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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Esperanza Elementary School

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**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Esperanza Elementary School

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Esperanza Elementary School



## 2025-26 School Plan for Student Achievement (SPSA)

**School:** Esperanza Elementary School  
**CDS Code:** 1612596002190  
**Principal:** LaShante Scott  
**Date of this revision:** 4/28/25

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:

<b>Contact:</b> LaShante Scott	<b>Position:</b> Principal
<b>Address:</b> 10315 E Street	<b>Telephone:</b> 510-639-3367
Oakland, CA 94603	<b>Email:</b> <a href="mailto:lashante.scott@ousd.org">lashante.scott@ousd.org</a>

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/28/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Esperanza Elementary School Site Number: 177

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

- ☒ Title I Schoolwide Program
- ☐ Comprehensive Support & Improvement (CSI) Grant
- ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program
- ☐ Local Control Funding Formula Equity Multiplier
- ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/28/2025

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

- ☒ Flyers in students' home languages
- ☐ Announcement at a public meeting
- ☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

LaShante Scott  
Principal

Sonia Espejel  
SSC Chairperson

SELLS Representative (optional)

Sabrina Moore  
Network Superintendent

Lisa Spielman  
Director, Strategic Resource Planning

LaShante Scott  
Signature

Signature

Sabrina Moore  
Signature

Lisa Spielman  
Signature

4/28/2025  
Date  
04/28/2025  
Date

Date

5/9/25  
Date

5/12/25  
Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
9/27/2024	SSC	SSC Training
10/8/2024	SSC	SPSA Goals & Consider how funds should be spent based on goals (CCSPP Grant)
12/16/2024	SSC	Budget Update (Review Slide Deck 6&7). Title 1 possible changed .Educator Effectiveness Fund (PDs) No Measure G
1/14/2025	SSC	Review and Approve Minutes:CCSPP Approvals, Title 1: SY 25-26 Title 1 Presentation and approvals of funds (plus Title 1 parent)
1/29/2025	SSC	Discussion: School Based Mental Health Support   Current Lincoln Contract   Pros & Cons Vs. PT Social W Pros & Cons   Title 1 Budget Considerations   Approved Title 1 Expenditures vs. Potential Amendments
2/1/2025	Faculty	A survey was sent to staff showing how CCSPP funds were spent during the current school year and asking
3/11/2025	SSC	CCSPP Funds Approval

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$153,550.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$830,008.22

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$149,400
Title I, Part A Parent & Family Engagement (#3010)	\$4,150
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$153,550</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$830,008.22</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$41,700
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$275,000
Proposition 28 (Arts & Music in Schools #6770)	\$76,725
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$676,458</b>

<b>1A: ABOUT THE SCHOOL</b>		
<b>School Name: Esperanza Elementary School</b>		<b>School ID: 177</b>
<b>CDS Code: 1612596002190</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>
<b>School Mission and Vision</b>		
<p><b>VISION</b>  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.</p> <p><b>MISSION</b>  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.</p>		
<b>Resource Inequities</b> (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 critica that we have the personnel on site to support and coach our teachers. We need the funding so we can have a TSA to support teacher lesson planning, observations, and co-teaching. Students also do not have the same academic opportunities as other students. For example we do not have a PTSA who can fundraise all the money it requires to hire extracurricular activities such as art, music and dance. Also we cannot afford to go on field trips where private busses are necessary to get to the location. The students need additional support to level the achievement gap. We get some money from title I but it is not enough money to support all kids in both languages. We need additional title I money so they can get the intervention support that they require to be college and career ready. We require a reading specialist so our students are getting quality guided reading instruction from a specialist. We also need additional funding from the district base level so we can have programs like art and music. Our site has a high number of EL students currently we have 78% of students who are EL. Esperanza is among one of the highest percentage in the district with EL Students. We also have quite a few newcomer students. EL students and newcomers require additional support by trained individuals to help them achieve academically. A newcomer teacher would benefit students to get the support that they need. We find it incredibly inequitable and unrealistic to expect a brand new teacher who is on an intern or emergency credential to be fully prepared to meet the needs of all the EL and newcomer students who vary in reading and math levels. Our teachers and students deserve more.

### School Demographics, 2023-24

% 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.**

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

**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%	14.0%	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%	52.9%	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%	59.5%	not available until fall 2025	48.0%

**English Language Arts Measures & Targets**

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-99.9	not available until fall 2025	-80
SBAC ELA Participation	All Students	99.4%	96.8%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	42.4%	49.7%	not available until fall 2025	55.0%

**Mathematics/Science Measures & Targets**

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	-102.9	-94.8	not available until fall 2025	-80
SBAC Math Participation	All Students	89.5%	89.5%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	4.9%	8.8%	not available until fall 2025	15.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.1%	3.7%	not available until fall 2025	18.0%
California Science Test (CAST) Participation	All Students	100.0%	96.4%	not available until fall 2025	95.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

**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	-137	not available until fall 2025	-80
SBAC ELA Distance from Standard Met	English Learners	-123.2	-133.4	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%	72.4%	not available until fall 2025	70.0%

SBAC Math Distance from Standard Met	Special Education Students	-118.2	-142.3	not available until fall 2025	-80
SBAC Math Distance from Standard Met	English Learners	-120.3	-113.5	not available until fall 2025	-100.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">Stages of ELD Data slides</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	9.3%	9.1%	not available until fall 2025	12.0%
LTEL Reclassification	Long-Term English Learners	9.1%	0.0%	not available until fall 2025	12.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.9%	63.2%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.0%	0.9%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.3%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	69.3%	31.5%	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	75.0%	71.4%	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:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
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%	72.6%	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <li><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i></li> </ul>	<p>Support Structures in Place: Instructional supports, including the Teacher on Special Assignment (TSA), provide coaching and targeted interventions for students, strengthening language development. TSAs are specifically working with teachers to implement talk strategies that enhance student discourse.</p> <p>Dual-Language Immersion Focus: The bilingual model fosters both English and home language skills, aligning with ELPAC goals and promoting balanced language acquisition.</p> <p>SEAL Strategies &amp; ELLMA Partnership: The collaboration with SEAL (Sobrato Early Academic Language) and the English Learner &amp; Multilingual Achievement (ELLMA) office strengthens language instruction. SEAL strategies emphasize oral language development, academic conversations, and engagement with complex texts, aligning with the school's instructional focus on academic discourse.</p> <p>Classroom Observations &amp; PLC Work: Leadership is actively engaged in classroom visits and PLC discussions, ensuring instructional alignment and providing real-time teacher support.</p> <p>Strong Family Engagement: Teachers prioritize parent communication, which helps reinforce language development at home. Home visits are also encouraged to build stronger family-school partnerships.</p> <p>Clear School Culture Plan: With structured six-week plans and a focus on instructional alignment and school culture, the foundation is strong for creating an environment that supports language growth.</p>

<p>LCAP Goal 2:</p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <li><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> </ul>	<p>Clear Progress Monitoring Structures:</p> <p>Regular review of i-Ready data, CEAs, and classroom assessments provides insight into student growth.</p> <p>Teachers engage in PD cycles that emphasize data analysis and instructional best practices, benefiting all students.</p> <p>Increased Focus on Quality Instruction &amp; Support:</p> <p>Ensuring high-quality instruction and alignment across subjects supports student learning.</p> <p>Student engagement strategies such as structured discussions, writing opportunities, and vocabulary development enhance comprehension and achievement, as well as experiential learning opportunities.</p> <p>Targeted support, including small-group instruction and scaffolded lessons, helps address the specific needs of ELLs and students with IEPs.</p> <p>Proactive Attendance &amp; Behavior Support Systems:</p> <p>Regular attendance team meetings ensure data is reviewed, and intervention plans are implemented.</p> <p>The attendance team is currently providing targeted attendance incentives for students with IEPs to support improved attendance.</p> <p>Incentives and recognition programs (weekly raffles, monthly awards) reinforce positive attendance habits.</p> <p>Restorative practices and discipline logs help track and support student behavior while reducing suspensions.</p> <p>Social-Emotional Learning (SEL) &amp; School Culture Work:</p> <p>Daily SEL lessons and the Sown to Grow program support students' emotional well-being and school connectedness.</p> <p>A dedicated Culture, Climate, and COST Team ensures SEL implementation and individualized student plans.</p> <p>Targeted Support for Families &amp; Community Engagement:</p> <p>Super Readers Institute provided intentional outreach to Black families, including stipends and breakfast events to build community.</p> <p>Leadership has developed strong relationships with Black families, ELL families, and families of students with IEPs, ensuring they feel connected to the school through direct communication and personal outreach.</p> <p>Hiring of a Black parent as school staff strengthens representation and engagement.</p> <p>Bilingual staff members and translated communications help bridge language barriers for ELL families.</p>
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<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i></p> <p><i>2. An annual suspension rate below 2%</i></p>	<p>No Suspensions for Black Students:</p> <p>Black/African American students have had no suspensions, demonstrating the effectiveness of proactive behavior interventions and a positive school climate. Restorative practices and individualized behavior support have contributed to maintaining a low suspension rate.</p> <p>Proactive Attendance &amp; Behavior Support Systems:</p> <p>Regular attendance team meetings ensure data is reviewed and intervention plans are implemented.</p> <p>The attendance team is currently providing targeted attendance incentives for students with IEPs.</p> <p>Incentives and recognition programs (weekly raffles, monthly awards) help reinforce positive attendance habits.</p> <p>Restorative Practices and Discipline Logs help track and support student behavior while reducing suspensions.</p> <p>Social-Emotional Learning (SEL) &amp; School Culture Work:</p> <p>Daily SEL lessons and the Sown to Grow program support students' emotional well-being and school connectedness.</p> <p>A dedicated Culture, Climate, and COST Team ensures SEL implementation and individualized student plans.</p>
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LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>Weekly Coaching &amp; Instructional Support:</p> <p>New teachers receive regular coaching and feedback, supporting instructional growth. Coaching logs document progress and help identify areas for improvement.</p> <p>Commitment to Building Teacher Capacity:</p> <p>Leadership is actively working to engage veteran teachers in coaching and mentorship roles.</p> <p>ILT members are being supported to calibrate on data and prepare for coaching responsibilities.</p> <p>Strategic Planning for Increased Support:</p> <p>The school has received a literacy grant, with plans to hire an additional TSA (coach) next year.</p> <p>Leadership is working on creating a master schedule that allows for more peer observations and collaborative learning.</p> <p>Intentional PD &amp; Data-Driven Instructional Focus:</p> <p>Efforts are underway to better align PD to a clear instructional focus.</p> <p>Plans to structure PLC time will provide teachers with more authentic opportunities to analyze data and refine instructional practices.</p>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>



<p><i>LCAP Goal 1:</i></p>	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <li><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i></li> </ul>	<p>Teacher Capacity &amp; Consistency: While SEAL strategies, ELLMA support, and TSAs provide resources, ongoing coaching is needed to ensure consistent implementation of academic discourse strategies across all classrooms.</p> <p>Targeted ELD Instruction: More emphasis is needed on designated English Language Development (ELD) to ensure students receive explicit language instruction alongside content learning.</p> <p>Progress Monitoring &amp; Data Use: There is room to improve in systematically tracking students' language development using ELPAC data and adjusting instruction accordingly.</p> <p>Balancing Language Exposure: In a dual-language setting, ensuring English Learners (ELs) receive sufficient English exposure, particularly in upper grades, is crucial for meeting ELPAC growth targets.</p>
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<p>LCAP Goal 2:</p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <li><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> </ul>	<p>Language Learners (ELLs), and Students with IEPs: Need for Stronger Mid-Cycle Gains:</p> <p>While the end goal is a 10% increase, ensuring steady progress through consistent interventions is critical. More frequent, real-time analysis of progress may be needed to adjust interventions earlier.</p> <p>Addressing Opportunity Gaps:</p> <p>Ensuring equitable access to rigorous instruction, tutoring, and differentiated supports is key to closing gaps. Some students need more structured opportunities to practice academic discourse and develop literacy skills.</p> <p>Building Cultural &amp; Linguistic Relevance in Instruction:</p> <p>Ensuring that instructional materials, teaching strategies, and classroom environments reflect and affirm Black/African American students, ELLs, and students with IEPs can increase engagement and achievement. More targeted language development strategies may be needed to accelerate progress for ELLs.</p> <p>Family Engagement Structure Needs to Be More Consistent:</p> <p>While outreach efforts exist, there is no ongoing, structured engagement opportunity for Black families, such as a monthly Coffee with the Principal or affinity space. The culture of consistent translation for Spanish-speaking families is not fully in place, potentially creating barriers to equitable engagement.</p>
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<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i>  <i>2. An annual suspension rate below 2%</i></p>	<p>Need for Continued Chronic Absenteeism Reduction: While incentives exist, more individualized attendance interventions (e.g., home visits, case management) may be needed to support chronically absent students.</p> <p>Family workshops on attendance impact could help reinforce the importance of daily attendance.</p> <p>Family Engagement Structure Needs to Be More Consistent: While outreach efforts exist, there is no ongoing, structured engagement opportunity for Black families, such as a monthly Coffee with the Principal or affinity space. The culture of consistent translation for Spanish-speaking families is not fully in place, potentially creating barriers to equitable engagement.</p> <p>Suspension Rate Monitoring &amp; Alternatives to Suspension: While the school aims for a suspension rate below 2%, additional proactive behavior interventions (e.g., peer mediation, social worker, case management, mentorship programs) may help address disciplinary concerns before they escalate.</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>Need for More Differentiated Support for New Teachers: Not all new teachers currently receive the level of coaching support needed for sustained growth.</p> <p>More structured systems for targeted coaching are needed to ensure every new teacher gets the right level of support.</p> <p>Limited Peer Observation &amp; Mentorship Opportunities: There is not yet enough dedicated time in the schedule for peer observations.</p> <p>Expanding structured observation cycles will help teachers learn from one another and strengthen instructional practices.</p> <p>Gaps in PD Calibration &amp; Data Use: PD is still being refined to ensure it aligns with a focused instructional vision.</p> <p>The PLC structure needs further development to allow teachers to engage in consistent, meaningful, and vulnerable data discussions that drive student learning.</p>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Esperanza Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

The implementation of SPSA strategies and actions has been progressing as planned, with a strong focus on academic achievement, school culture, and targeted interventions. Key priorities include professional development for teachers, small group instruction to support literacy and math, and initiatives to strengthen family engagement. Since last spring, there have been several staffing and activity adjustments to better align with student needs:

1. 3rd-Grade Teacher Transition: Our 3rd-grade English teacher did not return from leave. A STIP substitute filled the position temporarily, and we have now hired a new teacher, Ms. Celica. She has been a great addition but requires support as she transitions into the role.
  2. Kindergarten Staffing Changes: We welcomed two new kindergarten teachers—one new to teaching and one veteran who transitioned from a different dual-language school that did not follow a 50/50 model. The latter has faced challenges in fully implementing the time guidelines with fidelity.
  3. TSA and Coaching Capacity: We lost a TSA, which has impacted our ability to provide instructional coaching. While our full-time TSA continues to support teachers, their capacity is limited.
  4. New Leadership Transition: The school has a new principal who, while experienced as an administrator, is new to elementary instruction, dual-language education, and does not speak Spanish. This differs from past leadership at Esperanza, where administrators often transitioned from teaching roles within the school. The community initially hoped for a Spanish-speaking leader, which has influenced the transition process.
  5. Instructional Adjustments: Classroom visit structures have been refined to provide more targeted coaching. Additionally, scheduling for assessments and data-driven instruction has been adjusted to ensure alignment with school goals.
- These changes have required ongoing support for staff and students, but the overall implementation of SPSA strategies remains focused on meeting our goals for student success.

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

The implementation of SPSA strategies has been effective in advancing our key priorities—academic achievement, school culture, and targeted interventions. Below is an overview of the impact of our efforts:

#### Data-Driven Instruction & Goal Setting

The use of Annual Goal Setting & Data Reflection Slides has helped maintain focus on measurable progress. Teachers have had multiple opportunities to review and adjust strategies based on student data, fostering a culture of continuous improvement. Monthly PLC meetings and grade-level data analysis have supported targeted instructional decisions, particularly in literacy and math.

Professional Development & Coaching

PD Cycles have provided structured learning for teachers, supporting instructional best practices.

Math Coaching Collaboratives and SIPPS Learning Walks have strengthened early literacy and numeracy instruction, ensuring teachers receive timely support.

The ILT Goals, focusing on building coaching capacity and calibrating feedback, have reinforced a shared leadership model.

#### Targeted Interventions & Student Support

The IGNITE Intervention program and weekly check-ins with literacy tutors/academic mentors have provided consistent, data-driven support for students in need of intervention.

Kinder Team PLC meetings have allowed for focused discussions on early literacy skills, helping to identify and support students in the red zone.

#### Dual Language & ELL Support

Oracy and Vocabulary Cycles have deepened language development strategies for multilingual learners.

SEAL PD and Coaching Collaboratives have ensured alignment with dual-language best practices.

ELPAC preparation efforts, including structured meetings and tracking tools, have helped better prepare students for language assessments.

#### Family Engagement & School Culture

Reclassification Assemblies and Family Engagement Initiatives have strengthened home-school partnerships, celebrating multilingual achievement and keeping families informed.

The Biliteracy Pathway Awards and Multilingual Writing Contest have reinforced language learning as an asset, aligning with our #BilingualOurSuperpower motto.

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.

Based on our analysis of SPSA implementation and effectiveness, several strategic adjustments will be made to ensure continued progress toward our annual goals. These changes are reflected in updated action steps within the SPSA:

Strengthening Instructional Coaching & Support (SPSA Section: Professional Development & Teacher Support)

Due to the loss of a TSA, we will restructure coaching supports by prioritizing peer observations, ILT-led walkthroughs, and targeted PD cycles.

ILT team capacity-building will be emphasized to sustain a collaborative feedback culture, ensuring alignment across grade levels.

Refining Data-Driven Instruction & Intervention (SPSA Section: Academic Achievement & Intervention Supports)

We will increase data analysis touchpoints in PLCs to ensure more frequent progress monitoring of at-risk students, particularly in early literacy (mCLASS) and multilingual learner progress (ELPAC prep).

The IGNITE intervention program will be adjusted to better align with ongoing assessments, ensuring that students receive targeted support earlier in the cycle.

Enhancing Dual-Language & Multilingual Support (SPSA Section: English Learner & Dual-Language Programs)

Additional SEAL training and coaching cycles will be implemented to support fidelity in language development strategies, particularly for teachers new to the dual-language model.

Increased focus on oracy development through structured Oracy & Vocabulary Cycles, ensuring multilingual learners build strong academic language skills.

Expanding Family Engagement Strategies (SPSA Section: Family & Community Engagement)

We will strengthen family workshops and multilingual communication efforts to ensure families understand and engage with academic progress monitoring tools (e.g., literacy benchmarks and reclassification criteria).

Reclassification assemblies will be expanded to celebrate multilingual success and provide families with clear pathways to support their children's language growth.

Refining Observation & Feedback Structures (SPSA Section: School Culture & Leadership)

Classroom visit structures will be adjusted to include monthly learning walks with a clear focus on instructional priorities, ensuring more consistent feedback loops.

Leadership team members will participate in shared classroom observations, allowing for a more comprehensive approach to instructional alignment and support.

Next Steps

These changes will be implemented throughout the year, with progress monitored in leadership meetings, PLCs, and instructional coaching sessions. Adjustments will be reviewed regularly to ensure alignment with student needs and SPSA goals.

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

No books purchased	Student Connectedness to School	Provide supplemental reading materials to support literacy development among elementary students.	Funds were not allocated. No impact data available.	Did not allocate these funds again in the 25-26 budget
SEAL training, ILT, missed preps, extended contract hours for planning instruction	Staff Participation in Foundational Professional Learning	Professional development for instructional planning	Effective use of funds; teachers found PD useful. Evidence: Staff participation and engagement.	Will continue based on staff feedback.
TSA support for teacher retention	One-Year Teacher Retention	Provide instructional leadership and professional development support	Effective use of funds. Evidence: Increased teacher retention and professional growth.	Will continue based on teacher retention data.
TSA support for professional development	Staff Satisfaction with Professional Development	Facilitate PD sessions and instructional coaching	Effective use of funds. Evidence: Staff surveys indicate satisfaction with PD offerings.	Will continue based on staff and parent feedback.
STIP subs for ELL support	ELL Reclassification	Provide Tier 2 support	Effective use of funds. STIP subs provided early literacy support and ran Tier 3 Ignite groups 2x daily.	Will not continue due to new district regulations, though it was an important asset.
Translation & Childcare	Student Connectedness to School	Provide translation services and childcare at meetings/events	Effective use of funds. Evidence: Increased participation from families requiring language support. Parents report feeling more informed and engaged.	Will continue based on family feedback and the need for accessibility.
Refreshments for family engagement events	Chronic Absenteeism	Increase engagement at family events	Effective use of funds. Families appreciate refreshments and request additional catering. Evidence: 100% of families at SSC & Coffee with the Principal support funding.	Will continue based on parent feedback.
Fingerprinting for volunteers	ELL Reclassification	Increase family engagement at school	Effective use of funds. Increased parental involvement and consistency of volunteers. However, only one parent requested reimbursement. Approximately \$900 remains unspent 8 months into the school year.	Will continue but reduce funding allocation based on actual usage while maintaining availability to encourage family participation.

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

**School:** Esperanza Elementary School

**SCHOOL ID:** 177

### 3: SCHOOL STRATEGIES & ACTIVITIES

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

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

**School Goal:**

By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:  
 -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY  
 -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY  
 -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp

**Identified Need:**

Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
<b>Identified Need:</b>		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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

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

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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 clinitians.	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.**

<b>School Goal:</b>		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
<b>Identified Need:</b>		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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
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## 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

### Stages and Actions for ELD Implementation

#	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 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			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.	177-1
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			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

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
.8 Art / dance teacher. Having 3 special teachers will help us make better us on our PLC and PD times to better support teachers professional development which will lead to better instructional implications for students	\$64,151	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10070	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.8			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.	177-3
This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$12,574	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			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.	177-4



**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
The PE teacher will be supporting a boys' group once a week focused on SEL (Social-Emotional Learning), using structured physical activities to enhance teamwork, communication, and emotional regulation.	\$20,515	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	7073	Teacher, Structured English Immersion	0.2			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.	177-5
Noon Supervisor will collaborate with teachers through regular check-ins to discuss student needs and behaviors, helping to maintain smooth transitions and a productive classroom environment.	\$2,241	California Community Schools Partnership Program	2905	Other Classified Salaries	9122	Noon Supervisor	0.05			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.	177-6

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor will collaborate with teachers through regular check-ins to discuss student needs and behaviors, helping to maintain smooth transitions and a productive classroom environment.	\$11,204	California Community Schools Partnership Program	2905	Other Classified Salaries	10069	Noon Supervisor	0.25			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.	177-7
The recess coach supports conflict mediation through play by guiding students in structured games that promote teamwork and problem-solving skills. They will align with the site's Tier 1 PBIS supports, ensuring expectations are restated and retaught in a timely manner to reinforce positive behavior and create a safe, respectful recess environment.	\$34,600	California Community Schools Partnership Program	2205	Classified Support Salaries	9038	School Enrichment Recess Coach	0.7			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.	177-8

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Funds a portion of Community Schools Manager, as required in the grant, who manages partnerships and other wraparound community schools services	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 06	11-Month Community School Manager	0.25			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.	177-9
Academic mentors supporting small math and literacy interventions provide personalized attention, helping students grasp concepts they may struggle with in larger classroom settings. This targeted support boosts foundational skills, builds confidence, and promotes academic growth, enabling students to catch up and succeed in key subjects like math and literacy.	\$40,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a			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 sipsps at least 3x per week.	177-10
Student Supplies to support youth that experience unstable housing transitions and homelessness.	\$1,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			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)	177-11
Unallocated from rollover for Campus Culture & Equity Work Beyond PD	\$1,971	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			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.	177-12

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
SSC determined conference to attend to support academic and/or school culture goals.	\$5,974	California Community Schools Partnership Program	5200	Travel And Conferences	n/a	n/a	n/a			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)	177-13
Family Fellows: Organize workshops, encourage parent leadership, and ensure culturally relevant resources are available to all families. Playworks: Playworks supports student engagement at recess by providing structured, inclusive games that encourage positive social interactions and teamwork.	\$54,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			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.	177-14
The Life I Love program is a Social and Emotional Learning (SEL) initiative designed for 20 students, where they participate in a 60-minute workshop each week. The student workshops are led by two staff members, with CSM providing support by selecting students who need the program and monitoring their progress. The goal is to improve students' emotional regulation, communication, and problem-solving skills through structured activities and assessments.	\$10,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			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.	177-15

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
The family liaison will act as a point of contact and a connector between Esperanza and families, ensuring the flow of clear and timely information.	\$18,697	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	New Position 04	Family/Parent Liaison, Bilingual	0.15			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.	177-16
Holistic Grading & Dual Language Graduate Profiles (Teacher Collaboration on Holistic Assessment & Academic Equity)	\$7,984	California Community Schools Partnership Program Carryover	4399	Unallocated	n/a	n/a	n/a			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.	177-17

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Unallocated funds that were rolled over for Targeted Support for African American Student Achievement	\$23,318	California Community Schools Partnership Program Carryover	4399	Unallocated	n/a	n/a	n/a			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.	177-18
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			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.	177-19
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			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.	177-20

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Funds will be used to provide extended contracts for staff to support critical initiatives outside of regular contract hours. This includes additional time for teachers and staff to engage in professional learning, curriculum development, student support services, and family engagement efforts that align with school priorities and student achievement goals	\$20,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			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.	177-21
Funds will support the facilitation of needs-based student groups focused on social-emotional learning, mental health, and wellness. Groups will be led by Lincoln or another qualified mental health and wellness provider through OUSD, offering targeted support to students in areas such as emotional regulation, conflict resolution, self-advocacy, and identity development. These groups will provide safe spaces for students to build resilience and receive tailored support.	\$13,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			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.	177-22
Funds will cover admission costs for educational field trips that provide students with hands-on learning experiences aligned with academic standards. These trips will enhance classroom instruction by exposing students to real-world applications of their learning, supporting engagement in science, history, the arts, and cultural exploration.	\$8,700	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a			Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. Through weekly recognition systems, and/or monthly recognition.	177-23

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students	\$121,111	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 03	10-Month Teacher on Special Assignment (TSA)	0.8			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.	177-24
The family liaison will act as a point of contact and a connector between Esperanza and families, ensuring the flow of clear and timely information.	\$31,162	Literacy Coaches & Reading Specialists Grant	2405	Clerical Salaries	New Position 04	Family/Parent Liaison, Bilingual	0.25			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.	177-25
Funds will be used to provide translation services, childcare, and other essential supports to ensure equitable access for families to participate in school events, workshops, and decision-making opportunities. These services will help remove barriers for multilingual families and increase engagement in their children's education.	\$2,150	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a		Student Connectedness to School	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)	177-27



**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Funds will be used to provide refreshments at parent meetings, workshops, and family engagement events. Offering refreshments helps create a welcoming environment that encourages participation, fosters community-building, and supports meaningful collaboration between families and the school.	\$2,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Student Connectedness to School	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.	177-28
The Social Worker will support the social and emotional well being of our high needs students	\$53,909	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	New Position 05	Social Worker	0.4		Student Connectedness to School	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)	177-29

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
The Attendance Specialistsr will support the attendance needs of our high needs students	\$39,341	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3100	Attendance Specialist, Bilingual	0.4		Chronic Absenteeism	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
The Case Manager will support the attendance needs of our high needs students	\$42,380	Title I, Part A Schoolwide Program	2405	Clerical Salaries	9494	Case Manager	0.4		College/Career Readiness	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. Through weekly recognition systems, and/or monthly recognition.	177-31

## PROPOSED 2025-26 SCHOOL SITE BUDGET

**Site Number: 177**

**School:** Esperanza Elementary School

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

## **Title I, Part A School Parent & 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 have the 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 23, 2024, and will be in effect for the period of August 12, 2024 through May 31, 2025.

**The school will distribute this policy to all parents on or before August 30, 2024.**

LaShante Scott  
**Name of Principal**

*LaShante Scott*  
**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**

Este acuerdo ha sido adoptado por la Primaria Esperanza el 23 de agosto del año 2024 y estará vigente durante el período del 12 de agosto de 2024 al 31 de mayo de 2025.

**La escuela distribuirá esta política a todos los padres el 30 de agosto de 2024 o antes.**

**LaShante Scott**  
Nombre de la directora

*LaShante Scott*  
Firma de la directora



## School-Parent Compact

### ESPERANZA ELEMENTARY

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

**2024-2025**

*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 2024-25 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 23, 2024, and will be in effect for the period of August 12, 2024 to May 31, 2025.

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 August 30, 2024.

*LaShante Scott*

August 23, 2024

**Signature of Principal**

**Date**



**Acuerdo Escuela-Padres**  
**ESPERANZA ELEMENTARY**

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

**2024-2025**

*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 2024-25*

**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 adoptado por la Primaria Esperanza en 23 de agosto del año 2024 y estará vigente durante el período del 12 de agosto de 2024 al 31 de mayo de 2025.

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 agosto de 2024 o antes.

*LaShante Scott*

**Firma de la directora**

**August 23, 2024**

**Fecha**



## ESPERANZA ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Sonia Espejel
Vice Chairperson:	Jessica Patino
Secretary:	Jose Lopez-Garcia & Lucia Koonze

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
LaShante Scott	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Gilberto Heredia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Jose Lopez-Garcia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Lucia Koonze	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Magi Brizuela	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Evelyn Linares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sirena Allen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Mayra Cardenas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sonia Espejel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Jessica Patino	<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 Tuesday of every month at 3:00 pm

### 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