The Single Plan for Student Achievement

Esperanza Elementary
School Name

19-65102-0101543
CDS Code

Date of this revision: 5/28/18

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Westside Union Elementary School District
School District

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The District Governing Board approved this revision of the School Plan on June 5, 2018.

II. School Vision and Mission

School Mission:

The mission of Esperanza School is to create a safe and encouraging school environment which focuses on preparing students for academic proficiency and being productive and responsible citizens.

Esperanza's School Plan offers the on-going opportunity to plan, implement, monitor, and evaluate a meaningful standards-based curriculum for all students.

The goals, objectives, and activities have been identified and written based on data collected on a variety of needs assessments expressed by students, parents, and staff. These goals, objectives, and activities are established to improve and focus instruction at Esperanza Elementary School, enabling students to meet grade level, district, and CA state standards.

The School Site Council, AVID Site Team, Safety Committee, and ELAC collaborate to develop and refine the plan and will continue to work towards the ongoing implementation, evaluation, and revision of this plan.

Esperanza's essential philosophical cornerstones include the concept that quality school programs are based on shared decision making by all stakeholders in meeting school district and state guidelines.

III. School Profile

School Profile

Esperanza Elementary School is located in the southwest portion of the Antelope Valley in the Westside Union School District. Covering approximately 360 square miles of high desert in California, the Westside Union School District has an enrollment of approximately 9,000 students who attend seven Kindergarten to 6th grade elementary schools; two 7th and 8th grade middle schools; two kindergarten to 8th grade schools; one kindergarten to 7th grade school; one 6th to 8th grade alternative school, and one kindergarten to 8th grade home school program.

The urban-rural community, of which Esperanza is a part, is a very diverse one. Many of the area residents are employed in a wide variety of professions including aircraft construction and testing, space exploration and related skill areas, agriculture, transportation and allied people services. Numerous residents commute to the greater Los Angeles area for employment. Edwards Air Force Base, Boeing, Northrop/Grumman, and Lockheed Aircraft Company are within close proximity. In some areas of the community substantial numbers of families find it difficult to subsist without some sort of public assistance. Many of these wage earners are laborers or seasonal workers, earning less than minimum wage. Finding ways to effectively address the needs of such diversity is just one of the many challenges that the schools of the District must address.

Founded in 2003-2004, Esperanza serves approximately 1,143students in grades Transitional Kindergarten through sixth grade. The student population is approximately 32% Caucasian, 44% Hispanic, 12% African American, 5% Asian, 0% American Indian and 0.01% Pacific Islander. 12.9% of the student population are students with disabilities. 8.85% of our students are English Language Learners. Approximately 35.7% of our students participate in the National School Lunch program. The Esperanza staff includes 34.5 regular education teachers,4 SDC teachers, 1 Speech teacher, 1.5 Resource Specialists, and over 50 classified personnel and playground supervisors / crossing guards.

Esperanza operates under a School Single Plan for Student Achievement and the needs of our diverse student population are served through specialized programs including: English Language Development (ELD), Gifted and Talented Education (GATE), and Special Education. Special Education services are comprised of Speech, Resource Specialist Program (RSP), Adaptive P.E. (APE) and Special Day Class (SDC). Supplemental programs exist to extend learning opportunities for all students, with an emphasis on helping our at-risk population succeed. Programs include: after-school tutoring, musical instrument instruction, fishbowl support and a variety of fee-based enrichment programs in science, and visual and performing arts.

Esperanza benefits from a dedicated and active PTA which serves as a direct link to the community. The PTA funds and coordinates numerous student opportunities that include: assemblies, field trips, family nights, reading and fitness incentive programs, and an annual carnival.

Regular and on-time attendance is critical to student success at our school. Esperanza works with the district attorney's office in support of Student Attendance Review Board. We also continue the development and implementation of an incentive program to motivate students to be on-time and at school daily, and to build responsibility.

The instructional day lasts from 7:55 a.m. to 1:50 p.m. for Kindergarten and from 7:45 a.m. – 1:50 p.m. for grades 1 through 3 and from 7:35 a.m. - 1:50 p.m. for grades 4 through 6. After school child care is provided on campus from 1:50 p.m. - 6:00 p.m. through the Palmdale Parks and Recreation programs.

Description of Base Progam:

The District provides the following:

1. One teacher for every 30 students (K-3rd), one
teacher for every 32 students (4th-5th) and one
teacher for every 33 students (6th.)

2. Textbooks are provided as follows:
Language Arts - Houghton Mifflin K-5; ConnectEd Study Sync 6th
Math - Houghton Mifflin K-5
Math - McGraw Hill CA Go Math(6-8)
Science - Scott Foresman/Pearson

Social Science - Houghton Mifflin & McDougal Littel 6th
Music - Silver Burdett

3. Playground Supervisors are assigned to cover
morning arrival, morning recess, and lunch
recesses.

4. Computer lab time is supported by a computer lab aide and
supervised by a credentialed teacher. Students in grades
3-6 spend 30-45 minutes per week in the lab with their
teacher and the aide. Students in grades K-2 spend
30-45 minutes in the lab each week with their teacher.

5. Library time is supported by a Library Clerk and
supervised by a credentialed teacher. The library is open
during school hours and is staffed by two district
paid library clerks.

6. The Educational Services Facility (ESF), located at
the District Office is open 40 hours per week.

7. The District offers an instrumental music program
for grades 5-6. The band program at Esperanza
offers instruction in reed, woodwinds, percussion,
and brass instruments.

8. In addition to textbooks, the school is allocated
funds per student per year for instructional
supplies.

9. Classified staff assigned to the school include:
secretary, school clerk, general clerk, health
clerk, instructional assistants I, instructional
assistants II(SDC), and custodians.

10 The cafeteria program operates from a centralized
kitchen.

11. Maintenance and grounds are centralized at the
district level. Assignments are made to
individual schools as needs arise.

12. Transportation is provided by the district through
a Joint Powers Agreement.

13. The district sponsors professional development
opportunities throughout the year for all
certificated and classified staff.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

B. Analysis of Current Instructional Program (See Appendix B)

V. Description of Barriers and Related School Goals

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at Esperanza Elementary School:

Alignment of curriculum, instruction and materials to content and performance standards:
Reading, language arts, math, science, and history curriculum, instruction and materials are directly aligned to district and state content and performance standards, including Common Core standards. Teachers are also provided with Blueprints that highlight those standards covered on state assessments. Standards-based staff development opportunities are available. Teachers work with the members of their grade level to develop year-long pacing plans to ensure that instruction in the core academic areas will address the standards. Pacing plans / curriculum maps are reviewed quarterly and performance assessments are given to students throughout the year. Grade levels meet regularly to review student work and assessment data to ensure that students are mastering skills addressed by the content / Common Core standards. Site administrators receive training on the standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards. Staff continues to work in area of differentiating instruction to meet the needs of all students, particularly those participating in GATE, ELD and special education. Staff members continue to work to ensure that the goals and objectives of students receiving special education services are aligned with grade level appropriate content standards. This year we are continuing our work with Common Core. While we will not receive a new curriculum, staff development time will include opportunities for staff to work with the new standards and how our current texts will best support them.

Availability of standards-based instructional materials appropriate to all student groups
The district has worked diligently to ensure that reading, language arts, math, science, and history curriculum, instruction and materials are directly aligned to district and state content and performance standards. Students are provided with textbooks that are aligned with the content standards with supplemental supports available through online portals. Teacher-created materials used in the classroom are also standards-based. Care is taken by site staff members to ensure that supplemental support materials that are purchased with appropriate categorical funds are standards-based. The increased availability of standards-based materials for ELD, GATE and special education students would strengthen the instructional program. As noted above, staff will be working during this school year to align our current curriculum with the new CA State standards.

Alignment of staff development to standards, assessed student performance and professional needs:
Staff members have the opportunity to attend staff development to address the alignment of standards, assessed student performance, and professional needs. BTSA provides support and instruction for beginning teachers. School site meeting time is used to analyze specific site and grade level issues. Administrative training is offered to administrators and teachers to provide assistance in using formal and informal assessment data to guide and inform instruction.

Services provided by the regular program to enable Under-performing students to meet standards:
Students having difficulty meeting grade level expectations are offered many opportunities to achieve academic success. Instructional assistants work with students in the classroom. Several grade levels utilize some form of flexible grouping to deliver math, reading and/or language arts instruction to groups of students with similar strengths and challenges. Pull-out Resource assistance is available for qualified students at all grade levels. In addition, since our school offers a "class in" service delivery model for our Kindergarten through sixth grade students identified as RSP, the under-performing students not identified and qualified as RSP students in that same classroom, also have the advantage of the expertise of the RSP teacher and or one of her assistants while he/she is servicing those identified RSP. English Language Learners are clustered within each grade level. Student Success Teams (SSTs) are convened to address students who are experiencing difficulty accessing the curriculum despite interventions by the classroom teacher. These teams consist of the classroom teacher, parent, Resource specialist, principal and school psychologist (if necessary).

Services provided by categorical funds to enable Under-performing students to meet standards:

Services provided by categorical funding to enable under-performing students to meet the standards include: instructional assistant time for direct assistance to under-performing students; before or after school tutoring; release time for teachers to attend staff development opportunities which are directly linked to standards- based curriculum and use of the district psychologist to provide data which drive the schools' testing analysis for improvement.

Use of state and local assessments to modify instruction and improve student achievement: Assessment data is the driving force in generating instruction in all classrooms. All teachers are involved in looking at assessment data and developing an improvement plan. Expenditures are all related to improving student achievement based on findings in data. Teachers regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards.

Family, school, district and community resources available to assist these students:
Under-performing students are provided assistance in a variety of ways.   Parent-teacher conferences provide recommendations for parents to further their children's academic success and behavioral concerns in the classroom. Parents have access to PowerSchool to regularly review students' grades and progress. The phone dialer system is regularly used to inform parents of school activities. Homework may be modified or accommodated to address students' needs. After school tutoring is available in grades 1-6 to assist academically at-risk students (including ELL, foster, and socio-economically disadvantaged students.) Parent volunteers work one-on-one or with small groups to assist students experiencing difficulties. The PTA provides helpful information to parents in the monthly school newsletter. The student handbook and first day packet provide parents information on available programs for at risk students. Grade level meetings are held regularly to discuss strategies to assist under-performing students. The district provides information at parent meetings, including the District Advisory Committee, for parents to access help for their children in school. Principals are provided information in the form of sharing, flyers, and training at Principal's meetings and administrative sessions. W.A.V.E., Westside's educational foundation, provides grant monies for schools and teachers to supplement the programs provided at each school. Palmdale Parks and Recreation – Girls and Boys Club, an after school program offered by the City of Palmdale, provides time and assistance for students to complete homework prior to being picked up by a parent. Community organizations such as the Boy and Girl Scouts and sports groups provide outlets for students who may need the modeling provided by appropriate organizations in the community.

School, district and community barriers to improvements in student achievement:
Like all schools and districts, there are barriers to improvements in student achievement. In our community, one of the challenges our schools face is the commuting time for many of our parents. Many of the parents commute long distances to jobs in the Los Angeles area. This means that they are gone for long periods of the day and have only a little time left over to participate in the education of their children and to volunteer in the schools. There is also a portion of our schools' population who face economic barriers. For some of the schools that have a rural population, there are some of the students who do not have the normal amenities such as running water and electricity. In the schools within the city limits, there are also those who face the typical issues surrounding poverty. One of our schools also draws part of its population from a local shelter for battered women. This means that there are bigger concerns on their mind than the educational process. Also, this lends itself to a great deal of transience, which makes the educational process spotty at best.

Limitations of the current program to enable Under-performing students to meet standards:
The effectiveness of the current instructional program would be enhanced by:
• On-going staff development in the areas of technology implementation and common assessments
• Differentiation of instruction, particularly for ELD, special needs and at-risk students
• Inclusion of special needs students into the general education environment
• Vertical articulation of curriculum from one grade level to the next
• Well developed parent education program that familiarizes parents with the content standards, state assessment program and ways that they can support the instructional program
• Effective use of technology to support the instructional program and to facilitate the analysis of assessment data
• Increased time to provide remediation for those students determined to be at-risk

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic growth targets and grade level expectations. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) Goal #1 Improving student achievement for Eduction for Life and Work: Ensure all students are well equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.	
Student groups and grade levels to participate in this goal: All Esperanza students grades K-6. Students in grade 3-6 will participate in state testing and district performance assessments.	**What data did you use to develop this goal.?** State tests, CST Science results, CAPA results, CAASPP scores, performance assessments, quarterly writing benchmarks
What were the findings from the analysis of this data? Informal assessment data, state testing, performance assessments, and program reports. 26% of 3rd graders, 41% of 4th graders, 27% of 5th graders, 34% of 6th graders did not meet standards on the CAASPP test in ELA nearly met standards. 32% of 3rd graders, 20% of 4th graders, 27% of 5th graders, 40% of 6th graders nearly met standards on the CAASPP test in ELA. 22% of 3rd graders, 33% of 4th graders, 47% of 5th graders, 43% of 6th graders did not meet standards on the CAASPP test in Math. 28% of 3rd graders, 36% of 4th graders, 30% of 5th graders, and 39% of 6th graders nearly met standards on the CAASPP test in Math.	**How will the school evaluate progress made toward achieving this goal?** All student groups will increase by 5% towards proficiency targets on the CAASPP test. State tests, CST Science results, CAPA results, SBAC scores, performance assessments.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: 1. Evaluations will stress mastery of standards-based content. Reflections during the year ensure that objectives are met and weaknesses are then addressed for the following year. 2. Curriculum instruction is aligned with the CA State standards and taught in the order of district grade level curriculum maps, which are adjusted to improve instructional pacing. Core curriculum is implemented to meet required standards. (K-5 Houghton Mifflin Reading; 6th Connected Study Sync) 3. Lesson plans reflect identified priority CA State content standards. 4. Provide time during site and district grade level and department meetings for teachers to establish assessment and grading protocols for common assignments, assessments, projects, etc. 5. Analyze grade level assessment data and district performance assessment data by content clusters and subgroups to develop improvement strategies. 6.. Provide site and level professional development for AVID implementation. Select AVID coordinator at each site to serve as liaison between site and district. 7. Maximize the use of WICOR strategies in AVID classrooms. LCAP Goal #1	School year 2018-2019	1. NC 2. Duplicating, technology, materials, supplies, hardware, software, equipment 3. Training 4. NC 5. NC 6. NC 7. Photocopying, training, materials	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC	1. NC 2. LCAP 3. LCAP 4. NC 5. NC 6. NC 7. LCAP
Improvement of instructional strategies and materials: 1. Provide professional development informative assessment and release time for teachers to develop formative assessments. 2. Grade level meetings and staff meeting time to engage in regular analysis of student work to ensure progress toward mastery of content standards 3. Use data from teacher assessments, district performance assessments, state tests, assessment reports, and other research based assessments to determine flexible grouping. 4. Continue to provide professional development for elementary staff in the Westside Writing (Foundational Writing) Program. 5. Provide AVID Summer Institute training for staff members. 6. Funding for library books and supplies. Students are taught how to use the library in their weekly sessions to the library. Students will be provided books, materials and multi-media technology to support all content areas. 7. Continue work to develop and refine effective learning objectives and use of academic language.	School year 2018-2019	1. NC 2. NC 3. Assessment data review time. 4. Training, sub costs 5. Conference, hotel, parking, transportation 6. Purchase of library books 7. Observing other teachers who are effectively implementing (subs).	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC	1. NC 2. NC 3. NC 4. LCAP 5. LCAP 6. Base Fund 7. Base Fund

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time: 1) Students not meeting proficiency targets may have the opportunity to attend in school remediation programs (varied by grade level) summer break at the district's summer school, through the after school tutoring program or homework help. 2) ELL students, students with disabilities, low socio-economic and other students who are not meeting proficiency targets will be provided with remedial resources for additional support including technology programs, technology, and manipulatives. Items specifically used to access core curriculum. 3) Students who need to make up days of missed school may be offered options to attend Saturday school programs. 4). Creation of a new program called "Organization Nation" to address students organizational needs.	School year 2018-2019	1. Teachers hourly rate per contract 2. Purchase technology programs, manipulatives & duplication 3. District Staffing 4. Photocopying, school supplies, binders, AVID Instructional tool	1. NC 2. NC 3.District Cost 4. NC	1. District LCFF 2. District 3. District 4. Base Fund
Increased educational opportunity: 1. Continue the implementation of district-wide reading intervention and support programs (FastForWord and Reading Assistant). 2. Purchase and implement standards-based supplemental and cross-curricular materials to support the ELL, GATE, SDC, Speech and RSP programs. 3. Provide at-risk students with remedial resources within the classroom setting. 4. Continue to provide computer lab time to grades K-6 to enhance learning and reinforcement of skills in language arts. 5. Purchase materials to support the AR program. 6. Purchase instructional technology to support/enhance the core curriculum. 7.Implement the following activities to support language acquisition for ELL students and low achieving students. 7.1 Provide supplemental instructional opportunities 7.2 Purchase K-6 supplemental materials/supplies for a ELL support and support for low achieving students. 7.3 Research and develop academic assessments for ELL students. 8. Provide a variety of experiences, which may include specialized instruction, field trips, and assemblies,to support and enrich the language arts curriculum for GATE.	School year 2018-2019	1. Programs, technology 2. DVD's, Software, Hardware, Materials and supplies 3. Software, Hardware, Materials and supplies 4. Aide time 5. Software, supplies, books and materials. 6. Software, Supplies, Books, Materials 7.Paraprofessional salaries, training, software licenses. 7.1 ELL Paraprofessionals 7.2 Imagine Learning licenses 7.3 Training, materials 8. Fees, materials, supplies, transportation	1. NC 2. NC 3. NC 4. NC 5. $5000 6. NC 7. NC 7.1.Position Costs 7.2 NC 7.3 NC 8. NC	1. NC 2. Title III 3. NC. 4. NC 5. PTA 6. NC 7. District Title III 7.1 District LCFF 7.2 District Title III 7.3 Base Fund 8. NC

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Staff development and professional collaboration: 1. Provide time for staff and grade level meetings. 2. Continue work with student engagement, learning objectives, and use of academic language. 3. Support staff participation in district curriculum committees. 4. Improve collaboration and articulation between grade levels by providing the development of Professional Learning Communities. (vertical articulation of new curriculum) 5. Investigate inclusion models of providing services for students with disabilities. 6. Support new teachers through BTSA. 7. Continue to provide professional development for elementary staff in the Westside Writing (Foundational Writing)Program.	School year 2018-2019	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. Training/Subs	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. nc	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. LCAP
Involvement of staff, parents and community: 1. School Site Council (SSC) meets to monitor implementation of school plan/budget.Updates on assessments and input on how to improve the instructional program will be on agenda. 2. Encourage parental involvement as classroom volunteers. 3. Encourage staff, parental and community involvement in PTA, Professional Learning Communities, ELAC, and Latino Literacy (to include child care). 4. Continue to make a School Accountability Report Card available to parents. 5. Encourage parents to participate in Back-To-School night, Open House, and at least one parent conference. 6. Parents receive quarterly progress reports, parent/teacher conferences as needed to support student achievement. Interpreters are available for conferences as needed, for translation assistance in the office, for help with PowerSchool training, and many district letters sent home are available in Spanish. 7. Teacher work to update PowerSchool at least every three weeks. 8. Phone dialer calls and emails used to update parents. The site webpage and marquee is also updated to include information about things going on at the site. 9. Hold parent education including literacy workshops provided by the District or the school site. 10. Purchase of binder reminders for students in grades 3-6. 11. Conduct mandatory (staff)bi-annual parent teacher conferences for English Learner, foster, and at-risk Redesignated Fluent English proficient and low income parents.	School year 2018-2019	1. NC 2. NC 3. Materials, teacher, aides 4. NC 5. NC 6. NC 7. NC 8. NC 9. Meeting supplies and time, staff stipends 10. Binders 11. Subs, extended aide time	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC 8. NC 9. $500 10. $2000 11. NC	1. NC 2. NC 3. LCAP 4. NC 5. NC 6. NC 7. NC 8. NC 9: URGF 10. PTA 11. LCAP

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Auxiliary services for students and parents: 1. Provide extended learning opportunities like intersession support and summer school for underperforming students 2. Screen students for learning disabilities as needed. 3. Teachers work through the CST process and hold meetings as students are referred for academic and behavioral issues 4. 6th grade students attend an orientation at Hillview (HV) Middle School before promotion. 5. A transition meeting may be held for 6th grade students in special education between the elementary and middle schools. 6. Kindergarten Information Day provides orientation and information for parents and prospective kindergartners. (Kindergarten Round-Up) 7. Retention letters are sent home by February for those students in danger of failing the school year. 8. Reports (other than quarterly) are sent home to update parents of student progress for those students who are not achieving at a satisfactory level. 9. ELL Students assessed with the required annual English Language Assessment each year. EL coordinator meets with teachers at staff meetings to review the release test items. Teachers use this information and assessment results in planning ELD instruction for their students. .	School year 2018-2019	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC 8. NC 9. NC	1.NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC 8. NC 9. NC	1 LCAP 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC 8. NC 9. NC
Monitoring program implementation and results: 1. Engage in systematic analysis of student work to monitor student progress toward proficiency of content standards. 2. Evaluate curriculum assessment data, performance assessments, CELDT scores, writing scores, and other data throughout the year to guide and direct instruction. 3. District and site based performance testing is given to all students and results are evaluated. Results of testing will be used to guide instruction based on data collected. 4. Curriculum tests and student outcomes are evaluated by individual teachers, as grade level and by administrators to monitor student mastery of grade level standards. 5. State test scores (achievement and state standards' tests) for students in grades 3 to 6 are evaluated. A plan to address areas of weakness is developed by grade level teams. Staff and the School Site Council will take part in test score analysis, as well as the writing and implementation of the school plan	School year 2018-2019	1. NC 2. NC 3. NC 4. NC 5. NC	1. NC 2. NC 3. NC 4. NC 5. NC	1. NC 2. NC 3. NC 4. NC 5. NC

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 **(Based on conclusions from Analysis of Program Components and Student Data pages)** GOAL #2 for Improving Student Achievement through Access for All: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully with the program.	
Student groups and grade levels to participate in this goal: All Esperanza students grades K-6. Students in grade 3-6 will participate in state testing.	**What data did you use to develop this goal.?** State tests, CST Science results, CAPA results, SBAC scores, performance assessments, quarterly writing benchmarks
What were the findings from the analysis of this data? Informal assessment data, state testing, performance assessments, program reports, report cards. 26% of 3rd graders, 41% of 4th graders, 27% of 5th graders, 34% of 6th graders did not meet standards on the CAASPP test in ELA nearly met standards. 32% of 3rd graders, 20% of 4th graders, 27% of 5th graders, 40% of 6th graders nearly met standards on the CAASPP test in ELA. 22% of 3rd graders, 33% of 4th graders, 47% of 5th graders, 43% of 6th graders did not meet standards on the CAASPP test in Math. 28% of 3rd graders, 36% of 4th graders, 30% of 5th graders, and 39% of 6th graders nearly met standards on the CAASPP test in Math.	**How will the school evaluate progress made toward achieving this goal?** All student groups will increase by 5% towards proficiency targets on the CAASPP test. State tests, CST Science results, CAPA results, SBAC scores, performance assessments.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed** **Expenditures**	**Estimated** **Cost**	**Funding** **Source**

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: 1. Grade levels will analyze test results and district math performance assessments by content clusters and subgroups to develop improvement strategies. Grade levels will review and revise curriculum and assessments to align wording and rigor with CA State standards. 2. Curriculum is aligned with the CA State standards and taught in the order of district grade level curriculum maps, which are adjusted to improve instructional pacing. Core curriculum is implemented to meet required standards; supplements and items from are also utilized where core may be limited. 3. Use standard-based district adopted core curriculum materials aligned with content standards. Continue work to develop ties with CA State standards. 4. Formative math assessment data is analyzed by teachers and grade level teams to monitor student achievement of the CA math content standards. (Data Teams) 5. Continue collaboration and articulation of curriculum and assessment between grade levels. 6. Provide professional development for teachers and administrators in the effective use of the newly adopted mathematics materials. 7. Provide time during site and district grade level and department meetings for teachers to establish assessment and grading protocols for common assignments, assessments, projects, etc. LCAP	School year 2018-2019	1. NC 2. NC 3. NC 4. Duplicating, purchase materials, supplies, software, hardware and/or equipment 5. NC 6. Training, subs 7. meeting time, materials, photocopying	1. NC 2. NC 3. NC 4. NC 5. NC 6. District Costs 7. NC	1. NC 2. NC 3. NC 4. District LCFF 5. NC 6. District 7. LCAP
Improvement of instructional strategies and materials: 1. Provide math instruction that includes the use of manipulatives, computations, problem solving, and real world examples. 2. Universal access time / differentiated instruction and flexible grouping is provided for all students. Specific focus is given to ELL students, students with disabilities, low socio-economic students and other students not meeting proficiency standards. 3. Engage in analysis of student work to ensure progress toward mastery of content standards. 4. Analyze classroom data and essential outcomes to guide and direct instruction. 5. Implement district SBE adopted intervention materials in mathematics. 6. Increase use of student engagement strategies like Think Pair Share. 7. Continue work to develop and refine learning objectives. LCAP	School year 2018-2019	1. Suplemental materials 2. Training 3. NC 4. NC 5. NC 6. NC 7. NC	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC	1. NC 2. Base Fund 3. NC 4. NC 5. NC 6. NC 7. NC

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time: 1) Students not meeting proficiency targets may have the opportunity to attend in school remediation programs (varied by grade level) as well as being tutored during intersessions, summer break at the district's summer school, Saturday School and through the after school tutoring program. 2) ELL students, students with disabilities, low socio-economic students and other students who are not meeting proficiency targets will be provided with remedial resources for additional support including technology programs, technology, and manipulatives. (Big Brainz) 3) Students who need to make up days of missed school may be offered options to attend Saturday school programs. LCAP	School year 2018-2019	1) Teachers hourly rate per contract and various supplies. 2) Purchase technology programs, &manipulatives. 3. Teachers hourly rate per contract	1. District funded 2. NC 3. District funded	1. District LCFF 2. District LCFF 3. Base Fund
Increased educational opportunity: 1. Utilize peer and cross-age tutors. 2. Content standards in Mathematics are supported with site level intervention programs, use of curriculum support materials, and use of district approved supplemental materials. Interventions will be provided in the classroom, before or after school, and/or during intersession. GATE Students are provided with enrichment. 3. Integrate test taking strategies into math instruction. 4. Purchase cross-curricular materials to focus on integration of math skills/concepts across the curriculum. 5. Use instructional technology to support/enhance the core curriculum. 6. Creation of a new program called "Organization Nation" to address students organizational needs. LCAP	School year 2018-2019	1. NC 2. Resources and materials 3. NC 4. materials, supplies, software. 5. technology programs 6. photocopying, binders, school supplies, AVID Organizational Tool	1. NC 2. NC 3. NC 4. NC 5. District Costs 6. NC	1. NC 2. Donation 3. NC 4. Base Fund 5. District 6. LCAP

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Staff development and professional collaboration: 1. Provide collaboration time for staff and grade levels to implement research-based practices and differentiated instruction during the allotted 3 hours of time provided by the WUTA contract each week. 2. Continue articulation between grade levels. 3. Support and participate in district-sponsored in-services in mathematics. 4. Encourage staff participation in district curriculum committees. 5. Provide resources related to best practices, standards-based instruction, and assessment for the professional library. 6. Continue to provide programs like New Teacher Induction and Administrator Induction that support teachers and administrators new to the profession. 7. Provide access for internal and external standards-based professional development opportunities. 8. Provide professional development for teachers and administrators in the effective use of the newly adopted mathematics materials. LCAP	School year 2018-2019	1. NC 2. NC 3. NC 4. NC 5. materials 6. NC 7. conference costs, consultant fees, travel 8. Training, subs	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC 8. NC	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC 8. NC
Involvement of staff, parents, and community: 1. School Site Council (SSC) meets to monitor implementation of school plan/budget.Updates on assessments and input on how to improve the instructional program will be on agenda. 2. Encourage parental involvement as classroom volunteers. 3. Encourage staff, parental and community involvement in PTA, Professional Learning Communities, ELAC. 4. Continue to make a School Accountability Report Card available to parents. 5. Encourage parents to participate in Back-To-School night, Open House, and at least one parent conference. 6. Parents receive quarterly progress reports, parent/teacher conferences as needed to support student achievement. Interpreters are available for conferences as needed, for translation help in the office, for help with PowerSchool training, and translation of many district and site letters sent home. 7. Teachers work to update PowerSchool at least every three weeks. 8. Phone dialer calls and emails used to update parents. The site webpage and marquee is also updated to include information about things going on at the site. 9. Purchase of binder reminders for students in grades 3-6. LCAP	School year 2018-2019	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC 8. NC 9. See Goal #1	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC 8. NC 9. See Goal #1	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC 8. NC 9. See Goal #1

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Auxiliary services for students and parents: 1. Child study teams (CST) meet as students are referred for academic and behavioral issues through the SIT process. 2. 6th grade students attend an orientation at Hillview (HV) Middle School before promotion 3. A transition meeting may be held for 6th grade students in special education between the elementary and middle schools 4. Retention letters are sent home by February for those students in danger of failing the school year 5. Reports (other than quarterly) are sent home to update parents of student progress for those students who are not achieving at a satisfactory level 6. Kindergarten Information Day provides orientation and information for parents and prospective kindergartners. 7. Academic at-risk letters are sent home quarterly by school counselor to students at risk of failing courses. LCAP	School year 2018-2019	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. Photocopying	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. NC	1. NC 2. NC 3. NC 4. NC 5. NC 6. NC 7. LCAP
Monitoring program implementation and results: 1. Classroom teachers will regularly assess students' mastery of math standards by examining student work and assessment data, re-teaching of standards needing remediation occurs as needed. 2. Test and academic results are analyzed at the beginning of each year by grade 2-6 teachers. District and site based performance assessments are given to all students and results are evaluated. Results of testing will be used to guide instruction based on data collected. 3. Staff and the School Site Council will take part in test score analysis, as well as the writing and implementation of the school plan. 4. Administration will observe classroom teachers during math to monitor the implementation of the core and intervention materials, using protocol(s) developed by the district. The protocols include the development of academic vocabulary, the use of SDAIE strategies, and the effective use of scaffolding to improve comprehension for English Learners. Teachers are provided feedback by email, by receiving a copy of the protocol or by individual conference. LCAP	School year 2018-2019	1. NC 2. NC 3. NC 4. NC	1. NC 2. NC 3. NC 4. NC	1. NC 2. NC 3. NC 4. NC

VI Planned Improvements in Student Performance (continued)

<table>
<tr>
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SCHOOL GOAL #3
(Based on conclusions from Analysis of Program Components and Student Data pages)
SCHOOL SAFETY/CLIMATE FOR LEARNING

GOAL #3 for Improving Student Achievement through Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional orowth and success.
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<td>
Student groups and grade levels to participate in this goal:
All students in all subgroups
All Esperanza students K-6
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What data did you use to develop this goal.?

Suspension rates, office referrals, expulsion rate, CHKS, Community Survey, LCAP student input
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What were the findings from the analysis of this data?
Referral records, daily discipline records, report cards, minutes from the Safety Committee, and staff meeting agendas.
Suspension rates, office referrals, expulsion rate, CHKS, Community Survey, LCAP student input

Our unduplicated pupil suspension rate for 2016-2017 was   %. Our African American unduplicated suspension rate for 16-17 was   %. Our Hispanic unduplicated suspension rate for 16-1 7 was   %. Our White unduplicated suspension rate for 16-17 was   % Our unduplicated suspension rate for 2 or more races was   %. The unduplicated suspension rate for all other groups was

Our expulsion rate for 16-17 was   %.

Attendance Rate for 2016-17 was 96.33%

26% of 3rd graders, 41% of 4th graders, 27% of 5th graders, 34% of 6th graders did not meet standards on the CAASPP test in ELA nearly met standards.
32% of 3rd graders, 20% of 4th graders, 27% of 5th graders, 40% of 6th graders nearly met standards on the CAASPP test in ELA.

22% of 3rd graders, 33% of 4th graders, 47% of 5th graders, 43% of 6th graders did not meet standards on the CAASPP test in Math.
28% of 3rd graders, 36% of 4th graders, 30% of 5th graders, and 39% of 6th graders nearly met standards on the CAASPP test in Math.

We created a new mission statement with the help of our stakeholders. It reads: Esperanza's mission is to create a safe and encouraging school environment which focuses on preparing students for academic proficiency and being productive and responsible citizens.
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How will the school evaluate progress made toward achieving this goal?
Decrease in office referrals, suspension rate, and expulsion rates.

Suspension rates for all students will decrease and show decrease by moving forward into the next level on the 5x5 matrix for all students with a focus on African American, socioeconomically disadvantaged, ELL, students with disabilities, and foster and homeless youth.

Reduce daily discipline referrals for all students with a focus on African American, socioeconomically disadvantaged, ELL, students with disabilities, and foster and homeless youth by 5%.

Attendance rates (ADA) will increase school wide by 1%.
Group data needed to measure academic gains: Attendance and Discipline reports from Power School Results of California Healthy Kids Survey (CHKS)
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SCHOOL GOAL #3					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**	
To promote caring, supportive relationships between students, staff members and parents. Activities: 1. Recognize and encourage appropriate student behavior & good citizenship through the Esperanza Golden Eagles (Character) Program, Character Bucks, and Student Leadership Program. 2. Recognize student accomplishments and achievement through classroom and school wide ceremonies such as attendance activities, semester awards and honor awards. 3. Provide elementary counselors to address the social-emotional needs of students exhibiting at risk behaviors as well as provide ongoing supports and resources for their families. 4. Provide character based presentations delivered by our school counselor using CharacterLab program. 5. Provide training for students and staff in the areas of bullying, conflict resolution, handling peer pressure and anger management, and student leadership 6. Recognize students for good attendance. (Jethawks challenge) LCAP	School year 2018-2019	1. Golden Eagle / Character awards and certificates 2. Award Certificates / Pins 3. Award Certificates / Pins 4. Binder reminders; Anti-bullying assembly, certificates 5. Planning and meeting time. 6. Incentives, supplies and materials.	1. $500 2.. $250 4. $500 5. See above 6. NC	1. Grants 2-3. PTA 4-6. PTA / Grants / Local Banking	
To communicate to students, parents, staff and community members clear expectations and standards for student behavior that are consistently and fairly enforced. Activities: 1. School and district policies are communicated annually to all parents and students through the binder reminder (grades 4-6), Student Handbook and first day packets of information. 2. Continue to review school discipline policy, soliciting input from students and parents as well as staff members 3. Review school rules with students in classrooms (ongoing) and assemblies for grades K-6. 4. Communicate discipline policy to parents and community members through the parent/student handbook, site and district web pages, PowerSchool, phone dialer system and parent information meetings. 5. Review and align site-level discipline policies, procedures, and interventions to establish a consistent, district wide progressive discipline system. LCAP	School year 2018-2019	1. Planner and copy costs. (Binder reminders purchased by PTA) 2-4. Review / assemblies 5. Meeting dates	1. See other sections 2-4. NC 5. NC	1-4 NC 5. NC	

SCHOOL GOAL #3

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
To establish a safe flow of traffic during student arrival and dismissal and to communicate these arrival and dismissal procedures to parents. Activities: 1. Review arrival and dismissal procedures in the parent/student handbook, and web postings and PowerSchool postings. Based on annual school survey data make changes, as needed and able. 2. Provide after school supervision to help monitor traffic flow. Improve traffic flow by restricting access into designated parking spots during arrival and / or dismissal. 3. Creation of a Safe Routes to School Planning committee (Attend initial training) 4. Meet regularly with school Safety committee LCAP	School year 2018-2019	1-2. Meeting time / Dialer messages / surveys / duty schedules 3-4 Meeting times	1-2. NC 3-4 NC	1-2 NC 3-4 NC
To involve students, staff, parents and community members in the development and implementation of programs which promote a safe school and a positive school climate. 1. Actively recruit parents to serve on school committees such as the Safety Committee, School Site Council and ELAC committees. 2. Encourage parents and staff to become involved with PTA, ELAC/DELAC and classroom volunteer opportunities. 3. Communicate the school's discipline policy through the student handbook – update and revise. 4. Administer California Healthy Kids, Staff Climate, and Parent surveys. 5. Provide bilingual staff to facilitate effective communication between bilingual students' and parents' and school staff LCAP	School year 2018-2019	1. NC 2. NC 3. NC 6. Scheduling of Tim 5. Aides 6. Scheduling of Time	1-4. NC 5. District 6. NC	1-4 NC 5. See District LCAP 6.NC
Auxiliary services for students and parents: 1. The Comprehensive Safety Plan is available for review for parents, etc. 2. Conduct regular meetings with playground supervisors. 3. Referral of parents/students to the School Attendance Review Board to address serious attendance and/or behavior concerns. 4. Hold SST/CSTs for at-risk students. SIT Process. 5. Encourage attendance at after school tutoring, summer school, ELD and intersession school for at risk or special needs students. 6. Encourage parent involvement during Kindergarten Round-Up. LCAP	School year 2018-2019	1. NC 2. NC 3. NC 4. NC 5. NC 6. 1/2 day substitute for Kindergarten teacher/ materials photocopied	1-5 NC 6.NC	1-5 NC 6. Base Grant

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Program Assessment and Evaluation 1. The Safe School Plan will be assessed informally at monthly staff meetings and at monthly Safety Committee meetings. Programs will be reviewed quarterly by School Site Council and the Student Council. Parents, students and community members will be surveyed annually. A revised plan will be prepared annually in conjunction with the School Site Plan. 2. Communicating the Plan to the Public A copy of the comprehensive safety plan will be available in the office. The plan will also be reviewed at at least two parent meetings. Pertinent sections of the plan will be included in the parent/student handbook, weekly staff bulletin, school wide announcements and/or monthly newsletters. 3. Attendance data review and comparison to 2017 data. 4. Discipline reports and data review / comparison to 2017 data. 5. Systematic ongoing analysis of evacuation reports/drills. 6. Provide materials for disaster kits for classrooms and school-wide needs. 7. Agendas from staff meetings / playground supervisor meetings. LCAP	School year 2018-2019	1-7 NC	1-7 NC	1-7 NC

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4
(Based on conclusions from Analysis of Program Components and Student Data pages)
Working with community members, staff, and students, we will address the issue of equity ensuring that all students have equitable access to our school programs and curriculum.
By

Student groups and grade levels to participate in this goal:	What data did you use to develop this goal.?
What were the findings from the analysis of this data?	**How will the school evaluate progress made toward achieving this goal?**

SCHOOL GOAL #4

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
LEAP ADDENDUM: 4S				

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	**What data did you use to develop this goal.?**
What were the findings from the analysis of this data?	**How will the school evaluate progress made toward achieving this goal?**

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed** **Expenditures**	**Estimated** **Cost**	**Funding** **Source**

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	181		158	180		156	180		156	99.4		98.7
Grade 4	152		175	148		173	148		173	97.4		98.9
Grade 5	171		185	168		182	168		182	98.2		98.4
Grade 6	105		109	105		108	105		108	100.0		99.1
All Grades	609		627	601		619	601		619	98.7		98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2422.7		2421.4	21		19.87	26		22.44	27		32.05	27		25.64
Grade 4	2458.5		2445.5	14		20.81	34		17.92	22		20.23	30		41.04
Grade 5	2510.2		2489.2	19		13.74	35		31.87	28		26.92	18		27.47
Grade 6	2514.6		2481.7	9		0.00	32		25.93	40		39.81	19		34.26
All Grades	N/A	N/A	N/A	16		14.86	31		24.56	28		28.59	24		31.99

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22		16.67	47		47.44	31		35.90
Grade 4	16		20.23	57		43.35	27		36.42
Grade 5	21		18.13	57		51.10	23		30.77
Grade 6	9		7.41	50		52.78	41		39.81
All Grades	18		16.48	53		48.30	29		35.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14		23.72	59		50.64	27		25.64
Grade 4	18		21.39	57		43.93	25		34.68
Grade 5	30		30.77	49		43.41	21		25.82
Grade 6	18		9.26	57		45.37	25		45.37
All Grades	20		22.62	55		45.72	24		31.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17		18.59	67		69.87	16		11.54
Grade 4	12		13.29	72		57.80	16		28.90
Grade 5	15		15.38	68		62.64	17		21.98
Grade 6	9		6.48	72		65.74	19		27.78
All Grades	14		14.05	70		63.65	17		22.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28		24.36	53		48.72	19		26.92
Grade 4	12		21.97	59		52.02	28		26.01
Grade 5	32		20.88	57		53.30	11		25.82
Grade 6	13		8.33	70		60.19	17		31.48
All Grades	23		19.87	59		52.99	19		27.14

Conclusions based on this data:

1. We will look at administering interim assessments such as: Smarter Balance IB and quarterly writing benchmarks to provide ongoing data. We will then use this data to chart progress in ELA.
2. We are not making gains in the area of Inquiry. It would be wise to use our AVID strategies in this area to assist us in raising these scores.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	181		159	180		157	180		157	99.4		98.7
Grade 4	152		175	148		173	148		173	97.4		98.9
Grade 5	171		185	168		182	168		182	98.2		98.4
Grade 6	105		109	105		108	105		108	100.0		99.1
All Grades	609		628	601		620	601		620	98.7		98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2434.8		2427.2	11		14.01	39		35.67	35		28.03	16		22.29
Grade 4	2459.7		2451.8	5		12.14	28		18.50	48		36.42	18		32.95
Grade 5	2484.5		2469.7	14		9.89	11		13.74	40		29.67	35		46.70
Grade 6	2497.9		2481.4	6		2.78	20		15.74	44		38.89	30		42.59
All Grades	N/A	N/A	N/A	9		10.32	25		20.97	41		32.74	24		35.97

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33		32.48	43		36.31	23		31.21
Grade 4	13		17.34	49		34.10	38		48.55
Grade 5	16		13.74	36		28.57	48		57.69
Grade 6	11		8.33	38		37.04	50		54.63
All Grades	20		18.55	42		33.55	39		47.90

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21		21.02	58		52.23	22		26.75
Grade 4	11		16.76	64		48.55	26		34.68
Grade 5	13		13.74	45		43.41	43		42.86
Grade 6	7		0.93	63		42.59	30		56.48
All Grades	13		14.19	56		46.94	30		38.87

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	23		21.66	57		49.04	20		29.30
Grade 4	11		16.18	55		45.66	34		38.15
Grade 5	13		8.24	50		45.60	38		46.15
Grade 6	10		4.63	51		52.78	39		42.59
All Grades	15		13.23	54		47.74	32		39.03

Conclusions based on this data:

1. There is a need to identify essential standards, common assessments, and rubrics that will assist us in providing targeted instruction in the area of Math.
2. We will look at administering interim assessments such as: Smarter Balance IB and quarterly writing benchmarks to provide ongoing data. We will then use this data to chart progress in Math
3. There are too many students not meeting standards especially in the areas of problem solving and data analysis. We can use our current math adoption's Performance Tasks to get students thinking and using strategies learned to tackle real world problems, especially in grades 4-6.

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							***		60		***	20		***	20
1		14	5	50	43	47	40	21	21	10	21	26			
2		6	5	13	39	42	69	28	26	13	11	21	6	17	5
3	5	11	13	55	17	60	30	44	7	5	17		5	11	20
4	9	37	13	55	37	31	32	11	56	5				16	
5		55	30	91	35	40			30		10		9		
6	13	20	14	50	70	50	13		21	13		7	13	10	7
Total	5	25	11	50	36	43	34	18	29	7	11	11	5	11	6

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

   At Esperanza, we use district writing benchmarks, CAASPP, FFW, Easy CBM, and STAR data to analyze and decide on our next steps. In staff meetings, we deconstruct the assessment data and identify areas to target. In grade level meetings, teachers collaborate to identify essential state standards, create common assessments, administer assessments, and them scores using rubies they have created. These findings drive our instruction. This data is also used to create small groups to provide targeted instruction as well after school tutoring.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   CAASPP test data, district benchmark assessment results, ongoing formative classroom assessments, informal classroom assessments, teacher observations and performance based assessments are used to guide instruction. Thorough data analysis and ongoing teacher reflection and collaboration strength and weaknesses are identified.

   Quarterly District benchmark / performance assessment data and site level data is used as formative data throughout the year; information is often compared with district scores to get ideas on general comparative performance.

   CAASPP test data had revealed strength and weaknesses of individual students in addition to grade level strategies. Each grade level develops plans of action based on assessment data analysis to support improved student achievement. This plan was used to plan instruction to meet the needs of students whether remediation or challenge work was required. Student needs are targeted and remediated in the classroom or in other grade level rooms though intervention programs; in the RSP program and with the ELL aide's support. Needs of special education and ELL students are met. Flexible grouping of students based on benchmark and curricular assessment data is used to form groups for instruction. Students within groups move from group to group as student achievement on standards being taught improves. Each year, the available data provides summative information to guide the future year's action plan.

   Teachers in grades K-5 received training in the Houghton Mifflin Harcourt CA Journeys curriculum; teachers in grades K-6 also received training in math talks. Writing training has been offered to teachers in a variety of grade levels and all staff have received at least one formal training in writing. Whole Brain Teaching or other management strategies has been offered as a training to teachers in a variety of grade levels. Several staff members have received training on working with ELL students and others on working with technology in the classroom over the last year. As these teachers return from training, we work to have them present information to the whole staff.

   Esperanza has four significant subgroups including: White / Socioeconomically Disadvantaged / Hispanic (Latino) / English Learners.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teachers are appropriately credentialed.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

    All classrooms have SBE adopted instructed materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

    The district continues to provide ongoing professional development focused on equitable implementation of adopted instructional materials. This year
    Our new teachers participate in the New Teacher Induction/BTSA program or New Teacher Intern program.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

    Staff development is aligned wlth district and site goals which have been identified to increase student achievement. Staff development opportunities are determined based on student achievement needs analysis, staff surveys and research based best practices noted to improve student achievement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    The district continues to provide ongoing professional development in areas including: analyzing assessment data, Westside Writing, Tech Tuesdays, AVID Spring training. In addition, our new teachers participate in the Induction a or BTSA programs.

8. Teacher collaboration by grade level (EPC)

    The staff of Esperanza School have met the NCLB requirements and are 100% highly qualified and 100% CLAD certified. Staff development at this site,during the 2016-17 school year focused on differentiation, ELD instruction, data analysis through Illuminate, student engagement, PowerSchool, interventions, objectives, content vocabulary, CA State Standards curriculum, technology in instruction. and AVID strategies. The training has been provided by site or district trainers at staff meetings. Training also occurred through the continued efforts to become a Professional Learning Community with increased collaboration between teachers at grade levels and across grade levels. Data analysis is an ongoing area of staff development as our district implemented district wide benchmark testing along with the Illuminate data analysis program. Site and district based training continues on increasing student engagement, building and working with student objectives. All of these areas have been identified as needing improvement. Esperanza has five teacher participating in the BTSA program this year. Teachers regularly collaborate during weekly staff or grade level meetings.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

    State standards are the foundation of our program.Each class uses learning objectives to target the instruction in both Math and EL.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

    Our classes adhere to the recommended minutes for reading /language arts and mathematics in all grades K-6

11. Lesson pacing schedule (EPC)

    Our teachers follow a lesson pacing schedule in ELA and Math.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Taking into consideration the above mentioned data, we use the current standards based district adopted material in ELA and Math to meet our diverse learners needs.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Esperanza teachers do an outstanding job aligning instruction to the state content standards through the use of district adopted curriculum and a variety of supplementary materials and resources. All state standards will be covered by the year's end in the majority of Esperanza classes. All classes in grades 2-6 covered all language arts and math standards prior to state testing. The majority of teachers have found success in following the district pacing plans. Core curriculum intervention materials are available but we don't have a separately adopted intervention curriculum. For students needing challenges to extend the curriculum, their learning is extended through differentiation for GATE students and other high achievers. At Esperanza, there is a focus on daily schedules to meet the required instructional minutes in the core curriculum at all grade levels with incorporation of 30 minutes of Universal Access time in Language arts and 30 minutes of ELD time a priority. An additional focus is on maintaining fidelity to the core adopted curriculum in language arts and math. After school tutoring is underway for struggling students in grades 1-6, as well as homework help for any ELL students. We have newly adopted math curriculum and will be adopting a new English Language Arts next year.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Our teachers use Universal Access time to provide targeted instruction to our under performing students.

15. Research-based educational practices to raise student achievement at this school (NCLB)

A number of research based best educational practices have been implemented at Esperanza to raise student achievement. These included: AVID, Westside Writing, active student engagement, full inclusion EL and resource support, and targeted interventions for ELA through our Title I funding.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Increased learning opportunities are provided through targeted interventions at the intensive level for general education underperforming students. SES tutoring, academic tutoring, Robotics, and enrichment is available for students in qualifying subgroups.

This last year we were able to use our Title I aide to deliver targeted instruction in reading.

17. Transition from preschool to kindergarten (Title I SWP)

Our transitional kindergarten program has been implemented at Esperanza for some time.

All students have equal access to the curriculum.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

All Esperanza, students have equal access to the curriculum. Remedial support is provided by classroom staff. Several grade levels also work together with their own form of intervention program. FastForward assessments also helped show students with reading struggles. Those students are also offered remediation during fishbowl time.

Teachers plan instruction to meet the needs of all styles of learners with a focus on ELL students, students with disabilities, and low socio-economic students not meeting proficiency goals. The incorporation of projectors and digital cameras into all classrooms has greatly enhanced the visual access of sub-groups to all lessons.

Extended learning at Esperanza often goes beyond the classroom with our PTA sponsored enrichment programs and site level in-school programs that have included focus in areas like, Science programs, Spelling Bee, music, proposed after school homework help for ELL students, and after school tutoring in grades 1-6 for ELL, foster, low socio-economic students and struggling students. For all of these programs students spend additional time beyond the regular school hours learning and applying concepts.

Esperanza is researching additional character education and leadership programs. We currently using Character Lab that highlights strengths, skills, and mindsets. These are highlighted throughout the year. Research shows that schools with character building programs have higher student achievement. The goal of any character program is to decrease office disciplinary referrals. Decreases have been seen for certain offenses, fighting and bullying in particular, and students are learning to make better choices. We are also continuing work to select student ambassadors to work with an anti-bullying campaign. Our ELD students receive additional support from the classroom teacher and our bilingual aides. The aides focus on building access to the English language, vocab, etc. In addition, our ELL department provides a program called "Eagle's Club," that bring our bilingual parents into our school.

19. Strategies to increase parental involvement (Title I SWP)

    At Esperanza parent workshops are held to provide AVID training, ELL parent group support and encouragement to help parents become more involved at school.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

    Esperanza encourages parent involvement and is fortunate to have parent volunteers supporting instruction school wide. We believe that parents are our partners in educating children. Parents are encouraged to volunteer in their child's classrooms but in coordination with the classroom schedule and needs. Parent turnout is very high for Parent teacher conference days in the fall, Back to School Night and Open House in the winter/spring. In addition, we have an active Latino Literacy Program. This program works closely with parents of our ELL students to build capacity in reading and to strengthen the bond between home and school.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

    Allocations of our resources are made based on student achievement, SED, Foster, and ELL status.

22. Fiscal support (EPC)

    Esperanza is a high performing school. Our URGF pays for many of the things going on at Esperanza. The district Title III funds support our English Learners and our Latino Literacy program, GATE activities, materials and special performances / programs and trips for our GATE students are provided by donations, grants and volunteers. GATE students work in multiple classrooms and in clusters in grades 4-6.

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
	LCFF-Base	$0
	LCFF-Supplemental	$0
X	List and Describe Other State or Local funds: Unrestricted General Fund dollars and dollars allocated through Common Core Funding $ 42249 PTA $7250 Grants $500	$49999
	Total amount of state categorical funds allocated to this school:	$49999

Federal Programs	Allocation
Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
Title I, Part A: Schoolwide Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
Title I, Part A: Parent Improvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$0
Other Federal Funds (list and describe(42)	$0
Total amount of federal categorical funds allocated to this school:	$

Total amount of state and federal categorical funds allocated to this school:	$

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2014-15 Categorical District Services Budget

Appendix E - Recommendations and Assurances (Esperanza Elementary)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Advisory Committee

   _____
   Signature

   Compensatory Education Advisory Committee

   _____
   Signature

   Other committees established by the school or district (list):
   AVID Site Team

   _____
   Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: 6/5/18

Attested:

Nicole Hernandez
_____
Typed Name of School Principal

_____
Signature of School Principal

_____
Date

Gretchen White/Signed by Jeff Culver
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

_____
Date

Appendix F - Esperanza Elementary's Parent Involvement Policy

The staff of Esperanza recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.

2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.

3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, phone message, our Esperanza app and other written or electronic communications.

4. Develop mechanisms to encourage parent/guardian input on school issues and programs.

5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.

7. Build the capacity of the school and parents/guardians for strong parent involvement by:

*   assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the AVID program, and how to monitor a child's progress and work with educators to improve the achievement of their children
*   providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
*   educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
*   informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:

*   providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
*   encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing
*   build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

10. This compact shall address:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

11. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, and twice annually for ELL students during which the compact shall be discussed as it relates to the student's achievement
- Frequent reports to parents/guardians on their children's progress
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

12. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

13. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, ; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement

14. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

15. The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Appendix G - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:
Westside Union School District
Esperanza Elementary School
Home-School Compact

We, the Esperanza community, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our ability:

Parents' and Family's Responsibilities

We will:
• Make sure that our child attends school regularly; is on time, and is prepared to learn.
• Know what is expected of our child and what she/he is learning in school.
• Monitor our child's progress and communicate regularly with our child's teacher.
• Encourage, assist and/or read with our child nightly.
• Attend Back-to-School night, parent-teacher conferences and other school events.

Student's Responsibilities

I will:
• Come to school each day prepared to do my best and be ready to learn.
• Participate in class activities.
• Take responsibility for completing and returning my classwork and homework.
• Work to follow school rules and be a responsible citizen.

Staff Responsibilities

We will:
• Provide meaningful learning activities that address challenging standards for all students.
• Communicate regularly with you about your student's progress and ways that you can provide assistance.
• Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.

Principal's Responsibilities

I will:
• Ensure that meaningful learning experiences that address challenging standards are provided for all students.
• Encourage and facilitate open communication between school and home.
• Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist at home.
• Allocate adequate resources to ensure that high standards can be met by all children.

We have read and discussed the Home-School Compact.

Parent/Guardian's Signature _____ Date_____

Student's Signature _____

Teacher's Signature _____

Principal's Signature _____

Parents Pledge:
Parent Involvement Policy

The staff of Esperanza Elementary School recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students

2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom

3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, and other written or electronic communications

4. Develop mechanisms to encourage parent/guardian input on school issues and programs

5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs

7. Build the capacity of the school and parents/guardians for strong parent involvement by

a. assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

b. providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement

c. educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

d. informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as

a. providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits

b. encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing

c. build consistent and effective communication between the home and school so that parents/guardians may know

when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

(2) Frequent reports to parents/guardians on their children's progress

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

10. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

11. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement.

12. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

14.   The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Staff Pledge:
See above

Principal Pledge:
See above

Appendix H - School Site Council Membership (Esperanza Elementary)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Nicole Hernandez	X				
Rozanne Galaviz		X			
Elena Melendez		X			
LaVon Winslow			X		
Michelle Doyle		X			
Jeff Culver				X	
Gretchen White				X	
Brian Schiller				X	
Gary Graves				X	
Carrie Mecham				X	
Melissa Almarez			X		
Numbers of members of each category	**1**	**3**	**2**	**5**	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM

review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)
Goals #1: Increase student's use of technology and teacher's efficacy.

Goal #2: Increase student assessment scores on the CAASPP by 5%. We would like to see our students the not meeting standards and nearly meeting standards increase 3%. Identify essential standards, create common assessments, administer common assessments using rubrics created by the grade level team. Analyze the data from the assessments and use it to drive impending instruction.

Goal #3: Create a positive school culture. Create a mission statement.

Identify the major expenditures supporting these priorities.
Expenditures include:
Teacher collaborative time- 43 teachers x $140 each= $6020 (Focus was to create common assessments)

Research based materials that focus on working with small groups and strengthening ELA strategies.

Title I aides: 2 x $8000= $16,000 to provide targeted ELA small group instruction

Technology to provide students access to use: FFW, STAR, Front Row Ed, AR, and Easy CBM.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.
Math common assessments are being used in Math
Westside Writing is being used to increase writing skills, we are confident this will translate in our newest testing scores.

Our Title I aides have created a program in which (90% of students being services are making gains as assessment by reading running records, and San Diego Quick)

Students are using technology regularly

Our Eagle's Club is still well attended and has become a place where parents like to be.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
We need to continue to work on creating a school-wide culture where students social/emotional needs are getting met. This includes our ELL students who are transitioning to a new country or a new language.

We will need to provide more targeted Professional Development in the area of technology for our staff. Students are expected to be fully Google aware yet our teachers still need assistance in this area.

CAASPP scores are still an area of concern. This year we worked on Math and Writing, but there is still much work to do. We did not do an Interim Assessment this year. We will next year.

What specific actions related to those strategies were eliminated or modified during the year?
We did not administer the CAASPP Interim assessment this year. This must be don next year.

Identify barriers to full or timely implementation of the strategies identified above.
An obstacle this year, was so much new. We have several new employees on our staff this year and it has been a huge learning curve for us all. Our newer staff members have done wonderful acclimating to our school. Time has been another obstacle, in that, things have taken longer this year than planned.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
We will end this year with a clear plan in place and a calendar that is set. This will assist us all in planning next year.

Providing ongoing support for our newest teachers in the areas of assessments and data collection.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
The impact of the lack of this lack of implementation on student outcomes remains to be seen. I believe using CAASPP Interim assessments next year, we will get better data and students will have a good warm up to the impending test.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
Our Title I Reading program was particularly effective in assuring that students can read. We have clear data from the San Diego Quick, and Easy CBM that our students made grade level gains.

Our Eagles Club, bringing in ELL parents, assisted us in seeing 15 students reclassified.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Conferences were not something that teachers took advantage of this year. There were a lot of trainings this year and teachers did not feel comfortable leaving their classrooms.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

       Lack of timely implementation

       Limited or ineffective professional development to support implementation

       Lack of effective follow-up or coaching to support implementation

X   Not implemented with fidelity

       Not appropriately matched to student needs/student population

       Other:

Based on the analysis of this practice, would you recommend:

      Eliminating it from next year's plan

X   Continuing it with the following modifications:
      As we are not Title I for the 2018-2109 school year, funding will no longer be available in the amounts that it previously was.

Involvement/Governance

How was the SSC involved in development of the plan?
Each meeting this year, we analyzed our program in the areas of ELA, Math, ELL, School Culture, and Technology Use

How were advisory committees involved in providing advice to the SSC?
We have our ELAC report at our SSC meetings as well as AVID updates.

How was the plan monitored during the school year?
We meet monthly to analyze school programs with a new lens each month.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
By focusing on the goals stipulated, we can decide which data sources will be the most important. For example, by administering Smarter Balance Interim assessments, we can monitor and make recommendations to better reach our goals.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
Our Title I Reading program was particularly effective in assuring that students can read. We have clear data from the San Diego Quick, and Easy CBM that our students made grade level gains.

Our Eagles Club, bringing in ELL parents, assisted us in seeing 15 students reclassified.

We are awaiting the data to see if we made our CAASPP goals. Preliminary data show growth in the areas of not meeting standards and nearly meeting standards.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
Providing technology professional development with fidelity for teachers

While we are seeing an increase in our CAASPP scores, it is still an area of concern.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
Conferences were not something that teachers took advantage of this year. There were a lot of trainings this year and teachers did not feel comfortable leaving their classrooms.

Based on this information, what might be some recommendations for future steps to meet this goal?
Provide Technology Professional Development

Administer the Smarter Balanced Interim Assessment

Continue to work to meet the Social/Emotional needs of our most vulnerable students

With the loss of Title I funding, look for alternatives to keep our reading program in place. It is making a difference.