria de una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y animados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.
- Volantes y agendas están puestos 72 horas antes de la junta para conseguir más apoyo.

**La escuela se comunica con las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del alumno y los niveles de competencia que se espera que los alumnos cumplan:**

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado.
- Reuniones de padres líderes con administración llamado “Café con la Directora”.
- La carta de noticias tiene la información de evaluaciones para el mes.

**La escuela distribuye información relacionada con los programas escolares y de padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entienden a través de:**

- Llamadas automáticas en su idioma
- Enviar noticias sobre eventos mensuales
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.
- Café con la Directora, estas juntas están en inglés y español

**OUSD Family Engagement Standard 3: Programa de voluntariado para padres**

Las familias participan activamente como voluntarios y observadores en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades para que las familias se ofrezcan como voluntarios en las aulas y otras actividades escolares de las siguientes maneras:

- Esperanza tiene un grupo de padres representantes de salón que apoyan a los maestros para que obtengan voluntarios
- Esperanza tiene un administrador de participación familiar que apoya a las familias en la obtención de recursos
- Los voluntarios de Esperanza crean un calendario para asegurar que la cafetería y el recreo estén bien atendidos

#### **OUSD Family Engagement Standard 4: Aprendizaje en el hogar**

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos de las siguientes maneras:

- Esperanza realiza talleres para padres al menos una vez al mes, que es dirigido por el administrador de recursos de la comunidad, los niveles de grado tienen reuniones por trimestre que incluyen actividades de alfabetización y matemáticas donde los padres aprenden a apoyar a sus hijos en el hogar (UFA).
- Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como AR, epic y freckle, ST Math, Raz Kids), libros, tarjetas, etc. para apoyar el aprendizaje.
- Talleres académicos para los padres con temas como reclasificación, tecnología( apoyo para crecer tecnológicamente y usar las plataformas de aprendizaje) , clases con Ms. Susanita.

#### **OUSD Family Engagement Standard 5: Poder compartido y toma de decisiones**

*Las familias y el personal de la escuela son socios igualitarios en las decisiones que afectan a los niños y las familias, y juntos informan, influyen y crean políticas, prácticas y programas.*

Con la asistencia de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios igualitarios mediante:

- Esperanza realiza capacitaciones para padres según las necesidades cuando surgen necesidades.
- La involucración de los padres / familias en el proceso de planificación de talleres para padres / familias.
- pidiendo a los padres y líderes de padres que compartan necesidades / solicitudes y reuniones de padres líderes.
- En las reuniones de SSC, los padres indican qué tipo de talleres les gustaría tener.

La escuela ofrece oportunidades para celebrar reuniones regulares, con un horario flexible, que permita a los padres participar en las decisiones relacionadas con la educación de sus hijos :

- Tenemos SSC a una hora regular el segundo viernes de cada mes. Café con el director para reunirse regularmente por las mañanas el primer viernes del mes a las
- La escuela involucra a los padres de manera ordenada, continua y oportuna, en la planificación, revisión y mejora de los programas Título 1, Parte A de la Escuela y la Política de participación de los padres y la familia de la escuela mediante.
- Compartiendo la política en la reunión de la UFA.
- Solicitar otras ideas u oportunidades de compromiso.
- Solicitar comentarios a los padres líderes en la reunión del “Café con la directora”.
- Solicitar comentarios a los miembros del SSC en las reuniones del SSC.

La escuela ofrece oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, de las siguientes maneras:

- Asegurarnos que todos los estudiantes tengan volantes en varios idiomas que anuncien las reuniones de SSC y todos los eventos escolares. También celebramos nuestras reuniones de SSC al mismo tiempo y lugar regularmente.
- Celebramos reuniones en lugares accesibles para discapacitados.
- Tenemos traducción para reuniones.

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres por:

- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

### **OUSD compromiso familiar Standard 6: Colaboración comunitaria y recursos**

*Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.*

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- Esperanza tiene Café con la directora para los padres líderes para reunirse el segundo viernes de cada mes para darle una oportunidad para ser voluntarios.

### **Adopción**

Esta política fue adoptada por Esperanza el 26 de agosto del 2022 y estará vigente durante el período del 8 de agosto de 2022 hasta el 31 de mayo de 2023.

**La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2022 o antes.**

**Cristina Segura**

**Nombre de la directora**

*Cristina Segura*

**Firma de la directora**



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## School-Parent Compact

### ESPERANZA ELEMENTARY

510-879-2177 (8 a.m - 4 p.m. M-F)

**2022-23**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards. During the time of distance learning due to the current pandemic we have agreed that we will do the best we can to our school responsibilities. However, we also agree that not all responsibilities listed below are possible in a distance learning environment.*

*This School-Parent Compact is in effect for the 2022-23 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.**

#### 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, and 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.

Parent-teacher conferences to outline goals and action plans.

Provide parents with technology support with Esperanza owned technology.

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

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

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

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 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 teachers, 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 and community.

This Compact was adopted by the Esperanza Elementary on August 25, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023.

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 September 30, 2022.

*Cristina Segura*

August 27, 2022

**Signature of Principal**

**Date**





**Acuerdo Escuela-Padres**  
**ESPERANZA ELEMENTARY**  
**510-879-2177 (8 a.m - 4 p.m. M-F)**  
**2022-23**

*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 2022-23*

**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.**

**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.

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 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 necesita
- Respeto a mi escuela, a mis compañeros de clase, al personal y a mi comunidad

Este Acuerdo a sido adopadado por la Primaria Esperanza el 26 de agosto y estará vigente durante el período del 8 de agosto de 2022 al 31 de mayo de 2023.

La escuela distribuirá el Acuerdo a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, el 30 de septiembre de 2022 o antes.

**Cristina Segura**  
**Firma de la directora**

**August 27, 2022**  
**Fecha**



# ESPERANZA ELEMENTARY SCHOOL

## School Site Council Membership Roster

**2022-2023**

### SSC - Officers

Chairperson:	Monica Rodriguez
Vice Chairperson:	Anabell Sandoval
Secretary:	Jacqui Portillo

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Cristina Segura	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Mr. Sam Telford	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Ms. Kathryn Wilson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Ms. Cristina Rojas-Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Jacqui Portillo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Monica Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Anabel Sandoval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Natalia Mejia Acabal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Dasmy Coria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Cristina Bibiano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Second Friday of every month at 3:15 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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