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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Esperanza Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Esperanza Elementary School

2024-25 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 | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 5/20/2024

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:

Cristina Segura <hr style="border: 0.5px solid black;"/> <i>Principal</i>	<div style="text-align: center;"><i>Cristina Segura</i></div> <hr style="border: 0.5px solid black;"/> Signature	<div style="text-align: center;">5/21/2024</div> <hr style="border: 0.5px solid black;"/> Date
Jessica Patino <hr style="border: 0.5px solid black;"/> <i>SSC Chairperson</i>	<div style="text-align: center;"><i>Jessica Patino</i></div> <hr style="border: 0.5px solid black;"/> Signature	<div style="text-align: center;">5/21/24</div> <hr style="border: 0.5px solid black;"/> Date
Sabrina Moore <hr style="border: 0.5px solid black;"/> <i>Network Superintendent</i>	<div style="text-align: center;"><i>Dr. Sabrina Moore</i></div> <hr style="border: 0.5px solid black;"/> Signature	<div style="text-align: center;">5/22/24</div> <hr style="border: 0.5px solid black;"/> Date
Lisa Spielman <hr style="border: 0.5px solid black;"/> <i>Director, Strategic Resource Planning</i>	<div style="text-align: center;"><i>Lisa Spielman</i></div> <hr style="border: 0.5px solid black;"/> Signature	<div style="text-align: center;">5/21/24</div> <hr style="border: 0.5px solid black;"/> Date



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

2024-25 School Plan for Student Achievement (SPSA)

School: Esperanza Elementary School
CDS Code: 1612596002190
Principal: Cristina Segura
Date of this revision: 5/20/2024

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/19/2023	SSC & SELLS combined	SPSA Review, Budget Engagement, Vote on Title 1 and Title 4
1/9/2024	Staff Engagement	Budget Engagement including CCSPP and VAPA, priorities identified, google form collection
1/12/2024	SSC & SELLS combined	Budget Review, CCSPP Engagment and vote on priorities
1/23/2024	Budget Newsblast Shared to entire community	Shared budget spending priorities and goals with entire community. Has google form for feedback and questions.
2/6/2024	ILT Engagement	Review SPSA Part 1 and Part 2
2/9/2024	SSC & SELLS combined	Review SPSA strategies and actions to support attendance and family engagement.

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$161,160.00
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	\$993,305.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$146,880	LCFF Discretionary (General Purpose Discretionary #0000)	\$21,900
Title I, Part A Parent & Family Engagement (Title I #3010)	\$4,080	LCFF Supplemental (LCFF Supplemental #0002)	\$293,625
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$10,200	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$306,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$78,137
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$161,160		\$832,145

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$993,305.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Esperanza Elementary School		School ID: 177
CDS Code: 1612596002190	SSC Approval Date: 5/20/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.0%	1.7%	95.0%	0.0%	0.2%	14.9%	99.1%	83.4%	2.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.1%	0.2%	0.2%	0.2%	0.0%	0.0%	96.5%	12.3%	89.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core-aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
Identified School Need:	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 & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	15.3%	not available until fall 2024	not available until fall 2025	35.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	40.8%	not available until fall 2024	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	37.3%	not available until fall 2024	not available until fall 2025	48.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-99.5	not available until fall 2024	not available until fall 2025	-80.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	42.4%	not available until fall 2024	not available until fall 2025	55.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-102.9	not available until fall 2024	not available until fall 2025	-80.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	4.9%	not available until fall 2024	not available until fall 2025	15.0%

California Science Test (CAST) Standard Met or Exceeded	All Students	7.1%	not available until fall 2024	not available until fall 2025	18.0%
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	If we provide tiered support within the classroom, with literacy tutors and TSA to our students below grade level, language learners, and students with IEP's and disabilities will make targeted growth. In addition, Leadership will monitor our data and provide tier 3 interventions
Identified School Need:	The number of EL Students showing growth on their ELPAC scores will increase by at least 10% from the previous school year. . Students with IEP's will make progress towards their goals and make 10% growth on i-ready.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-137.0	not available until fall 2024	not available until fall 2025	-115.0
SBAC ELA Distance from Standard Met	English Learners	-123.2	not available until fall 2024	not available until fall 2025	-103.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	81.8%	not available until fall 2024	not available until fall 2025	70.0%
SBAC Math Distance from Standard Met	Special Education Students	-118.2	not available until fall 2024	not available until fall 2025	-99.0
SBAC Math Distance from Standard Met	English Learners	-120.3	not available until fall 2024	not available until fall 2025	-100.0

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	9.3%	not available until fall 2024	not available until fall 2025	12.0%
LTEL Reclassification	Long-Term English Learners	9.1%	not available until fall 2024	not available until fall 2025	12.0%

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

School Goal:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.
Identified School Need:	Students decrease chronic attendance by 10%. Increase student well-being as evidence by Sown to Grow and 4.0 to 5.0 -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.9%	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	69.3%	not available until fall 2024	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	75.0%	not available until fall 2024	not available until fall 2025	40.0%

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

School Goal:	Deepen our district's investment in the support, development, and retention of early career teachers who make up ~50% of our teaching staff in 2023-24.
Identified School Need:	Specifically: - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	73.9%	not available until fall 2024	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core-aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	<i>Literacy tutors target tier 2 students in SIPPS, and early lit skills in both languages. Academic mentors for each kinder classroom to support targeted instructional and behavioral focus 50% of Students with veteran teachers made their typical growth iready goal. Literacy TSA training and coaching mentors, and new teachers</i>
LCAP Goal 2:	<i>If we provide tiered support within the classroom, with literacy tutors and TSA to our students below grade level, language learners, and students with IEP's and disabilities will make targeted growth. In addition, Leadership will monitor our data and provide tier 3 interventions</i>	<i>ELD PD Focus differentiated by teacher need - TSA ELD coaching and modeling provided by newcomer TSA grades 3-5 level groups Spanish literacy tutor pulls tier 2 groups Ignite 1:1 tutoring is occurring for 32 tier 3 3rd-5th graders</i>

LCAP Goal 3:	<i>Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.</i>	<i>Attendance team meets consistently (CSM, Case manager, Attendance Specialist) Interventions in place thanks to having a full time attendance specialist Incentives make kids happy Lunch bunches for students in K-5 focused on skills or supports needed</i>
LCAP Goal 4:	<i>Deepen our district's investment in the support, development, and retention of early career teachers who make up ~50% of our teaching staff in 2023-24.</i>	<i>All teachers use EM2 daily All teachers use Benchmark for literacy in Spanish and English and ELD All English teachers use SIPPS for sipps eligible students Coaching and modeling for new teachers in all curriculum areas especially tier 1 strategies.</i>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core-aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	<i>High number of new teachers with little or no training, need TSA to support teacher development TSA's spend majority of their days supporting instruction rather than being able to pull groups Alignment between teachers in grade K and 1 was a struggle in the BOY, need to have time for PLC and collaboration Students made less growth than expected between BOY and MOY for grades 1, 3, and 5 as tested by i-ready, need STIPS to pull groups and offer tier 2 support Teachers don't have time to incorporate i-ready my path with consistency and BACR struggles with implementation and usage of my path Tier 2 students need intervention from teachers during the day and after hours. Need extended contract hours. Students with IEP's and disabilities need tier 2 support in many subject areas and they typically only receive support services in one area.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>If we provide tiered support within the classroom, with literacy tutors and TSA to our students below grade level, language learners, and students with IEP's and disabilities will make targeted growth. In addition, Leadership will monitor our data and provide tier 3 interventions</i></p>	<p><i>ELD curriculum is not easy to follow (lack of clear instructional sequence and CLO) - the lessons do not adequately address the 4 domains of language. Need Newcomer TSA to support with coaching, modeling, and PD Newer teachers are just learning how to incorporate integrated ELD and talk structures to support high-quality oral output while trying to manage and learn strong classroom management. RSP and SDC teachers need direct coaching on the use of curriculum to support students with IEP's and disabilities. Teachers need more training on how to support and implement IEP accommodations. Some of this training will support with chronic absenteeism.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.</i></p>	<p><i>High number of independent study, need workshops to support with parent education led by CSM Chronic students continue to struggle, need case manager and clinician support to build relationship to encourage school connecteness and support high need families. High number of student who need mental health services therefore needing Lincoln clinicians and case manager to support student wellness. Teacher turn over in RSP and SDC vacancies make supporting students challenging. The learning curve for case managers is a lot to take on.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Deepen our district's investment in the support, development, and retention of early career teachers who make up ~50% of our teaching staff in 2023-24.</i></p>	<p><i>Need to move from implementaiton to fideilty and quality, need TSA for coaching and differentiated PD SIPPS daily is not possible due to teaching 2 languages. Need to commit to 3-4 days and ensure pacing and instruction is high quality. High number of SIPPS groups in each class. Need resources for and support from literacy tutors, STIP, TSA to provide differentiated SIPPS support.</i></p>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Special Education Students	76.8%	not available until fall 2024	not available until fall 2025	41.8%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Esperanza Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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 23-24 with setting the stage for the staff since we were welcoming many new teachers to our staff which was similar to 22-23. We grounded ourselves during the retreat in the Esperanza way and the goals we were trying to reach both academically and social and emotionally for our students. We began the year with a strong SEL cycle focused on norms and building a safe and caring community, PBIS, sown to grow and decided to implement toolbox. 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 is year 2 of the math curriculum, we wanted to ensure we had time to build teacher capacity for the new teachers and support in quality and fidelity for returning teachers. We are proud of the focused work and time spent on Eureka2 and we have seen pacing, implementation and using exit tickets to inform instructional next steps. We also worked hard to incorporate time for PLC after our PD for a guaranteed 30 min each Wednesday. During PLC we grounded ourselves in data and made instructional decisions to increase student achievement. We also gave teacher agency to determine which subject they would be focusing but gave them guidance when needed. Our PD calendar was created collectively knowing we would have a larger number of new teachers. We wanted to ensure we had opportunities for differentiated PD. We are proud of the differentiated PD cycles we were able to implement this year. Our TSA's continue to support and coach new teachers in order to build their capacity in teaching all the new curriculum. TSA's, academic mentors and literacy tutors provide tier 2 phonics support in grades K-4. The consistency for pull-out and push-in tier 2 has been effective and data driven. We had to spend time training mentors and tutors. Scheduling is always a challenge however, we have adjusted and readjusted to ensure that students are still receiving their tier 1 within the classroom. Literacy tutors and newcomer TSA have been able to be consistent with their groups. 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 K-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 re-engaging with our curriculum was a very good use of time and funds. We also spent time really digging into the different expectations for SEL and our new programs toolbox and sown to grow. 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's 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 increased FTE for the attendance specialist, we are able to spend focused time with attendance initiatives and parent 1:1 regarding attendance. We are found our new slated funds for case manager and additional lincoln therapist to support our growing number of students who need additional mental health and SEL related services.

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.

As a result of our analysis we will reduce a TSA position to only have 1 full time TSA to focus on coaching and PD. We will also have 1 TSA to support our newcomers, ELD, and our focus around reclassification. This year we plan to have a much higher retention rate which will mean less new teachers so the TSA will be able to better balance coaching and tier 2 student support. We also had to reduce 1 STIP sub position due to funding. We found that our original intention was for STIP subs to pull SIPPS and other tier 2 groups but with high absences, vacancies, and assessments STIP subs have not been used for intervention. Instead we found that our focus on using Literacy tutors and academic mentors to support K-3 Tier 2 groups had high impact and was cost effective. Additionally we want to ensure to provide services for students SEL needs by having enough mental health clinicians and case manager. We also increased the FTE of our recess coach due to teacher and community feedback for the desire to have safe and structured play outside.

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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Workshops	College/Career Readiness	The purpose is to find high-quality and high-interest workshop options that will benefit parents in support of their students.	It's challenging to find bilingual presenters that are high interest for families. We had 3 workshops (in house this year with 30 parents in attendance).	We will keep the funding. We now have a CSM and case manager to support this effort. We have not yet arranged a workshop that requires outside funding.

Childcare	College/Career Readiness	to support family engagement during workshops so they can be fully present.	Its been very effective to provide et/ot for someone to do the childcare so parents can attend different workshops and meetings. 8 of 30 parents who attended the reclassification workshop used our childcare service.	Will continue based on parent feedback. 100% of families at SSC and Coffee with the principal stated they wanted to keep this funding.
refreshments	Chronic Absenteeism	to increase engagement at family events.	Effective use of funds. Families appreciate the small gestures and would like additional catering at SSC meetings. Every meeting has small snacks to support the 10-15 families who attend coffee with the principal and 10 families who attend SSC.	Will continue based on parent feedback. 100% of families at SSC and Coffee with the principal stated they wanted to keep this funding.
Fingerprints	ELL Reclassification	to increase family engagement at school.	Very effective use of funds. We increased our parental involvement of day to day operations and consistency of volunteers. We had 6 families fingerprint so far this year.	Will continue based on parent feedback. 100% of families at SSC and Coffee with the principal stated they wanted to keep this funding.
STIP Teacher	ELL Reclassification	To provide teir 2 support	Effective use of funds. STIP subs support to ensure quality academics and differentiated support. STIP sub focused on providing early litearcy support and pulled our tier 3 ignite group 2 x a day.	Will continue based on effectiveness and Staff feedback.
STIP Teacher	i-Ready Reading at or above Mid-Grade	To provide teir 2 support	Effective use of funds. Challenging to pull consistent groups when they are pulled for other things. STIP subs have been utilized for covering the majority of classes from Aug-December 90% of the time. In Jan-March STIPs were used to support assessments 90% of the time.	Will not continue using in this resource rather will fund using Supplemental.

Extended contract - intervention	College/Career Readiness	To provide small group differentiated extra support to students	Effective use of funds. Teachers are focusing on push to proficiency to help students reach i-ready and reclassification goals. 8 of 17 teachers are pulling afterschool groups.	Will continue based on teacher feedback.
Field Trips	College/Career Readiness	to support the whole child and increase student connectedness and engagement	Effective use of funds. Students are highly engaged and excited. Teachers have the funds to organize high-quality field trip that aligns to our curriculum units. Kinder, 2nd, 4th all used funds for transportation and admission fees.	Will continue based on family and staff feedback.
Educational Assemblies	Student Connectedness to School	to support the whole child and provide enrichment opportunities.	It was a challenge to delegate this task with my CSM out. We have not been able to find an assembly that we can afford yet.	We will continue based on staff feedback.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Esperanza Elementary School	SCHOOL ID:	177
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core-aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
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Identified Need:	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.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-2	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. Teachers have the option of offering after school sessions for identified targeted student support with extended contract. Teachers will have the materials and books needed to support growth.	All Students	Academic	Tier 2 - Supplemental
1-3	Create a culture of student ownership and celebration of learning by co-constructing student goals in core subject areas, and showing progress towards those goals during parent meetings (report card conferences and united for achievement)	All Students	SEL / Mental Health	Tier 1 - Universal
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

1-5	Teachers plan content language objectives that align to their lessons in all subjects. Content language objectives are posted daily in a visible predicable 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.	All Students	Academic	Tier 1 - Universal
1-6	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. Teachers utilize high impact checks for understanding that support instructional moves.	All Students	Academic	Tier 1 - Universal
1-7	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instrucion. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	All Students	SEL / Mental Health	Tier 1 - Universal

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		If we provide tiered support within the classroom, with literacy tutors and TSA to our students below grade level, language learners, and students with IEP's and disabilities will make targeted growth. In addition, Leadership will monitor our data and provide tier 3 interventions		
Identified Need:		The number of EL Students showing growth on their ELPAC scores will increase by at least 10% from the previous school year. . Students with IEP's will make progress towards their goals and make 10% growth on i-ready.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed to support students with disabilities and IEP's.	Students with Disabilities	Academic	Tier 3 - Intensified
2-2	Develop explicit strategies for ELLs (see conditions for English Language Learner Tab)	English Learner Students	Academic	Tier 1 - Universal
2-3	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. 3-5 students receive foundational and phonics support using sippis at least 3x per week.	All Students	Academic	Tier 1 - Universal
2-4	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.	All Students	Academic	Tier 1 - Universal
2-5	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.	All Students	Academic	Tier 1 - Universal

2-6	Teachers will implement all district-adopted curricula (Advance/Adelante, Heggerty, SIPPS, EM2, Foss). 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.	All Students	Academic	Tier 1 - Universal
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.
Identified Need:	Students decrease chronic attendance by 10%. Increase student well-being as evidence by Sown to Grow and 4.0 to 5.0 -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices. Leadership provide support and coaching to ensure effective implementation of Caring School Community, Sown to Grow and Toolbox.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Support staff and recess coach are hired to ensure safe outside play. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	All Students	Behavioral	Tier 3 - Intensified

3-3	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Families feel connected by having volunteer opportunities and fingerprints paid. Family fellows support to build leadership and increase family attendance at events. Families have a space with resources needed to support their students. Resource center has the materials and supplies needed. Families are engaged in events and have refreshments.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. Through weekly recognition systems, and/or monthly recognition.	African American Students	SEL / Mental Health	Tier 1 - Universal
3-5	Student Connectedness: Leaders monitor the usage of Sown to Grow, both reading and response data. Teachers administer Sown to Grow weekly. Teachers teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day. Case manager and community school manager support students who are displaying high need.	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	Student Connectedness: SEL 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 practices, use of Toolbox, and use of the Esperanza Core Values for positive social interaction and connection to support the whole child. Tier 2 students have access to mental/emotional health support systems. Tier 2 students receive support from case manager, community school manager, lunch bunches, skills groups, and clinicians.	All Students	Behavioral	Tier 1 - Universal
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 pathway and bilingualism. Teachers actively promote bilingualism as an asset.	All Students	Academic	Tier 1 - Universal

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

School Goal:	Deepen our district's investment in the support, development, and retention of early career teachers who make up ~50% of our teaching staff in 2023-24.
Identified Need:	Specifically: - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Part of the TSA role will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	Academic	Tier 1 - Universal
4-2	Direct new teachers will attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [Instructions & resources](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 - Universal
6-3	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 - Universal
6-4	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal
6-5	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.	English Learner Students	Academic	Tier 1 - Universal
6-6	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.	All Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
2222 Classified sup salaries extra comp	\$1,000	LCFF Discretionary	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Direct new teachers will attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	177-1
5610 - Equip Maintenance & Repairs	\$1,500	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instructon. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-2
4380 - Uniforms	\$3,000	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: SEL 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 practices, use of Toolbox, and use of the Esperanza Core Values for positive social interaction and connection to support the whole child. Tier 2 students have access to mental/emotional health support systems. Tier 2 students receive support from case manager, community school manager , lunch bunches, skills groups, and clinitians.	177-3

4310 - Materials and Supplies	\$16,400	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instruction. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-4
Noon Supervisor	\$11,237	LCFF Supplemental	2905	Other Classified Salaries	9122	Noon Supervisor	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Support staff and recess coach are hired to ensure safe outside play. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	177-5
Noon Supervisor	\$12,036	LCFF Supplemental	2905	Other Classified Salaries	New	Noon Supervisor	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Support staff and recess coach are hired to ensure safe outside play. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	177-6

1122 - Teacher Salaries Extra Comp	\$13,580	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. Teachers have the option of offering after school sessions for identified targeted student support with extended contract. Teachers will have the materials and books needed to support growth.	177-7
Teacher Structured Eng Immersn	\$16,038	LCFF Supplemental	1105	Certificated Teachers' Salaries	7073	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instruction. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-8

Attendance Specialist Bil	\$50,705	LCFF Supplemental	2205	Classified Support Salaries	3100	Attendance Specialist, Bilingual	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. families feel connected by having volunteer opportunities and fingerprints paid. Family fellows support to build leadership and increase family attendance at events. Families have a space with resources needed to support their students. Resource center has the materials and supplies needed. Families are engaged in events and have refreshments.	177-9
5825 - Consultants	\$73,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness: SEL 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 practices, use of Toolbox, and use of the Esperanza Core Values for positive social interaction and connection to support the whole child. Tier 2 students have access to mental/emotional health support systems. Tier 2 students receive support from case manager, community school manager, lunch bunches, skills groups, and clinicians.	177-10
Teacher STIP	\$117,030	LCFF Supplemental	1105	Certificated Teachers' Salaries	8283	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	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. 3-5 students receive foundational and phonics support using sipp at least 3x per week.	177-11

4200 - Books other than text	\$2,470	Title I, Part A Schoolwide Program	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Develop explicit strategies for ELLs (see conditions for English Language Learner Tab)	177-12
1122 - Teachers Salaries Extra Comp	\$8,001	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	177-13
TSA Classroom 10Mos	\$14,335	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	2051	10-Month Classroom Teacher on Special Assignment (TSA)	0.1	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	177-14
TSA Classroom 10Mos	\$44,183	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7786	10-Month Classroom Teacher on Special Assignment (TSA)	0.3	Goal 1: All students graduate college, career, and community ready.	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.	177-15
Teacher STIP	\$77,892	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8722	STIP Teacher	1	Goal 1: All students graduate college, career, and community ready.	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.	177-16

2222 - Classsuppt Salaries Extra Comp	\$1,000	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. families feel connected by having volunteer opportunities and fingerprints paid. Family fellows support to build leadership and increase family attendance at events. Families have a space with resources needed to support their students. Resource center has the materials and supplies needed. Families are engaged in events and have refreshments.	177-17
4311 - Meeting Refreshments	\$1,080	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	College/Career Readiness	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. families feel connected by having volunteer opportunities and fingerprints paid. Family fellows support to build leadership and increase family attendance at events. Families have a space with resources needed to support their students. Resource center has the materials and supplies needed. Families are engaged in events and have refreshments.	177-18

5838 - Fingerprinting	\$2,000	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 in joyful schools.	College/Career Readiness	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. families feel connected by having volunteer opportunities and fingerprints paid. Family fellows support to build leadership and increase family attendance at events. Families have a space with resources needed to support their students. Resource center has the materials and supplies needed. Families are engaged in events and have refreshments.	177-19
5828 - Assemblies/classrm Presentation	\$1,000	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. Through weekly recognition systems, and/or monthly recognition.	177-20
5829 Admission fees	\$4,000	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instruction. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-21

5826 - Prof-Services Non-Contract	\$5,200	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instructor. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-22
5825 - Consultants	\$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 in joyful schools.		Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instructor. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-23
5100 - Subagreements For Services	\$107,483	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 in joyful schools.		Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instructor. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-24

4310 Materials and supplies	\$5,000	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instruction. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-25
4200 - Books-other Than Textbooks	\$7,528	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. Teachers have the option of offering after school sessions for identified targeted student support with extended contract. Teachers will have the materials and books needed to support growth.	177-26
2928 otherclass hourly	\$16,000	Literacy Coaches & Reading Specialists Grant	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.	177-27

TSA Classroom 10Mos	\$129,014	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	2051	10-Month Classroom Teacher on Special Assignment (TSA)	0.9	Goal 1: All students graduate college, career, and community ready.	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.	177-28
1122 - Teachers Salaries Extra Comp	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	177-29
5825 - Consultants	\$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 in joyful schools.	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. families feel connected by having volunteer opportunities and fingerprints paid. Family fellows support to build leadership and increase family attendance at events. Families have a space with resources needed to support their students. Resource center has the materials and supplies needed. Families are engaged in events and have refreshments.	177-30

2928 - Otherclass Salaries Hourly	\$42,807	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	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.	177-31
School Enrichment Recess Coach	\$55,058	California Community Schools Partnership Program	2205	Classified Support Salaries	9038	School Enrichment Recess Coach	0.7	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Support staff and recess coach are hired to ensure safe outside play. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	177-32
Case Manager 20	\$90,593	California Community Schools Partnership Program	2405	Clerical Salaries	9494	Case Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness: Leaders monitor the usage of Sown to Grow, both reading and response data. Teachers administer Sown to Grow weekly. Teachers teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day. Case manager and community school manager support students who are displaying high need.	177-33
Program Mgr Community School	\$99,541	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8721	12-Month Community School Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness: Leaders monitor the usage of Sown to Grow, both reading and response data. Teachers administer Sown to Grow weekly. Teachers teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day. Case manager and community school manager support students who are displaying high need.	177-34

4310- Materials and Supplies	\$14,413	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instructon. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-35
Teacher Education Enhancement	\$63,724	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Int ervention Program (EEIP) Teacher	0.5	Goal 1: All students graduate college, career, and community ready.	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instructon. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-36
Library Technician	\$46,864	Measure G, Library Support	2205	Classified Support Salaries	7149	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instructon. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-37



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, raz kids), 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 31, 2023, and will be in effect for the period of August 7, 2023 through May 31, 2024.

The school will distribute this policy to all parents on or before September 30, 2023.

Cristina Segura
Name of Principal

Cristina Segura
Signature of Principal



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 i-ready y 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 31 de agosto del 2023 y estará vigente durante el período del 7 de agosto de 2023 hasta el 31 de mayo de 2024.

La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2023 o antes.

Cristina Segura

Cristina Segura

Nombre de la directora

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)

2023-2024

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 2023-24 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, 2023, and will be in effect for the period of August 7, 2023 to May 31, 2024.

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, 2023.

Cristina Segura

August 31, 2023

Signature of Principal

Date



Acuerdo Escuela-Padres
ESPERANZA ELEMENTARY

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

2023-24

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 2023-24

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 7 de agosto de 2023 al 31 de mayo de 2024.

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 31, 2023
Fecha



Strategic Resource Planning (SRP)

ESPERANZA ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Imelda Baltazar
Vice Chairperson:	Jose Lopez-Garcia
Secretary:	Carmen Lorez

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. Pary Chuong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Ms. Alexander Quintana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Mr. Jose Lopez-Garcia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Jessica Patino	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Imelda Baltazar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Monica Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Karolina Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Marisol Soto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Carmen Flores	<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"/>	

SSC Meeting Schedule: (Day/Month/Time)	Second Friday of every month at 3:00 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