

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	26-1425
Introduction Date	6/24/25
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Esperanza Elementary School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Esperanza Elementary School



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

## **2026-27 School Plan for Student Achievement (SPSA)**

**School:** Esperanza Elementary School  
**CDS Code:** 1612596002190  
**Principal:** Justin Davis  
**Date of this revision:** 4/17/26

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> Justin Davis	<b>Position:</b> Principal
<b>Address:</b> 10315 E Street Oakland, CA 94603	<b>Telephone:</b> 510-639-3367 <b>Email:</b> justin.davis@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/17/2026

*The District Governing Board approved this revision of the SPSA on:* 6/24/2026

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

**2026-27 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:** 4/17/2026

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:**

Justin Davis <hr/> <i>Principal</i>	<i>Justin Davis</i> <hr/> Signature	<hr/> 4/17/2026 <hr/> Date
Sara Gomez-Mota <hr/> <i>SSC Chairperson</i>	<i>Sara Gomez-Mota</i> <hr/> Signature	<hr/> 4/17/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Sabrina Moore <hr/> <i>Network Superintendent</i>	<i>Dr. Sabrina Moore</i> <hr/> Signature	<hr/> 04/17/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 4/17/26 <hr/> Date

## 2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
8/6/2025	Faculty	Reflected on instructional practices and supports
8/12/2025	Other	Reviewed SPSA goals and strategies
8/26/2025	Admin Team, ILT	Reviewed SPSA goals and strategies
9/3/2025	Admin Team	Reviewed SPSA goals and strategies
9/12/2025	SSC	Reviewed data and identified school needs
9/27/2025	SSC	Conducted mid-year or final SPSA review
11/21/2025	SSC & SELLS	Discussed proposed expenditures and priorities
1/9/2026	SSC	Discussed proposed expenditures and priorities
1/26/2026	Faculty	Discussed proposed expenditures and priorities
1/30/2026	SSC	Discussed and Approved Title 1 Expenditures

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$228,480
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$903,318

### 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 Resource 3010	\$224,400
Title I Parent & Family Engagement Resource 3010	\$4,080
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$228,480</b>

#### TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:

<b>\$1,307,476.00</b>
-----------------------

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$42,200
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$262,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$85,920

<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,307,476</b>
---	--------------------

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<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: 6/24/2026</b>

**School Mission and Vision**

**VISION**

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

**MISSION**

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

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

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

School Demographics, 2024-25								
<b>% Male</b>	<b>% Black/African American</b>	<b>% Latino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Students with Disabilities</b>	<b>% Unduplicated Pupil Percentage</b>	<b>% English Learners</b>	<b>% LTEL</b>
49.8%	1.9%	95.7%	0.0%	0.0%	13.9%	99.8%	74.9%	1.9%
<b>% Female</b>	<b>% Multiracial</b>	<b>% Asian</b>	<b>% Filipino</b>	<b>% American Indian/ Alaskan Native</b>	<b>% Foster Youth</b>	<b>% Socioeconomically Disadvantaged</b>	<b>% Newcomers</b>	<b>School Stability Rate</b>
50.0%	0.0%	0.0%	0.0%	0.2%	0.0%	99.3%	17.2%	87.4%

### 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	By May 2027, 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	15.3%	14.0%	24.6%	35%	40%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	40.8%	52.9%	44.6%	50%	55%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	37.3%	59.5%	37.9%	48%	55%

<b>English Language Arts Measures &amp; Targets</b>						
<b>Measure</b> *SBAC & CAST data exclude participation penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	All Students	-99.5	-99.9	-90.2	-80.00	-70.00
SBAC ELA Participation	All Students	99.4%	96.8%	98.3%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	42.4%	49.7%	53.6%	59.0%	65%
<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> *SBAC & CAST data exclude participation penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-102.9	-94.8	-91.8	-80.0	-70.0
SBAC Math Participation	All Students	89.5%	89.5%	94.0%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.1%	3.7%	10.3%	18.0%	20.0%
California Science Test (CAST) Participation	All Students	100.0%	96.4%	100.0%	95.0%	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 2027 - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-137.0	-137.0	-135.6	-80.0	-70.0
SBAC ELA Distance from Standard Met	English Learners	-123.2	-133.4	-119.0	-103.0	-90.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	81.8%	72.4%	71.4%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-118.2	-142.3	-129.1	-80.0	-70.0
SBAC Math Distance from Standard Met	English Learners	-120.3	-113.5	-110.0	-100.0	-90.0

**Reclassification Measures & Targets** *\*Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	9.3%	9.1%	7.7%	12.0%	20.0%
LTEL Reclassification	Long-Term English Learners	9.1%	0.0%	0.0%	12.0%	20.0%

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

**School Goal:** 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%  
2. An annual suspension rate below 2%

**Identified School Need:** 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	2026-27 New Target
Student Connectedness to School	All Students	68.9%	63.2%	65.1%	80.0%	80.0%
Out-of-School Suspensions	All Students	0.0%	0.9%	0.9%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	9.1%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.3%	1.2%	0.0%	0.0%
Chronic Absenteeism	All Students	69.3%	31.5%	26.6%	23.0%	20.0%
Chronic Absenteeism	African American Students	75.0%	71.4%	18.2%	15.0%	12.0%

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

**School Goal:** By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	73.9%	72.6%	72.8%	85.0%	85.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	By May 2027, 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	<p>Our elementary school has strong instructional support structures in place that promote effective teaching and student learning, particularly in ELA, Math, and language development. Instructional supports, including the Teacher on Special Assignment (TSA), provide targeted coaching and interventions, with a focus on implementing talk strategies that enhance student discourse. Additional supports such as Ignite Tier 3 and SIPPS Tier 2 interventions further strengthen student understanding. Leadership is actively engaged in classroom observations and PLCs, facilitating data-driven discussions, aligned professional development, and collaborative planning, including SEAL-focused observation days and grade-level collaboration. The school provides standards-aligned educational field experiences for all grade levels, helping expand students' background knowledge, academic vocabulary, and real-world connections that support classroom learning.</p> <p>The school's dual-language immersion model and strong partnerships further support language acquisition and family engagement. The bilingual program promotes balanced development of English and students' home languages while aligning with ELPAC goals. Collaboration with Sobrato Early Academic Language (SEAL) and the English Learner &amp; Multilingual Achievement (ELLMA) office strengthens instruction through strategies that emphasize oral language development, academic conversations, and engagement with complex texts. Consistent family communication and beginning-of-year home visits foster strong family-school partnerships, while a clear school culture plan with structured six-week instructional cycles supports instructional alignment and creates an environment conducive to language growth and student success.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Our elementary school has established clear progress-monitoring structures that support continuous student growth and instructional improvement. Regular review of i-Ready data, Common Essential Assessments (CEAs), and classroom assessments provides timely insight into student progress and informs instructional decisions. Teachers participate in ongoing professional development cycles that emphasize data analysis and high-impact instructional practices, and i-Ready-focused training is being expanded to include afterschool staff and families. This shared understanding of data strengthens alignment and supports student learning across settings.</p> <p>The school also demonstrates strong systems of support for student engagement, attendance, behavior, and social-emotional well-being. A focus on high-quality, aligned instruction—including structured discussions, writing opportunities, vocabulary development, experiential learning, and targeted small-group support—ensures the needs of all learners, particularly English Learners and students with IEPs, are addressed. Proactive attendance and behavior systems include regular attendance team meetings, targeted incentives for students with IEPs, recognition programs, and restorative practices that reduce suspensions. Daily SEL instruction, the Sown to Grow program, and the work of the COST Team promote a positive school climate, while ongoing family engagement through monthly events, Café con la Directora, and compensated family volunteers strengthens partnerships and investment in the school community.</p>
----------------------------	---	--

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Our elementary school demonstrates strong, student-centered behavior systems, reflected in the absence of student suspensions. The consistent use of restorative practices and individualized behavior supports has been instrumental in maintaining a positive and inclusive school environment. Discipline logs are used to monitor behavior trends and provide timely support, while general classroom check-ins with the case manager and social worker, along with targeted classroom presentations, ensure students receive proactive and responsive social-emotional and behavioral support.</p> <p>The school also maintains effective attendance and social-emotional learning systems that promote student engagement and well-being. Regular attendance team meetings allow for ongoing data review and timely intervention, including targeted attendance incentives for students with IEPs and recognition programs such as weekly raffles and monthly awards. Daily SEL lessons, the Sown to Grow program, and the work of the COST Team strengthen school connectedness and individualized student planning. Additionally, welcoming and accessible parent workshops focused on attendance support family engagement and reinforce the importance of consistent school participation.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>Our elementary school has strong systems in place to support instructional growth, particularly for new teachers. Weekly coaching and feedback cycles provide consistent, targeted support, with coaching logs used to monitor progress and identify areas for continued development. Instructional coaches and Teachers on Special Assignment (TSAs) are intentionally assigned to support new teachers, ensuring they receive aligned guidance, strengthened instructional practices, and timely support in the classroom.</p> <p>The school also demonstrates a clear commitment to building overall teacher capacity through strategic leadership and planning. Veteran teachers are being engaged in mentorship and coaching roles, while Instructional Leadership Team (ILT) members are supported in calibrating data analysis and preparing for coaching responsibilities. The receipt of a literacy grant and the addition of a TSA have strengthened the SIPPS program, expanding targeted literacy support. Additionally, leadership is developing a master schedule that increases opportunities for peer observations and collaborative learning, while ongoing communication through the Friday Focus newsletter fosters a supportive, connected professional community for all staff.</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>A key priority challenge for our elementary school is building teacher capacity and ensuring consistent implementation of language-focused instructional practices across classrooms. While supports such as SEAL strategies, ELLMA collaboration, and Teachers on Special Assignment (TSAs) are in place, ongoing coaching is needed to strengthen the use of academic discourse strategies and ensure fidelity of implementation. In addition, there is a need to place greater emphasis on designated English Language Development (ELD) to provide students with explicit, intentional language instruction alongside content learning.</p> <p>Another challenge is strengthening progress monitoring and data use to better support student growth. Dedicated time is needed to analyze assessment data, track student progress between diagnostic periods, and identify patterns of growth or regression. Within the dual-language model, balancing language exposure remains critical, particularly in upper grades, to ensure English Learners receive sufficient English instruction to meet ELPAC growth targets while continuing to develop their home language. Addressing these challenges will require intentional scheduling, continued professional learning, and strategic use of data to inform instructional decisions.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>A priority challenge for our elementary school is building staff capacity to effectively analyze and utilize i-Ready English Language Arts and Math data to inform instruction. Although i-Ready provides detailed and meaningful student data, it is not consistently or deeply examined during Professional Development (PD) sessions and Professional Learning Communities (PLCs). Data discussions often remain at a surface level, focusing on overall performance rather than identifying specific skill gaps, growth trends, and instructional needs. As a result, opportunities to use i-Ready data to guide differentiated instruction, targeted interventions, and small-group planning are not fully maximized across grade levels.</p> <p>In addition, there is a need to refocus and strengthen professional learning related to i-Ready implementation. Ongoing, intentional training is necessary to support teachers in effectively interpreting diagnostic reports, aligning i-Ready lessons with grade-level standards, and integrating i-Ready data with classroom instruction. Dedicated i-Ready data dives during PDs and PLCs, paired with focused staff training, will promote more consistent data-driven practices, increase teacher confidence in using the platform, and ultimately improve student outcomes in ELA and Math.</p>

<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"><li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li><li>2. An annual suspension rate below 2%</li></ol>	<p>A priority challenge for our elementary school is maintaining consistent student attendance due to extended family travel and heightened concerns related to immigration enforcement activity in the community. Many families travel to Mexico and South America for extended periods during scheduled school days, resulting in prolonged student absences that disrupt continuity of learning. These extended absences make it difficult for students to remain on pace with grade-level instruction, access interventions, and fully engage in classroom routines, which can impact both academic progress and social-emotional development.</p> <p>Additionally, the increased presence of ICE in the broader community has contributed to sporadic attendance, as families respond to warnings, rumors, and protests by keeping students home out of concern for safety and stability. These attendance disruptions are often sudden and unpredictable, making it challenging for teachers to plan instruction and provide consistent support. Addressing this challenge will require building trust with families, strengthening communication, and developing systems to support students academically and emotionally during periods of interrupted attendance, while continuing to promote the importance of regular school participation.</p>
---------------------	---	--

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>A priority challenge for our elementary school is strengthening the consistency and impact of professional learning structures. While data is reviewed during PDs and PLCs, there is a need for more intentional and consistent data dives that clearly identify instructional next steps. Implementing bi-weekly backward planning templates and progress monitoring routines will support instructional alignment and timely adjustments. In addition, structured bi-weekly check-ins for new teachers—using shared tracking tools that address instructional progress, wellness, stress management, and credentialing—are needed, along with the implementation of staff health and wellness professional development to support sustainability and retention.</p> <p>Another challenge is ensuring equitable, differentiated support for new teachers while strengthening collaboration and calibration across the staff. Currently, all new teachers receive a baseline level of coaching necessary for sustained growth but there is always room for improvement, highlighting the need for more structured, targeted coaching systems. Limited time for peer observation and mentorship restricts opportunities for collaborative learning, and the PD and PLC structures continue to evolve to better align with a focused instructional vision. Expanding observation cycles and refining PLC practices will support meaningful, data-driven discussions that foster professional vulnerability, shared learning, and improved instructional practice across classrooms.</p>
----------------------------	---	--

## 2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Esperanza Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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) 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.
- 2) We hired a new full time TSA and a part time TSA (0.8)
- 3) We hired two new SDC teachers.
- 4) We had a teacher who had to leave midyear due to credentialing issues.

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

The implementation of SPSA strategies has effectively advanced our priorities in academic achievement, school culture, and targeted interventions through consistent data-driven instruction and goal setting. i-Ready Goal Setting and Data Reflection meetings, along with multiple i-Ready-focused professional development sessions, have supported teachers in reviewing student progress and adjusting instructional strategies. Grade-level data analysis and SEAL coaching collaboratives have strengthened instructional alignment in literacy and math, while dedicated collaboration days with substitute coverage have allowed teams to refine grade-level planning. Additionally, structured professional development, coaching cycles, and learning walks led by SEAL, principals, TSAs, and SIPPS support have ensured timely feedback and strengthened early literacy and numeracy instruction. The ILT's focus on building coaching capacity and calibrating feedback has reinforced shared leadership and instructional consistency.

Targeted intervention programs, strong family engagement, and community support have further enhanced student success and school culture. The IGNITE intervention program, along with literacy tutors and academic mentors, has provided consistent, data-driven support for students needing additional instruction, while ELPAC preparation efforts have improved readiness through structured meetings and tracking tools. School culture has been strengthened through reclassification assemblies, family engagement initiatives, and recognition events such as Core Value and attendance assemblies. Community involvement is a cornerstone of our success, with parent volunteers, Family Fellows, and community members regularly supporting classrooms, enriching learning experiences, and strengthening home-school partnerships. Biliteracy Pathway Awards and the Multilingual Writing Contest have celebrated multilingual achievement and reinforced the school's commitment to bilingualism under the #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 SPSA analysis, we will shift our focus to strengthening people and capacity-building to ensure progress toward annual goals. We will invest in parent development by reallocating funds to support parent workshops led by staff, teachers, community experts, and ESL instructors. These workshops will increase families' ability to support learning at home, deepen their English language skills, and strengthen home-school connections, helping to extend school-based learning into the home environment.

Additionally, we will adjust staffing and professional development strategies to better support student learning as centrally funded positions decline. Rather than allocating funds for field trips and outside consultants, we will transition key roles into full-time positions and provide ongoing, targeted professional development to sustain their impact. We will also leverage district resources for staff training and increase personnel support within classrooms, ensuring teachers receive consistent coaching and students receive stronger, more sustainable instructional support.

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

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Funds 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 help remove barriers for multilingual families and increase engagement in their children's education.</p>	<p>Student Connectedness to School</p>	<p>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)</p>	<p>These are funds that we have used sparingly and we are looking at shifting these funds to the use of parent workshops. We have utilized these funds when we needed additional support during orientation to pay for staff members but the total only amounted to \$252.90.</p>	<p>We will move these funds to cover parent workshops which will be lead by Esperanza staff, teachers and community members to better support the needs of our parents and families.</p>

<p>Funds 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.</p>	<p>Student Connectedness to School</p>	<p>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.</p>	<p>We have not used these funds and are looking at reallocating them for parent workshops.</p>	<p>We will move these funds to cover parent workshops which will be lead by Esperanza staff, teachers and community members to better support the needs of our parents and families.</p>
<p>The Social Worker supports the social and emotional well being of our high needs students</p>	<p>Student Connectedness to School</p>	<p>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)</p>	<p>These funds are being utilized to pay for our 0.4 social worker who is here twice a week. Although the social worker is only here twice a week she has given presentations to family groups, professional development sessions to our teachers, as well as multiple small classroom presentations to targeted groups based on needed interventions. Our social worker only has capacity to case manage 4 specific students but works with groups and in the above contexts which help support with our Tier 3 needs to support the schools social and emotional well being.</p>	<p>We will continue funding this position for the 26/27 school year.</p>

<p>The Attendance Specialist supports the attendance needs of our high needs students</p>	<p>Chronic Absenteeism</p>	<p>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.</p>	<p>These funds are being utilized to make our attendance specialist whole by covering the (0.4) portion that is missing from her full time status, effectively supporting improved attendance monitoring and family outreach for students with attendance concerns. Targeted follow-up, regular communication with families, and coordination with school staff have helped increase awareness of attendance expectations and reduce barriers to consistent school attendance.</p> <p>The strategy is effective because it provides dedicated capacity to monitor attendance data, identify students at risk for chronic absenteeism, and respond with timely, personalized interventions. Families benefit from consistent communication and support, which strengthens home-school partnerships and student engagement. Our attendance specialist is the cornerstone of our "community school". Being a one time parent only who worked through being a volunteer, noon supervisor, academic mentor, classroom aide and now an attendance specialist she knows and is the community. Having been involved in the community for close to 20 years our attendance specialist knows our families, their issues and concerns and how the school can support their needs.</p>	<p>We will continue fully funding this position for the 26/27 school year.</p>
---	----------------------------	---	--	--

<p>The Case Manager supports the attendance needs of our high needs students</p>	<p>College/Career Readiness</p>	<p>Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. Through weekly recognition systems, and/or monthly recognition.</p>	<p>These funds are being utilized to make our case manager whole by covering the (0.4) portion that is missing from her full time status. Our case manager works with all of our students and is our first stop for students who have behavioral needs but more than that she knows all of our students by name and helps anyone in need.</p>	<p>We will continue fully funding this position for the 26/27 school year.</p>
<p>Teacher Professional Development 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.</p>	<p>Staff Participation in Foundational Professional Learning</p>	<p>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.</p>	<p>We have not used these funds and are looking at reallocating them for parent workshops.</p>	<p>We will move these funds to cover parent workshops which will be lead by Esperanza staff, teachers and community members to better support the needs of our parents and families.</p>
<p>This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students benefit from attending the field trips that transportation funds.</p>	<p>Student Connectedness to School</p>	<p>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.</p>	<p>We have utilized \$1,938.42 of these funds for field trips and buses but we will be moving these funds to cover parent workshops.</p>	<p>We will move these funds to cover parent workshops which will be lead by Esperanza staff, teachers and community members to better support the needs of our parents and families.</p>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Esperanza Elementary School	<b>SCHOOL ID:</b> 177
--	-----------------------

**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, 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 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."
-------------------------	--

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 predictable location. Teachers use the Esperanza Way to support PBIS systems and the learning lesson structure in a systematic way to support student learning across our school site. Teachers will record their instruction during the cycle in order to get feedback from their colleagues to push instruction and reflect on ones practice.	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 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.	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 2027 - 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			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed to support students with disabilities and IEPs.	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.			
<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>
3-1	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices. Leadership provide support and coaching to ensure effective implementation of Caring School Community, Sown to Grow and Toolbox.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Support staff and recess coach are hired to ensure safe outside play. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	All Students	Behavioral	Tier 3 - Intensified

3-3	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. Families feel connected by having volunteer opportunities and fingerprints paid. Family fellows support to build leadership and increase family attendance at events. Families have a space with resources needed to support their students. Resource center has the materials and supplies needed. Families are engaged in events and have refreshments.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. Through weekly recognition systems, and/or monthly recognition.	African American Students	SEL / Mental Health	Tier 1 - Universal
3-5	Student Connectedness: Leaders monitor the usage of Sown to Grow, both reading and response data. Teachers administer Sown to Grow weekly. Teachers teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day. Case manager and community school manager support students who are displaying high need.	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	Student Connectedness: SEL lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community. Teachers will create opportunities through the CSC practices, use of Toolbox, and use of the Esperanza Core Values for positive social interaction and connection to support the whole child. Tier 2 students have access to mental/emotional health support systems. Tier 2 students receive support from case manager, community school manager, lunch bunches, skills groups, and clinicians.	All Students	Behavioral	Tier 1 - Universal
3-7	Teachers utilize students culture and language within the classroom instruction. Teachers value bilingualism and the assets students bring to the classroom. Teachers work with families to educate and promote biliteracy pathway and bilingualism. Teachers actively promote bilingualism as an asset.	All Students	Academic	Tier 1 - Universal
3-8	Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	Students in After School Programs (Available to All Students)	Academic	Tier 1 - Universal

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

**School Goal:** By May 2027, 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 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.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Part of the TSA role will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	Academic	Tier 1 - Universal
4-2	Direct new teachers will attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Academic	Tier 1 - Universal
4-3	Conduct regular observation and feedback, particularly in the first 6 weeks of the school year with a focus on classroom culture building. Integrate a focus on new teachers into your learning walks.	All Students	Academic	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS**

#	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 in 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

5-3	Targeted engagement opportunities with black families to build connection with the school and each other including events like AA Family breakfast, or coffee with the principal.	African American	Academic	Tier 1 - Universal
-----	---	------------------	----------	--------------------

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i>ELL Progress Data</i>		
---	--	--------------------------	--	--

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 - Universal
6-3	Choose high leverage integrated ELD strategy focus: SEAL 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 2026-27 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
Paying for 0.4FTE Attendance Specialist to identify and reach out to students at-risk of chronic absenteeism to address barriers to attendance.	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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.	177-1
Providing quality support and enrichment opportunities for our afterschool program	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	177-2
0.9 Art teacher. Having 3 special teachers will help us to provide PLC and PD times to better support teachers professional development which will lead to better instructional implications for students	\$83,205	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10070	Teacher Education Enhancement	0.90			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.	177-3
Supplies for arts programming as an enrichment opportunity for all students.	\$2,715	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instruction. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-4

**PROPOSED 2026-27 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.	\$24,170	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries		Teacher Education Enhancement	0.20			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.	177-5
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.	\$36,527	California Community Schools Partnership Program	2205	Classified Support Salaries	9038	School Enrichment Recess Coach	0.70			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.	177-6
Funds a portion of Community Schools Manager, as required in the grant, who manages partnerships and other wraparound community schools services	\$51,508	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8721	12-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.	177-7
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.	\$9,031	California Community Schools Partnership Program	2905	Other Classified Salaries	9122	Noon Supervisor	0.20			Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum. Teachers will have the supplies and materials needed for instruction. Teachers will provide students a well balanced day to promote academic, social, emotional, and physical wellness and experiences. Students will receive a well balanced education that includes specials such as art, music, garden, and library.	177-8

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number: 177**

**School: Esperanza Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$71,264	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly			0.00			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 sippets at least 3x per week.	177-9
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			0.00			Student Connectedness: SEL lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community. Teachers will create opportunities through the CSC practices, use of Toolbox, and use of the Esperanza Core Values for positive social interaction and connection to support the whole child. Tier 2 students have access to mental/emotional health support systems. Tier 2 students receive support from case manager, community school manager, lunch bunches, skills groups, and clinicians.	177-10
Student Supplies to support youth that experience unstable housing transitions and homelessness.	\$60,000	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			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
Providing quality support and enrichment opportunities for our afterschool program	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	177-12

**PROPOSED 2026-27 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
Providing quality support and enrichment opportunities for our afterschool program	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Student Connectedness: Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	177-13
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	\$23,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	177-14
SSC determined conference to attend to support academic and/or school culture goals.	\$5,000	LCFF Supplemental	5200	Travel And Conferences			0.00			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)	177-15
This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$5,000	LCFF Supplemental	5826	External Work Order Services			0.00			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.	177-16

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number: 177**

**School: Esperanza Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$9,200	LCFF Supplemental	5829	Admission Fees			0.00			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.	177-17
Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students	\$146,705	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10712	TSA 11Mon 12Pay	1.00			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.	177-18
Funds a portion of Community Schools Manager, as required in the grant, who manages partnerships and other wraparound community schools services	\$154,524	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	8721	12-Month Community School Manager	0.75			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.	177-19
Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students	\$42,947	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	11084	TSA 10Pay	0.30			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.	177-20
Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students	\$67,946	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries		TSA 10Pay	0.50			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.	177-21

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number: 177**

**School: Esperanza Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Professional Development 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.	\$46,032	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. Teachers have the option of offering after school sessions for identified targeted student support with extended contract. Teachers will have the materials and books needed to support growth.	177-22
Student Supplies to support youth that experience unstable housing transitions and homelessness.	\$330	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies			0.00			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)	177-23
Indirect costs associated with the LCREST grant.	\$287	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			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.	177-24
Teacher Professional Development 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.	\$37,935	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	3600	Early Literacy Reading Tutor	0.80			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. Teachers have the option of offering after school sessions for identified targeted student support with extended contract. Teachers will have the materials and books needed to support growth.	177-25

**PROPOSED 2026-27 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
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	\$96,681	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries		Teacher Education Enhancement	0.80			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.	177-26
Having a library technician helps 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	\$53,245	Measure G, Library Support	2205	Classified Support Salaries	7149	Library Technician	0.50			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.	177-27
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	\$115,153	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10087	Teacher Education Enhancement	0.80			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.	177-28

**PROPOSED 2026-27 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 Extended Contract for planning, facilitating and participating in family workshops to strengthen school to home academic connections for all students	\$2,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		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.	177-29
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.	\$2,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		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.	177-30

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number: 177**

**School: Esperanza Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$80	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		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.	177-31
Provide additional prep periods for teachers during the school day to allow teachers extra time for planning, data dives, and collaboration.	\$9,245	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10070	Teacher Education Enhancement	0.10		Chronic Absenteeism	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.	177-32
The Social Worker will support the social and emotional well being of our high needs students	\$62,462	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	10716	Social Worker	0.40		Staff Participation in Foundational Professional Learning	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)	177-33







## **ESPERANZA ELEMENTARY**

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

2025-2026

### **Title I, Part A School Parent and Family Engagement Policy**

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

#### **ESPERANZA ELEMENTARY**

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

##### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

## **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

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

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

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

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

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

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

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

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

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

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

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

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

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Adoption**

This policy was adopted by Esperanza on August 29, 2026, and will be in effect for the period of August 12, 2025 through May 31, 2025.

**The school will distribute this policy to all parents on or before September 30, 2025**

Justin Davis  
Name of Principal

Justin Davis  
Signature of Principal

8/29/25  
Date



2025-2026

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

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

### **Esperanza Elementary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Adopción**

Esta política fue adoptada por Esperanza el 29 de agosto del 2025 y estará vigente durante el período del 11 de agosto de 2025 hasta el 29 de mayo de 2026.

**La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2025 o antes.**

Justin Davis  
Nombre del director

*Justin Davis*  
Firma del director

8/29/25  
Fecha





## School-Parent Compact

### **ESPERANZA ELEMENTARY**

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

**2025-2026**

*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 2025-26 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 29, 2025, and will be in effect for the period of August 12, 2025 to May 29, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2025.

Justin Davis  
**Name of Principal**

*Justin Davis*  
**Signature of Principal**

8/29/25  
**Date**



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

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

**2025-2026**

*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 2025-26.*

**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 ha sido adoptado por la Primaria Esperanza en 29 de agosto del año 2025 y estará vigente durante el período del 11 de agosto de 2025 al 29 de mayo de 2026.

La escuela distribuirá el Acuerdo a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, 30 de septiembre de 2025 o antes.

**Justin Davis**  
**Nombre del director**

*Justin Davis*  
**Firma del director**

**8/29/25**  
**Fecha**



## ESPERANZA ELEMENTARY SCHOOL

### School Site Council Membership Roster

2025-2026

### SSC - Officers

Chairperson:	Sara Gomez Mota
Vice Chairperson:	Jose Lopez-Garcia
Secretary:	Magi Brizuela

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (One-Year Terms)
Justin Davis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Alexander Quintana	<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
Autumn Belnap	<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
Sara Gomez Mota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Maria del Carmen Ceja	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Mayra Cardenas Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Clarissa de la Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Mayra Velazco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Gilberto Heredia (Alternate - teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carmen Flores (Alternate - Parent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	Second Friday of every month at 8:45 am
---	---

**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members