

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Esperanza Elementary	19-65102-0101543	June 1, 2022	June 21, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Westside’s LCAP provides the blueprint for district efforts to continue to build and sustain a strong core instructional program and to provide the support needed for all students to access that program. The Esperanza Elementary site plan is aligned with the district’s LCAP goals. The goals and the actions and services which support them are revised annually based on data obtained from the annual site and district needs assessments and feedback from stakeholder groups. The effective use of data, including the identification of high-leverage metrics, is a key goal at the Board, district, and site levels. Much of the district’s federal funding supports building the capacity of district staff and stakeholders to use data effectively (Title I, II, III).

Training is provided annually by Educational Services staff members for all School Site Council members. The training addresses the guidelines, requirements, and best practices regarding the use of federal funds. The training also reviews LCAP goals, actions, and services. All School Site Council members, new and returning, are expected to attend this training. All School Plans for Student Achievement are reviewed annually by members of the Director of Special Programs and the Educational Services department for alignment with the Board and district (LCAP) goals before they are approved by the Board of Trustees. Site administrators meet quarterly with the Directors of Special Programs and Fiscal Services to monitor SPSA implementation and the expenditure of funds. All expenditures that are included in the SPSAs are approved by the Director of Special Programs, the Educational Services department, and the Director of Fiscal Services before payment is made to ensure alignment with the LCAP and compliance with programmatic rules and guidelines. Additionally, members of the Educational Services staff are supported in their efforts by the State and Federal Programs (SFP) team at the Los Angeles County Office of Education (LACOE). Consistent use of tools provided by LACOE’s SFP, DocumentTracking, and TitleCrate assist staff

members in monitoring alignment, appropriate use of funding, and fulfilling compliance guidelines and requirements.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey is conducted annually for staff, students, and parents. The student survey is only given to students in the 5th and 6th grades, whereas all staff and parents at the school are encouraged to participate. The results of the student survey are linked on the school website for public access.

When analyzing the 2021-2022 survey results, several strengths and areas of need were first determined from the student survey. Those areas were then correlated across the parent and staff surveys.

One area of strength among students is they feel adults on campus have high expectations with 82% of 5th graders and 75% of 6th graders in agreement. This is similar to the parent response of 71% either "Strongly Agree" or "Agree." The staff response was significantly higher with 100% of the staff in agreement either "Strongly Agree" or "Agree" that adults on campus have high expectations for all students. Another area of strength was students feel safe on their way to and from school with 85% of 5th graders and 93% of 6th graders in agreement. Students surveyed feel they demonstrate positive behavior in school with 91% of 5th graders and 87% of 6th graders in agreement.

Several questions were related specifically to remote learning for the 21-22 school year, due to the small sample size of students surveyed and who are currently participating in the remote learning program, most questions do not have any data. The data is drastically different from the 20-21 school year because the platform was online whereas students returned to in-person learning for the 21-22 school year. The needs of students, staff, and parents while on distant learning versus in-person learning is significantly different.

From these survey results an area of need is to increase student, parent, and staff participation in the 22-23 school year. According to the Healthy School Kids Survey 21-22 only 42% or 61 out of 146 5th grade students participated in the CHKS and 31% or 49/157 6th grade students participated in the CHKS. Only 72 parents participated and 39 staff members participated in the 21-22 CHKS .

The Healthy School Parent survey indicates a need to increase parent involvement in PTA, fundraising, and other committees. 73% of parents have not participated in PTA meetings, 55% of parents surveyed did not participate in fundraising activities, 100% of parents surveyed never participated on a school committee, 94% have not attended a school or class event, 60% have not attended a general school meeting, and 87% of parents surveyed have not volunteered in their child's classroom or anywhere on campus.

According to the Healthy School Staff Survey, an area of need identified is to improve classroom and schoolwide discipline protocols as evidenced by 64% of staff members reporting that disruptive student behavior is a moderate to severe problem. The data related to bullying and fighting indicates this is an area of concern. 87% of staff members surveyed indicated fighting among their peers to be a mild to severe problem. 84% of reported harassment or bullying among students is a mild to severe problem on campus. The staff also raised concerns regarding a lack of respect from students. Another identified area of concern is students' mental health, 83% of staff members surveyed noted student depression or other mental health issues are a mild to moderate problem. Safety is always a focus of the school and staff. If any student is not feeling safe at school then they are likely not in the best mindset to learn and thrive academically. Physical and mental safety is a priority to ensure students have the best environment to learn.

The Healthy School Kids Survey identified a need to improve student engagement/meaningful participation at school. 62% of 5th graders and 37% of 6th graders surveyed answered "No, never," to the question, "Are you given a chance to help decide school activities or rules?" Additionally, 38% of both 5th and 6th graders reported, "No, never," to the question, "Do the teachers and other grown-ups at school ask you about your ideas?" 70% of 5th graders and 47% of 6th graders indicated, "No, never," when asked, "Do your teachers ask you what you want to learn about?" These are areas of concern and need to be addressed in the 22-23 school year. The high levels of students feeling academically motivated needs to be maintained.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school site principals conduct four formal observations in the classrooms that have not yet reached permanent status. The principals conduct two formal observations every other year for those teachers who have reached permanent status. Informal observations are conducted weekly for all teachers through classroom walk-throughs and observing the grade level teams during their collaboration times.

The formal and informal observations have shown strengths in the areas of establishing and communicating objectives, and growing in classroom management and classroom culture. Areas of need from the observations include teaching to the level of rigor required by the standards, differentiating instruction for all levels and needs of students, maximizing instructional time, intentionally using assessments to guide instruction, and using culturally relevant practices to address the behavioral and academic needs of the students.

The influence of these observations is to better understand what could be impacting the academic scores and other results. The areas of need to primarily be addressed is providing strategic interventions and supports in the areas of ELA and Math, strengthening the work already being conducted with the Data Teams and RTI processes, and beginning the work toward having staff understand culturally relevant practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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 should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Esperanza, we use curricular assessments, CAASPP, IXL, NWEA MAPS, and STAR data to analyze and determine 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 then score assessments using agreed upon rubrics. These findings drive our instruction. This data is also used to create small groups to provide targeted instruction as well as school tutoring. Due to school closures, the CAASPP data for the spring of 2021 is not available. NWEA and IXL will be used to monitor student progress and instruction. The ELPAC assessment was used to monitor language acquisition for EL students.

District performance assessments and common site assessments are analyzed and reviewed collaboratively by staff to improve student achievement. Teachers meet collaboratively to analyze data and plan instruction to meet the needs of all learners. During grade level PLC Teams meetings teachers review student performance on assessments, identify areas of need and plan interventions. Flexible grouping is implemented for interventions with regrouping based on student achievement scores. The results of student data are also used to guide professional development at Esperanza.

NWEA Winter Reading Levels for students in grades 3-6: Overall, students in these grade levels were in the 40th percentile and below in both reading and math academic achievement. Minimum scores necessary to achieve the proficiency level on the CAASPP are between the 57th to 60th percentiles. There are achievement gaps when looking at various student groups, such as ELs, Foster, and socioeconomically disadvantaged compared to the overall scores.

ELPAC: Overall, English Learners attained Moderately Developed (40.1%) and Well Developed (31.4%) categories on the ELPAC; which suggests that a great number of EL learners are showing significant growth.

Teachers use standards based assessments to monitor student progress and the effectiveness of instruction. The results are used to reteach, modify, and differentiate the curriculum for students needing additional supports. Teachers use NWE data, which reports on math and reading indicators to improve student achievement. Teachers and administrators also utilize PowerSchool and IXL data to identify and discuss trends, areas of strengths and weaknesses, next steps, and to identify and share effective teaching strategies.

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. 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. These improvement plans are submitted and reviewed with the teacher's goals and objectives. Expenditures are related to improving student achievement based on findings in data. Teachers regularly discuss standards and student performance at grade level meetings to ensure that students are mastering grade level standards.

NWEA MAPS assessment, grade level curricular tests, informal classroom assessment, and teacher observations are analyzed to drive planning for instruction. Grade level strengths and weaknesses are identified. Student needs are targeted and remediated in the classroom or Special Education setting. Data allows teachers to plan appropriate lessons and form flexible student groups for instruction. These groups are typically homogeneous with students moving from group to group as achievement improves.

There are four significant subgroups at Esperanza: English Learners, Socioeconomically Disadvantaged, Foster Youth, and Special Education.

Grade level PLC teams are developing and reflecting on common formative pre/post assessments which allow teachers to monitor student progress regularly. Progress monitoring documentation for English Learners is embedded in the ELLevation online system. This process is collaborative, as parents provide input, goals are developed to address areas of weakness, and discussions are centered around academic achievement and progress on various assessments. Site administrators monitor the ELD program to ensure that EL student supports are provided. Support for data teamwork is provided through collaborative work from the CRTs, the Director of Curriculum Instruction, and site administrators. Grade level teams meet monthly to identify common learning targets/standards, analysis of common assessments, identification of common instructional strategies, and develop systems for intervention and enrichment. Analysis of student progress determines intervention, practice, and enrichment.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Westside seeks fully credentialed teachers for all classrooms. When a fully credentialed teacher is unavailable, the district actively seeks teachers under Provisional Intern Permits (PIP), Term Short Term Staff Permit (STP) or university internships.

Currently, Westside has no “ineffective”, “mis-assigned”, or “out-of-field” teachers. All teachers possess the appropriate credential, permit or waiver for the position to which they are assigned. The district does, however, have a significant number of “inexperienced” teachers. Like many California districts, Westside is experiencing the effects of a severe teacher shortage. For the past three years, 25%- 45% of our teaching force has consisted of teachers with less than 5 years of teaching experience. Title I comparability calculations and completion of the California Department of Education's PEAT tables indicate that low-income and minority students are not being taught by inexperienced teachers at a higher rate than other students. District staff also monitor the composition of staff at each site to ensure the greatest balance of experience to inexperience possible. Staffing changes are made when deemed appropriate and necessary.

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

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

Out of 406 teachers district wide, there are 11 teachers that have mis-assignments. These teachers are missing an EL authorization. All teachers that do not have their EL authorization are working with the New Teacher Support Program and HR to complete this authorization. New curriculum support training is held either during intersession days or provided during school days in which substitutes are provided for classrooms. Professional development is provided for all teachers and classified support staff, both in special education and general education departments. The district Credentialed Resource Teachers CRTs provide additional curriculum and assessment support. Site leaders and teacher leaders work with staff members to analyze student data, make curricular adjustments based upon student needs, and learn and incorporate new and innovative strategies to support student achievement. Teachers also work with one another during prep periods, collaboration meetings, and release time various times during the school year. This collaborative work is very instrumental in maintaining consistency of assessment design and sharing best practices with one another.

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

Staff development is aligned with 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. Ongoing professional development in the ELD standards is provided annually to address the required element of ELD, both integrated and designated. Staff development is adjusted based on student performance, summative, and formative assessments.

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

Teachers who hold a Preliminary credential are supported by teachers on special assignment who serve as full-time Support Providers. These teachers attend a series of six professional development opportunities specially designed and aligned with the California Standards for the Teaching Profession (CSTPs).

Professional development for all teachers is ongoing. Westside offers a robust system for new teacher support including 1:1 support, Professional Learning Communities (PLCs), and direct classroom support. New teachers are assigned a mentor or a coach depending upon their credential status. Each new teacher is supported weekly at their site by their mentor or coach with the focus of service being aligned to their goal and individual support plan. Full-time administrators/coaches also assist the pre-interns and interns based on the requirements of their university's Memorandum of Understanding and the requirements of the CTC. The pre-intern and intern teachers participate in biweekly professional development based upon the district initiatives as well as their unique developmental needs. Teachers across the district are also supported by Credentialed Resource Teachers CRTs located at the district office. The CRTs support all content areas, assessment and accountability, and technology.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Staff development has focused on active student engagement, writing clear learning objectives, instructional design and delivery, classroom management, writing instruction, academic vocabulary, and differentiated instruction. Teachers meet with their grade-level teams regularly, working as a PLC utilizing the Data Teams process to analyze data and plan effective instruction focused on improving student achievement for all students. Teachers have opportunities for grade level and cross grade-level collaboration during staff meetings. Teachers are provided opportunities to visit colleagues' classrooms and observe instructional strategies and classroom management techniques.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All classroom instruction is aligned to the state standards with clear, standards-based learning objectives identified for ELA and Math instruction. Standards-based teaching and learning is a student-centered approach to instruction, assessment, and instruction guided by grade level expectations and priority standards at each grade level. Based on these standards, teachers collaborate in site wide grade level PLCs to consider what students should know or be able to do, how they will know whether students know and can do, what they will do when students don't know or can't do, and how they will respond when students already know and can already do. Esperanza teachers use a variety of assessment data to diagnose the needs of our students in order to provide opportunities for students to gain essential knowledge and skills. During the PLC process, teachers identify which standards are essential for each grade level. Teachers focus on these essential standards, which allows the teacher to fine tune instruction, sequence learning within lessons, develop a targeted assessment, and evaluate student learning based on results. Finally, teachers use the results to determine interventions, enrichment, and next steps in instruction.

The Core curriculum materials support EL strategies for both integrated and designated ELD. Additionally, intervention strategies in the curriculum support scaffolding and differentiation for EL students to access the core content.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our classes adhere to the recommended minutes for reading /language arts and mathematics in all grades K-6. Instructional minutes are aligned with California education code. Instructional minutes are reviewed by site administrations and union site representatives, which is then agreed upon and submitted to the Cabinet. Teachers with English Learners are expected to provide 30 minutes of Designated ELD instruction daily. Additionally, 200 minutes of physical education is provided every 10 school days.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Yearlong pacing plans are utilized at each grade level. Grade level teams collaborate to develop a yearlong plan to meet expected learning results, identify priority standards, assess student needs, and align lessons to the school calendar. Case managers and interventionists collaborate with classroom teachers to ensure that their supports and programs have minimal impact on classroom instruction. The classroom teachers work with the specialists to determine the schedule. These programs include: special education pullout and push in model, and English language development push in support during core academic instruction. All ELD supports are directed by a certificated staff member to ensure that students have access to interventions in the classroom and additional supports when needed are prescribed by the classroom teacher.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All classrooms utilize the district adopted and standards-based instructional materials with differentiation to meet the needs of all subgroups of students. All student groups have access and use of standards-based instructional materials. At the upper elementary, much of the curriculum is online and supported by district purchased technology. Workbooks and supplemental materials are available in hardcopy format at different grade levels. There is access to technology to support student learning in all grade levels. Through a district grant, students are able to receive Chromebooks and hotspots for use at home, as needed.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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, assessment of student performance, and professional needs. Beginning Teacher Support & Assessment (BTSA) provides support and instruction for beginning teachers. School site meeting time is used to analyze specific site and grade level issues. The site works to provide release time for teachers for observation and collaboration as well as onsite training. Administrative training is offered to administrators and teachers to provide help in interpreting CAASPP and benchmark results and using those results to plan instruction.

Instructional materials used in the classrooms in math, language arts, science and social studies are standards-based and used by all student groupings. Lesson planning is based on the standards, which is evidenced in the teacher's lesson plans and/or posted learning objectives.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The provision of Universal Access time based on student performance and targeted interventions assist underperforming students to meet standards. Students receive the additional supports needed to achieve high academic success in all curricular areas.

Supports are provided by the general education classroom teacher, and may include the following:

- ELD support for all English Learners
- RTI model within the MTSS framework
- Differentiation and scaffolding that is provided within the curriculum.
- Supplemental curriculum supports, such as Decoding Power

Additional and enhanced supports provided with Supplemental Grant funding within the LCAP include the following:

- AVID, schoolwide interventions for all students
- Social-emotional learning curriculum (Boys Town and Leadership Development Through Physical Education)
- A counselor that provides a tiered comprehensive counseling program

Student Study Team (SST) is a site based collaborative group that examines a student's academic, behavioral and/or social-emotional progress and proposes interventions for the student. The team usually consists of the parent, the classroom teacher, site administrator, case manager and support personnel from the school. The Resource Specialist Program (RSP) teacher works with students with an Individualized Education Plan (IEP). Other personnel that provide services for under performing students include school psychologists, occupational therapists, speech therapists, and counselors.

Evidence-based educational practices to raise student achievement

A number of research-based best educational practices have been implemented at Esperanza to raise student achievement. These included: AVID and data team meetings to inform instructional practices. During a typical year, teachers provide academic interventions based on identified needs through the use of collected achievement data.

Parental Engagement

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

Building, nurturing, and sustaining strong, viable home-school connections and partnerships are important priorities for WUSD. Board Policy 6020, Parent Involvement, and its accompanying Administrative Regulation outline the district's commitment to providing meaningful opportunities for parent involvement and engagement at both the site and district levels. The district's Parent Involvement Policy is reviewed, and revised if necessary, annually by Superintendent's Advisory. Each school site's Parent Involvement Policy and Home School Compact are reviewed and revised annually by the School Site Council. The district policy is included in the Annual Notification to Parents that is provided at the beginning of each school year or upon enrollment for families new to the district. The school site policy and compact are included in each school site's parent/student handbook and/or student planner, which are also distributed at the beginning of each school year.

All Title 1 Schools hold an annual meeting to inform parents of their school's participation in the program and its requirements. Schools that have been identified for Targeted Assistance and Intervention will review their improvement plans with parents and communities and solicit feedback and input at their annual Title I meetings. Additionally, stakeholder feedback is solicited and reviewed at each ELPAC meeting throughout the school year. EL parents are able to review the school plan, and provide feedback and/or recommendations to the school site council which are submitted quarterly. Parent-teacher conferences are offered twice a year. Student recognition assemblies are held. Title I funds are often used to host parent academies and parent nights to share information and strategies to support students academically. Due to strict Covid protocols, not all events were held as frequently in past years.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Shared leadership and decision-making occur through our district parent committees, Superintendent's Advisory and District English Learner Advisory with site leadership committees, School Site Council and English Learner Advisory. To ensure site councils and advisory groups understand their leadership roles, elected members receive training annually on roles and responsibilities, LCAP planning and input, school budgeting, and decision making. Staff is also trained on ways to effectively engage families and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding that is integrated into their School Plans for Student Achievement (SPSAs). Site level involvement in the implementation and evaluation of services include the site council and the English Language Advisory Committee. Staff members share and collaborate on progress of activities and services. Evaluation of services is addressed with the staff as well throughout the school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Allocations of our resources are made based on student achievement. Various services, such as: teacher professional development and parent outreach will be provided in order to address the needs of students as an under-performing group.

Students not meeting academic standards participate in the following services: Reading Intervention Program, after school tutoring, and various software intervention programs.

Fiscal support (EPC)

Allocations of funds are determined by the Business Services Department. Each school site administrator meets twice each year with a member of the Educational Services team and the Business Services team, in the fall and winter, to review funding allocations, progress monitoring of services, and guidance on spending regulations.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Each school site utilizes a continuous improvement model. The analysis of data is completed through the needs assessment in which program determinations are based on student progress. The needs assessment is shared with the staff, ELAC, and School Site Council, and ideas and suggestions are gathered to support refinement and additional services for students.

The Site Council and the ELAC both provide input on services for underperforming students and English Learners. Throughout the school year, progress is continuously shared with staff and advisory committees to refine services to be implemented. The School Site Council approves the site plan after review, and the plan is approved by the District Board.

Our school has a School Site Council that is comprised of parents, administrators, classified staff, and certificated staff members. The School Site Council met throughout the 21/22 school year (10/27, 3/1, 3/15 and 5/31) to review, adjust, and provide input to the SPSA. Additionally, input has been solicited from the school's Parent Teacher Association (5/9 and 5/20) and the English Language Advisory Council on 5/12. At the School Site Council, PTA, and ELAC meetings the principal shared school and district goals, reviewed action items, and solicited feedback from stakeholders.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the analysis data points, there is a need to develop a plan to address the inequities of the socioeconomically disadvantaged (SED) and English Learner students at Esperanza. The Socioeconomically Disadvantaged (SED) performed below grade level in the following areas: NWEA math and reading. SED students scored in the red or below the 20th percentile on the NWEA in reading and math for all grade levels except kindergarten on math and SED kinder students performed at the 37th percentile, falling in the below-average range. EL students scored below the 20th percentile in math for grades 2-6 and in reading grades 1-6 were in the red or below the 20th percentile. In order to meet the academic needs of the SED and EL students, professional development to ensure RTI is needed. To increase the use of evidence-based practices that increase student engagement of underachieving students, additional professional development is needed.

Further analysis of the data reveals a need for increased parental involvement and additional social-emotional training opportunities for teachers, as well as collaborative opportunities for teachers to build teacher efficacy and share best practices. To increase opportunities to learn at home, online supplemental programs can be utilized. In order to plan targeted lessons to support the needs of underachieving students, teachers will need common planning time to assess data and review student progress. Many SED and EL students have reduced rates of family participation. To address this inequity, increased parent involvement opportunities are needed to fully engage families in learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.2%	0.22%	0	2	2
African American	7.71%	7.3%	7.13%	82	74	66
Asian	4.04%	3.8%	4.00%	43	38	37
Filipino	1.41%	1.4%	1.62%	15	14	15
Hispanic/Latino	52.73%	54.8%	56.91%	561	555	527
Pacific Islander	0%	0.1%	0.22%	0	1	2
White	28.57%	26.1%	24.19%	304	264	224
Multiple/No Response	5.55%	6.1%	5.40%	59	62	50
	Total Enrollment			1,064	1,012	926

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	166	129	110
Grade 1	135	131	104
Grade 2	151	138	130
Grade3	153	153	129
Grade 4	182	155	150
Grade 5	151	177	146
Grade 6	126	129	157
Total Enrollment	1,064	1,012	926

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	109	85	90	10.2%	8.40%	9.7%
Fluent English Proficient (FEP)	66	72	70	6.2%	7.10%	7.6%
Reclassified Fluent English Proficient (RFEP)	28	21		22.4%	2.10%	

Conclusions based on this data:

1. Esperanza continues to have a positive reclassification rate.
2. The number of EL students has declined.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	193	159		190	0		190	0		98.4	0.0	
Grade 4	144	155		143	0		143	0		99.3	0.0	
Grade 5	160	176		159	0		159	0		99.4	0.0	
Grade 6	136	139		131	0		131	0		96.3	0.0	
All Grades	633	629		623	0		623	0		98.4	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2409.			21.05			22.11			23.16			33.68		
Grade 4	2464.			24.48			25.17			23.08			27.27		
Grade 5	2492.			20.75			24.53			23.27			31.45		
Grade 6	2508.			7.63			35.11			30.53			26.72		
All Grades	N/A	N/A	N/A	18.94			26.16			24.72			30.18		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.53			46.84			32.63		
Grade 4	18.88			51.05			30.07		
Grade 5	22.64			44.65			32.70		
Grade 6	12.98			47.33			39.69		
All Grades	19.10			47.35			33.55		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.53			43.16			36.32		
Grade 4	21.68			58.04			20.28		
Grade 5	28.30			44.65			27.04		
Grade 6	12.21			62.60			25.19		
All Grades	21.03			51.04			27.93		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.95			62.63			18.42		
Grade 4	11.89			72.03			16.08		
Grade 5	16.35			61.64			22.01		
Grade 6	7.63			74.05			18.32		
All Grades	14.29			66.93			18.78		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.37			49.47			33.16		
Grade 4	20.28			53.85			25.87		
Grade 5	25.16			42.77			32.08		
Grade 6	19.08			54.20			26.72		
All Grades	20.39			49.76			29.86		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We will look at administering interim assessments such as: Smarter Balance IB, quarterly writing benchmarks, and NWEA MAPS assessment to provide ongoing data. We will then use this data to chart progress in ELA and Math
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.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	192	159		189	0		189	0		98.4	0.0	
Grade 4	144	155		143	0		143	0		99.3	0.0	
Grade 5	160	176		159	0		159	0		99.4	0.0	
Grade 6	137	139		132	0		132	0		96.4	0.0	
All Grades	633	629		623	0		623	0		98.4	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2414.			12.17			24.87			32.28			30.69		
Grade 4	2460.			9.79			25.17			44.76			20.28		
Grade 5	2482.			16.98			16.35			23.90			42.77		
Grade 6	2510.			9.85			18.94			46.21			25.00		
All Grades	N/A	N/A	N/A	12.36			21.51			35.96			30.18		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.69			38.10			40.21		
Grade 4	21.68			34.27			44.06		
Grade 5	20.75			28.30			50.94		
Grade 6	13.64			42.42			43.94		
All Grades	19.74			35.63			44.62		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.23			56.08			30.69		
Grade 4	16.78			51.05			32.17		
Grade 5	22.64			33.96			43.40		
Grade 6	11.36			57.58			31.06		
All Grades	16.05			49.60			34.35		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.58			46.56			33.86		
Grade 4	13.29			48.95			37.76		
Grade 5	16.98			40.25			42.77		
Grade 6	15.15			50.76			34.09		
All Grades	16.53			46.39			37.08		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1439.0	1403.8		1446.0	1417.0		1422.4	1373.0		20	13	
1	1505.4	1482.7		1488.9	1486.1		1521.4	1478.7		28	11	
2	*	1499.1		*	1504.6		*	1493.1		10	12	
3	1480.2	1479.0		1492.4	1488.2		1467.4	1469.4		16	21	
4	*	1492.1		*	1500.3		*	1483.5		8	14	
5	*	1525.9		*	1530.6		*	1520.9		7	14	
6	1531.4	*		1534.2	*		1528.2	*		12	8	
All Grades										101	93	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.00	15.38		55.00	23.08		30.00	38.46		0.00	23.08		20	13	
1	28.57	27.27		57.14	36.36		10.71	36.36		3.57	0.00		28	11	
2	*	16.67		*	75.00		*	0.00		*	8.33		*	12	
3	6.25	23.81		37.50	47.62		43.75	14.29		12.50	14.29		16	21	
4	*	0.00		*	46.15		*	53.85		*	0.00		*	13	
5	*	7.14		*	64.29		*	21.43		*	7.14		*	14	
6	16.67	*		50.00	*		33.33	*		0.00	*		12	*	
All Grades	19.80	15.22		45.54	48.91		29.70	26.09		4.95	9.78		101	92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	25.00	23.08		45.00	30.77		30.00	23.08		0.00	23.08		20	13	
1	50.00	36.36		35.71	36.36		10.71	27.27		3.57	0.00		28	11	
2	*	25.00		*	66.67		*	8.33		*	0.00		*	12	
3	31.25	52.38		50.00	28.57		12.50	4.76		6.25	14.29		16	21	
4	*	7.69		*	84.62		*	7.69		*	0.00		*	13	
5	*	64.29		*	35.71		*	0.00		*	0.00		*	14	
6	41.67	*		58.33	*		0.00	*		0.00	*		12	*	
All Grades	37.62	36.96		44.55	45.65		14.85	9.78		2.97	7.61		101	92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.00	7.69		45.00	30.77		40.00	30.77		5.00	30.77		20	13	
1	25.00	9.09		57.14	63.64		10.71	9.09		7.14	18.18		28	11	
2	*	8.33		*	75.00		*	8.33		*	8.33		*	12	
3	0.00	0.00		25.00	42.86		50.00	38.10		25.00	19.05		16	21	
4	*	0.00		*	0.00		*	69.23		*	30.77		*	13	
5	*	0.00		*	21.43		*	64.29		*	14.29		*	14	
6	8.33	*		16.67	*		58.33	*		16.67	*		12	*	
All Grades	10.89	4.35		34.65	35.87		39.60	36.96		14.85	22.83		101	92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	25.00	0.00		65.00	92.31		10.00	7.69		20	13	
1	60.71	45.45		35.71	54.55		3.57	0.00		28	11	
2	*	41.67		*	58.33		*	0.00		*	12	
3	6.25	52.38		87.50	33.33		6.25	14.29		16	21	
4	*	15.38		*	84.62		*	0.00		*	13	
5	*	21.43		*	78.57		*	0.00		*	14	
6	25.00	*		58.33	*		16.67	*		12	*	
All Grades	34.65	28.26		57.43	65.22		7.92	6.52		101	92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	30.00	23.08		60.00	38.46		10.00	38.46		20	13	
1	32.14	27.27		60.71	63.64		7.14	9.09		28	11	
2	*	58.33		*	41.67		*	0.00		*	12	
3	56.25	57.14		37.50	28.57		6.25	14.29		16	21	
4	*	30.77		*	69.23		*	0.00		*	13	
5	*	78.57		*	21.43		*	0.00		*	14	
6	75.00	*		25.00	*		0.00	*		12	*	
All Grades	47.52	50.00		46.53	40.22		5.94	9.78		101	92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.00	0.00		90.00	84.62		5.00	15.38		20	13	
1	50.00	9.09		46.43	63.64		3.57	27.27		28	11	
2	*	8.33		*	83.33		*	8.33		*	12	
3	0.00	0.00		68.75	71.43		31.25	28.57		16	21	
4	*	0.00		*	61.54		*	38.46		*	13	
5	*	0.00		*	78.57		*	21.43		*	14	
6	8.33	*		25.00	*		66.67	*		12	*	
All Grades	16.83	3.26		60.40	70.65		22.77	26.09		101	92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	50.00	46.15		40.00	23.08		10.00	30.77		20	13	
1	35.71	45.45		57.14	36.36		7.14	18.18		28	11	
2	*	25.00		*	66.67		*	8.33		*	12	
3	6.25	33.33		81.25	42.86		12.50	23.81		16	21	
4	*	0.00		*	69.23		*	30.77		*	13	
5	*	14.29		*	78.57		*	7.14		*	14	
6	25.00	*		75.00	*		0.00	*		12	*	
All Grades	25.74	27.17		65.35	53.26		8.91	19.57		101	92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1012	50.0	8.4	2.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	8.4
Foster Youth	25	2.5
Homeless	79	7.8
Socioeconomically Disadvantaged	506	50.0
Students with Disabilities	127	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	74	7.3
American Indian or Alaska Native	2	0.2
Asian	38	3.8
Filipino	14	1.4
Hispanic	555	54.8
Two or More Races	62	6.1
Native Hawaiian or Pacific Islander	1	0.1
White	264	26.1

Conclusions based on this data:

1. Students who are identified as socio-economically disadvantaged represent all most half of the students

2. Almost half of the students identify as Hispanic.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 479 699">English Language Arts</p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="673 667 950 699">Chronic Absenteeism</p>  <p data-bbox="764 747 854 779">Orange</p>	<p data-bbox="1177 667 1404 699">Suspension Rate</p>  <p data-bbox="1243 747 1333 779">Yellow</p>
<p data-bbox="251 867 414 898">Mathematics</p>  <p data-bbox="289 947 378 978">Orange</p>		

Conclusions based on this data:

1. Students are not meeting standards in math and ELA
2. There is a lot of room for growth in the area of attendance.

School and Student Performance Data

Academic Performance English Language Arts

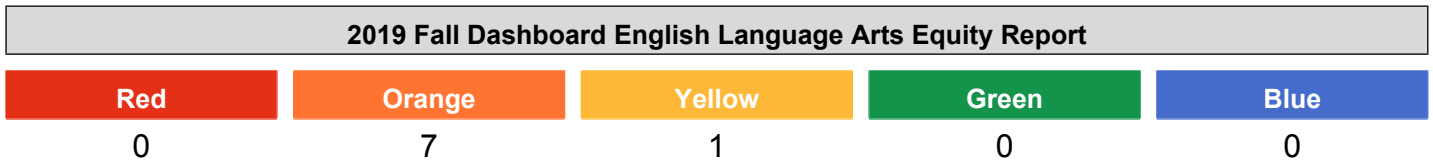
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 15.1 points below standard Declined -7.6 points 595	<p>English Learners</p> Orange 31.4 points below standard Declined -6.1 points 79	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p> Orange 22.3 points below standard Declined -8.5 points 56	<p>Socioeconomically Disadvantaged</p> Orange 28.3 points below standard Maintained ++0.3 points 327	<p>Students with Disabilities</p> Orange 92.3 points below standard Increased ++4.2 points 97

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 44.4 points below standard Increased ++9.4 points 74	 No Performance Color 0 Students	 No Performance Color 20.9 points above standard Increased ++6.1 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 20.4 points below standard Declined -7.6 points 276	 Orange 11.8 points below standard Declined Significantly -20.1 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.9 points below standard Declined Significantly -19.8 points 170

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.6 points below standard Declined -11.4 points 35	14.9 points above standard Declined -6.1 points 44	13.7 points below standard Declined -7.5 points 500

Conclusions based on this data:

1. African American students are performing significantly lower than all other comparable groups.
2. Students with disabilities are performing below other student groups.

School and Student Performance Data

Academic Performance Mathematics

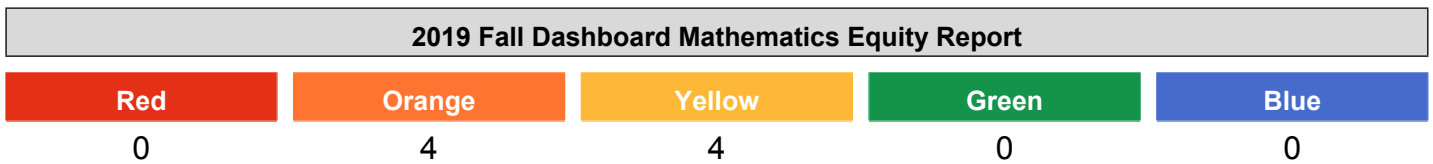
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 30.8 points below standard Maintained -0.9 points 595	<p>English Learners</p> Yellow 42.2 points below standard Increased ++4.3 points 79	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p> Orange 42.8 points below standard Declined -12.4 points 56	<p>Socioeconomically Disadvantaged</p> Orange 43.3 points below standard Maintained ++1 points 327	<p>Students with Disabilities</p> Orange 105.3 points below standard Increased ++4.7 points 97

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 58.6 points below standard Increased ++11.1 points 74		 No Performance Color 27.3 points above standard Increased ++5.2 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40.2 points below standard Declined -3.6 points 276	 Yellow 24.5 points below standard Declined -5 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 19.2 points below standard Declined -7.5 points 170

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.5 points below standard Increased ++6.3 points 35	1.4 points below standard Maintained -1.5 points 44	30.5 points below standard Maintained -1.9 points 500

Conclusions based on this data:

1. Students with disabilities are severely performing below grade-level expectations.
2. White students and students of two or more races are showing the most growth.
3. Reclassified English Learners showed significant positive growth

School and Student Performance Data

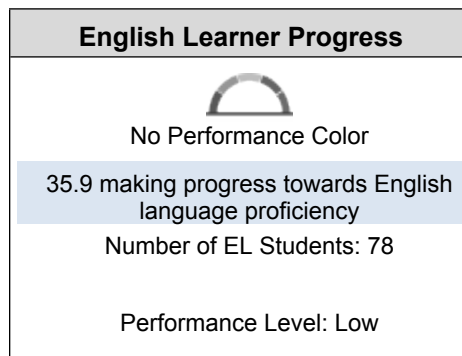
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5	43.5	7.6	28.2

Conclusions based on this data:

1. Few students are at the beginning stages
2. Over eighty percent of ELL students are performing at Level 3 or above.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

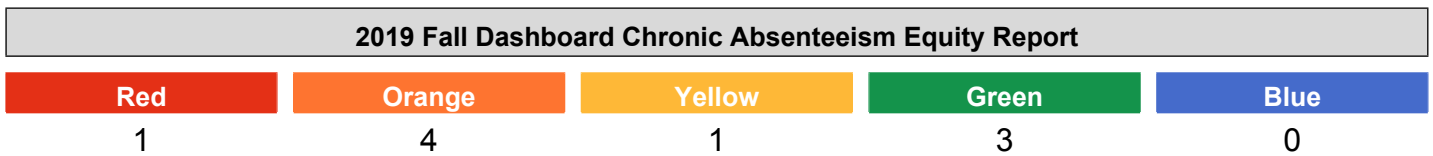
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 10.3 Increased +0.9 1157	<p>English Learners</p>  Green 7.5 Declined -1.6 133	<p>Foster Youth</p>  No Performance Color 5.3 Maintained 0 19
<p>Homeless</p>  Yellow 11.7 Declined -0.9 111	<p>Socioeconomically Disadvantaged</p>  Orange 14.2 Increased +1.3 635	<p>Students with Disabilities</p>  Red 15.4 Increased Significantly +3.3 175

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.6 Increased +1.8 113	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 11.1 Increased +7.8 54	 No Performance Color 0 Declined -14.3 18
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.3 Increased +2.6 570	 Green 2.9 Declined -2.5 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 8.5 Declined -2.5 331

Conclusions based on this data:

1. All student groups are demonstrating attendance concerns
2. White, students with disabilities, and students that are identified as economically disadvantaged are students that are most likely to be absent.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

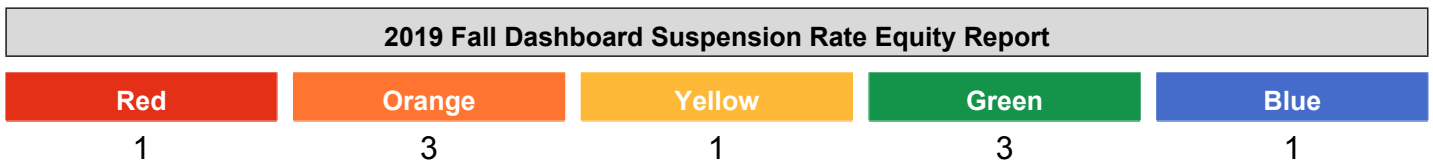
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2</p> <p>Maintained -0.2</p> <p>1192</p>	<p>English Learners</p> <p>Orange</p> <p>1.5</p> <p>Increased +0.7</p> <p>135</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>9.1</p> <p>Increased +4.3</p> <p>22</p>
<p>Homeless</p> <p>Orange</p> <p>4.4</p> <p>Increased +2.5</p> <p>114</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>3</p> <p>Declined -0.6</p> <p>657</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.2</p> <p>Declined Significantly -3.8</p> <p>180</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 8.3 Increased +1.4 120		 Blue 0 Maintained 0 57	 No Performance Color 0 Maintained 0 18
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2 Declined -0.9 580	 Orange 1.4 Increased +1.4 73	 No Performance Color Less than 11 Students - Data 1	 Yellow 1.7 Maintained +0.1 343

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	2

Conclusions based on this data:

1. African American students are suspended more frequently than all other races
2. Homeless, students with disabilities, and socioeconomically disadvantaged student groups are suspended more frequently than other student groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal #1 Improving student achievement for Education 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.

Goal 1

The staff of Esperanza Elementary School will ensure that all students are well-equipped with the cognitive, linguistic, interpersonal, and interpersonal skills necessary to be successful in a globalsociety.

Identified Need

Esperanza students are underperforming in language arts/reading and math. Students in grades k-6 are performing below grade level in language arts/reading and while many students are growing each quarter, growth made is not at a rate high enough to close the achievement gaps and get students performing at grade level. Students in grades 1-6 show the same low achievement/low growth data in math. Therefore, there is a need at Esperanza to provide services and supports to increase student achievement and growth in both reading and math to increase students' meeting/exceeding grade-level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																														
NWEA Data: Mean RIT Scores Achievement percentiles Average Grade level Achievement data	<p>Winter 2022 NWEA scores for ALL students. (Total number of students per grade level assessed, mean RIT score, and achievement percentile)</p> <table border="1"> <thead> <tr> <th>Math:</th> <th>848 Students</th> </tr> <tr> <th>Total Students</th> <th>Mean RIT Score</th> </tr> <tr> <th>Achievement percentile</th> <th></th> </tr> </thead> <tbody> <tr> <td>Kindergarten:</td> <td>91</td> </tr> <tr> <td>148.5</td> <td>52nd</td> </tr> <tr> <td>1st Grade:</td> <td>90</td> </tr> <tr> <td>162.6</td> <td>16th</td> </tr> <tr> <td>2nd Grade:</td> <td>119</td> </tr> <tr> <td>173.5</td> <td>6th</td> </tr> <tr> <td>3rd Grade:</td> <td>120</td> </tr> <tr> <td>188.0</td> <td>13th</td> </tr> <tr> <td>4th Grade:</td> <td>137</td> </tr> <tr> <td>197.5</td> <td>14th</td> </tr> <tr> <td>5th Grade:</td> <td>139</td> </tr> <tr> <td>205.5</td> <td>15th</td> </tr> </tbody> </table>	Math:	848 Students	Total Students	Mean RIT Score	Achievement percentile		Kindergarten:	91	148.5	52nd	1st Grade:	90	162.6	16th	2nd Grade:	119	173.5	6th	3rd Grade:	120	188.0	13th	4th Grade:	137	197.5	14th	5th Grade:	139	205.5	15th	<p>In the 22/23 school year, we are expecting to increase student achievement levels, shifting overall students from "Severely at risk" in each grade level not to exceed 20% based on the school-wide percentage of students in special education. Currently, Esperanza's enrollment shows that 19% of students enrolled qualify for special education services.</p> <p>We will work to support student growth in grade-level RIT Scores, and achievement percentiles, but will also work to provide support to see a decrease in the overall percentage of students in all grade levels labeled as</p>
Math:	848 Students																															
Total Students	Mean RIT Score																															
Achievement percentile																																
Kindergarten:	91																															
148.5	52nd																															
1st Grade:	90																															
162.6	16th																															
2nd Grade:	119																															
173.5	6th																															
3rd Grade:	120																															
188.0	13th																															
4th Grade:	137																															
197.5	14th																															
5th Grade:	139																															
205.5	15th																															

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>6th Grade: 152 208.8 11th</p> <p>Language Arts-Reading: 763 Students</p> <p>Total Students Mean RIT Score Achievement percentile</p> <p>Kindergarten: 7 132.9 1st</p> <p>1st Grade: 87 156.8 10th</p> <p>2nd Grade: 116 172.3 13th</p> <p>3rd Grade: 121 185.4 15th</p> <p>4th Grade: 142 198.7 34th</p> <p>5th Grade: 139 204.0 26th</p> <p>6th Grade: 151 206.6 17th</p> <p>NWEA Data below shows overall grade-level scores/percentage of students performing in each academic achievement band.</p> <p>MATH Severely At Risk Below Avg Average Above Average <21% 21-40% 41-60% +61%</p> <p>Kindergarten: 26% 14% 21% 38%</p> <p>1st Grade: 41% 15% 19% 14%</p> <p>2nd Grade: 38% 30% 19% 13%</p> <p>3rd Grade: 45% 29% 12% 14%</p>	<p>Severely at risk to make sure that 80% of our student population is shifted to achieving in the below average, average and above- average categories in both math and reading.</p> <p>We will work to reduce the percentage of students in the "Severely at-risk" category by the following percentage to meet our goal of 20% or less of students performing in the "Severely at Risk" Category.</p> <p>Math:</p> <p>Kindergarten: -06% 1st Grade: -21% 2nd Grade: -18% 3rd Grade: -25% 4th Grade: -04% 5th Grade: -14% 6th Grade: -14%</p> <p>Reading</p> <p>1st Grade: -26% 2nd Grade: -21% 3rd Grade: -08% 4th Grade: -03% 5th Grade: -03% 6th Grade: -13%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade: 24% 24% 23% 19% 5th Grade: 34% 23% 19% 24% 6th Grade: 34% 27% 21% 18% READING Severely At Risk Below Avg Average Above Average <21% 21-40% 41-60% +61% 1st Grade: 46% 15% 12% 26% 2nd Grade: 41% 19% 19% 22% 3rd Grade: 28% 24% 17% 31% 4th Grade: 23% 22% 19% 36% 5th Grade: 23% 23% 23% 31% 6th Grade: 33% 30% 18% 20%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, African American, Hispanic, and White.

Strategy/Activity

Teachers and other identified support staff will have the time, resources, and strategies to develop their individual professional practice and team development as it relates to the needs of their students. Professional development will continue for activities such as the implementation of the Response to Intervention programs (RTI) or Multi-Tiered Systems and Supports (MTSS) models in order to regularly assess the available data, determine areas of need, develop instructional best practices, and provide strategic interventions to meet the needs of all students. Staff at Esperanza will continue to receive ongoing training to address individual learning loss and emotional traumas from two years of varied student experiences during the pandemic.

The activities to develop staff instructional practices can include:

- Professional development at conferences and training specifically related to RTI, MTSS, or PLC
- Professional development related to using online platforms to individualize instructional support for students.
- Release time to conduct one on one assessments for kindergarten.
- Release days for team planning or observations.
- Release time for teacher collaboration
- Any supplies or materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I 1000-1999: Certificated Personnel Salaries Pay for Subs for teacher release
5,000	Title I 1000-1999: Certificated Personnel Salaries Professional Development: RTI trainings
2,000	Title I 3000-3999: Employee Benefits Staff benefits extra duty
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant fees
2,000	Title I 4000-4999: Books And Supplies Supplies, materials for RTI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, African American, Hispanic, and White.

Strategy/Activity

Strategic interventions need to be provided within the school day for all students. These should include intervention and enrichment opportunities. Esperanza will provide time for teachers to allow for collaboration, data analysis, creation of common assessments, and planning of interventions. Staff will focus on Reading and Math data for support and interventions, with supplemental and enrichment programs/opportunities that will address additional content areas. Targeted programs will provide supplemental services for Tier 1 supports.

Schoolwide implementation of AVID, which will involve College and Career strategies and WICOR. These activities and the support needed for the interventions can include:

- Substitute teachers to provide release time for regular collaboration, AVID walkthroughs, and observations in grade-level classrooms (on and offsite)
- Release time for the AVID Leadership team
- Any Supplies or materials necessary to provide strategic intervention programs, and support to promote content mastery and college and career readiness.
- Professional development for AVID conferences
- Planners and organizers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries Conferences
2,797	Title I 1000-1999: Certificated Personnel Salaries Sub coverage for release time
3,000	Title I 3000-3999: Employee Benefits Professional Development/conference
5,000	Title I 4000-4999: Books And Supplies Supplies: planners, books, folders for organization
5,000	Title I 5000-5999: Services And Other Operating Expenditures

	Registration fees
3,000	Title I 5000-5999: Services And Other Operating Expenditures Reimbursement of expenses conference costs: hotel, food, travel

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Esperanza will provide system development and supplemental professional development to enhance the effectiveness of ELD instruction at Esperanza.

The activities to develop staff instructional practices can include:

- Supplemental professional development
- Release time for monitoring ELD strategies
- Support materials to enhance ELD instructional

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I 1000-1999: Certificated Personnel Salaries Supplemental Professional Development
3,000	Title I 1000-1999: Certificated Personnel Salaries Sub time for teacher release
500	Title I 4000-4999: Books And Supplies Supplies and support materials for ELD instruction

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Esperanza faced many challenges in implementation of the strategies and activities established in the 2021/2022 school year. While learning shifted to the on campus setting, the ongoing restrictions to campus activities and limitations of separation of student cohorts due to contact tracing minimized the ability to provide interventions and enrichment programs until the 4th quarter. In addition the ongoing staffing shortages of COVID prevented providing staff with release time to collaborate fully. Parent Universities and opportunities for parents to engage in feedback were restricted for the majority of the year, as the campus remained closed to visitors. Online parent engagement opportunities were provided, but not well attended. As the end of the year allowed for more visitors on campus, where we saw an increase in parent engagement in ELAC, and school activities through PTA and school site council. Onsite AVID professional development was restricted throughout the school year, but staff were able to register to attend the AVID summer institute to train teachers in WICOR, AVID strategies for college and career readiness, and instructional practices. We used funds allocated to provide remediation programs after school, and purchased technology and programs to support access to core curriculum. The after school intervention programs were effective. Each class exceeded its enrollment capacity. The after school programs has a 95% attendance rate, parents requested more learning opportunities, and students skills overall improved.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The following changes were made to funding allocations to adjust the spending and budget for GOAL 1, as a result of State-mandated COVID restrictions:

- Move funds of \$3000 from goal 1 activity 1 line 1 (teacher release time/certificated salaries) not used due to sub shortages and covid restrictions to Goal 1 activity 1 line 2: (employee benefits avid conference) to cover additional AVID conference reimbursement/registration expenses. Bringing goal 1 activity 1 line 1 to \$0 allocation.
- Move \$2000 from Goal 1 Activity 2 Line 1 (Certificated salaries) not used due to COVID restrictions/staffing down to Goal 1 Activity 2 Line 2 (Certificated Salaries after school tutoring programs for interventions) making line 2 total \$7000, leaving \$0 balance in Line 1.
- Move \$800 from Goal 1 activity 3 Lines 1-3 for Avid Parent University nights not held due to covid restrictions on campus, to Goal 2 Activity 5 Line 1 for Parent Engagement.
- Allocation of \$4700 to Goal 1 Activity 2 Line 4 (Books, Supplies, and Interventions) to purchase leveled readers for a total of \$5700 in G1A2L4. (Additional funding from Budget update not originally allocated in Site plan)

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

Esperanza has shifted the site focus in response to student needs, learning loss, and student achievement data. While Goal 1 remains the same, we have revised our site needs in response to updated student performance data. In addition, we have updated the strategies and activities to reflect a more comprehensive plan to support student growth, parent and stakeholder connectedness, and improve overall instructional strategies and effectiveness. We have created opportunities and activities in Strategies 1-3 of Goal 1 to ensure that all Under-performing student groups will increase student achievement and growth in both reading and math to increase

Esperanza students' meeting/exceeding grade-level standards. Through a comprehensive three-part Site needs assessment with a variety of stakeholders' input, Esperanza was able to build a SPSA that addresses the needs of all learners, staff, and families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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.

Goal 2

The staff of Esperanza Elementary School will provide all students access to a high-quality instructional programs and the research-based support necessary for them to engage fully and meaningfully with the program.

Identified Need

The Esperanza student subgroups that are showing the need for the most support include English Learners, Foster Youth, and Low Income (SED) populations. These groups have a trend of being the farthest below the standard in English-Language Arts and Math. Students failed to meet projected growth and achievement percentiles, indicating that these students are below grade level and require additional support to provide equitable access to high-quality programs. Students in Kindergarten in these subgroups performed at a higher achievement percentile, so support in place for those students needs to remain in place. There is a need for Esperanza to provide additional support and services and additional support necessary for them to engage fully and meaningfully within those programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																													
NWEA- EL Population	<p>Winter 2022 NWEA scores for the ELL population. The total number of students per grade level assessed, mean RIT score, and achievement percentile.</p> <table border="1"> <tr> <td colspan="3">Math: 72 Students</td> </tr> <tr> <td>Kindergarten:</td> <td>9</td> <td>147.3</td> </tr> <tr> <td>42nd</td> <td></td> <td></td> </tr> <tr> <td>1st Grade:</td> <td>3</td> <td>166.3</td> </tr> <tr> <td>36th</td> <td></td> <td></td> </tr> <tr> <td>2nd Grade:</td> <td>12</td> <td>172.5</td> </tr> <tr> <td>4th</td> <td></td> <td></td> </tr> <tr> <td>3rd Grade:</td> <td>12</td> <td>187.8</td> </tr> <tr> <td>13th</td> <td></td> <td></td> </tr> <tr> <td>4th Grade:</td> <td>10</td> <td>189.0</td> </tr> <tr> <td>1st</td> <td></td> <td></td> </tr> <tr> <td>5th Grade:</td> <td>11</td> <td>190.8</td> </tr> <tr> <td>1st</td> <td></td> <td></td> </tr> <tr> <td>6th Grade:</td> <td>15</td> <td>203.4</td> </tr> <tr> <td>3rd</td> <td></td> <td></td> </tr> </table>	Math: 72 Students			Kindergarten:	9	147.3	42nd			1st Grade:	3	166.3	36th			2nd Grade:	12	172.5	4th			3rd Grade:	12	187.8	13th			4th Grade:	10	189.0	1st			5th Grade:	11	190.8	1st			6th Grade:	15	203.4	3rd			<p>In the 22/23 school year, we are expecting to increase student achievement levels, shifting overall students from "Severely at risk" in each grade level not to exceed 20% based on the school-wide percentage of students in special education. Currently, Esperanza's enrollment shows that 19% of students enrolled qualify for special education services.</p> <p>We will work to support student growth in grade-level RIT Scores, and achievement percentiles, but will also work to provide support to see a decrease in the overall percentage of students in all grade levels labeled as</p>
Math: 72 Students																																															
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6th Grade:	15	203.4																																													
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Language Arts-Reading: 63 Students</p> <p>Kindergarten: 2 145.5 58th</p> <p>1st Grade: 3 159.0 18th</p> <p>2nd Grade: 11 165.1 1st</p> <p>3rd Grade: 11 182.8 8th</p> <p>4th Grade: 10 191.2 7th</p> <p>5th Grade: 11 186.8 1st</p> <p>6th Grade: 15 198.1 2nd</p> <p>MATH: 34 out of 93 students scored in the severely at-risk range of 0-20% achievement. That is 37% of the subgroup.</p> <p>READING: 26 out of 93 students scored in the severely at-risk range of 0-20% achievement. That is 28% of the subgroup.</p> <p>The greatest concern regarding Esperanza's ELL students is Math for grades 2, 4, 5, and 6. In reading, there are concerns regarding grades 2-6. The third grade performed better in math than most other grades but still performed significantly below average, scoring in the 13th percentile. 1st grade performed better on the NWEA reading assessment there is still a concern because they performed significantly below grade level at the 18th percentile. However, based on the sample size in Kindergarten and first, there is concern regarding ELL</p>	<p>Severely at risk to make sure that 80% of our student population is shifted to achieving in the below average, average and above-average categories in both math and reading.</p> <p>We will work to reduce the percentage of students in the "Severely at-risk" category by the following percentage to meet our goal of 20% or less of students performing in the "Severely at Risk" Category.</p> <p>Math: English Language Learners - 17%</p> <p>Reading: English Language Learners - 08%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students in all grade levels in both math and reading.	
NWEA- Foster Youth	<p>Winter 2022 NWEA scores for Foster Students. The total number of students per grade level assessed, mean RIT score, and achievement percentile.</p> <p>Math: 16 Students</p> <p>Kindergarten: 4 157.8 97th</p> <p>1st Grade: N/A</p> <p>2nd Grade: 3 170.3 2nd</p> <p>3rd Grade: 3 191.3 28th</p> <p>4th Grade: N/A</p> <p>5th Grade: 2 200.5 4th</p> <p>6th Grade: 4 198.5 1st</p> <p>Language Arts-Reading: 14 Students</p> <p>Kindergarten: 2 134.2 58th</p> <p>1st Grade: N/A</p> <p>2nd Grade: 3 172.0 12th</p> <p>3rd Grade: 3 186.0 17th</p> <p>4th Grade: N/A</p> <p>5th Grade: 2 191.5 1st</p> <p>6th Grade: 4 196.5 1st</p> <p>MATH: 03 out of 13 students tested scored in the severely at-risk range of 0-20% achievement. That is 23% of the subgroup.</p> <p>READING: 04 out of 10 students tested scored in the severely at-risk</p>	<p>In the 22/23 school year, we are expecting to increase student achievement levels, shifting overall students from "Severely at risk" in each grade level not to exceed 20% based on the school-wide percentage of students in special education. Currently, Esperanza's enrollment shows that 19% of students enrolled qualify for special education services.</p> <p>We will work to support student growth in grade-level RIT Scores, and achievement percentiles, but will also work to provide support to see a decrease in the overall percentage of students in all grade levels labeled as Severely at risk to make sure that 80% of our student population is shifted to achieving in the below average, average and above-average categories in both math and reading.</p> <p>We will work to reduce the percentage of students in the "Severely at-risk" category by the following percentage to meet our goal of 20% or less of students performing in the "Severely at Risk" Category.</p> <p>Math: Foster Youth: -3%</p> <p>Reading: Foster Youth: -20%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																
	<p>range of 0-20% achievement. That is 40% of the subgroup.</p> <p>There are serious concerns regarding Foster students in grades 5 and 6. On the NWEA Reading, they scored in the first percentile, and 5th-grade foster students scored slightly higher on the NWEA math assessment, but 6th-grade foster students scored in the first percentile.</p>																																																	
NWEA: Low Income	<p>Winter 2022 NWEA scores for Low-Income (FRL) population. The total number of students per grade level assessed, mean RIT score, and achievement percentile.</p> <p>Math: 449 Students</p> <table border="0"> <tr> <td>Kindergarten:</td> <td>47</td> <td>146.5</td> <td>37th</td> </tr> <tr> <td>1st Grade:</td> <td>50</td> <td>159.6</td> <td>7th</td> </tr> <tr> <td>2nd Grade:</td> <td>67</td> <td>171.1</td> <td>3rd</td> </tr> <tr> <td>3rd Grade:</td> <td>62</td> <td>182.5</td> <td>2nd</td> </tr> <tr> <td>4th Grade:</td> <td>66</td> <td>194.6</td> <td>7th</td> </tr> <tr> <td>5th Grade:</td> <td>78</td> <td>201.8</td> <td>6th</td> </tr> <tr> <td>6th Grade:</td> <td>79</td> <td>207.4</td> <td>8th</td> </tr> </table> <p>Language Arts-Reading: 404 Students</p> <table border="0"> <tr> <td>Kindergarten:</td> <td>5</td> <td>134.2</td> <td></td> </tr> <tr> <td>1st Grade:</td> <td>49</td> <td>153.9</td> <td>4th</td> </tr> <tr> <td>2nd Grade:</td> <td>65</td> <td>169.8</td> <td>7th</td> </tr> <tr> <td>3rd Grade:</td> <td>62</td> <td>180.5</td> <td>4th</td> </tr> <tr> <td>4th Grade:</td> <td>66</td> <td>195.7</td> <td>20th</td> </tr> </table>	Kindergarten:	47	146.5	37th	1st Grade:	50	159.6	7th	2nd Grade:	67	171.1	3rd	3rd Grade:	62	182.5	2nd	4th Grade:	66	194.6	7th	5th Grade:	78	201.8	6th	6th Grade:	79	207.4	8th	Kindergarten:	5	134.2		1st Grade:	49	153.9	4th	2nd Grade:	65	169.8	7th	3rd Grade:	62	180.5	4th	4th Grade:	66	195.7	20th	<p>In the 22/23 school year, we are expecting to increase student achievement levels, shifting overall students from "Severely at risk" in each grade level not to exceed 20% based on the school-wide percentage of students in special education. Currently, Esperanza's enrollment shows that 19% of students enrolled qualify for special education services.</p> <p>We will work to support student growth in grade-level RIT Scores, and achievement percentiles, but will also work to provide support to see a decrease in the overall percentage of students in all grade levels labeled as Severely at risk to make sure that 80% of our student population is shifted to achieving in the below average, average and above-average categories in both math and reading.</p> <p>We will work to reduce the percentage of students in the "Severely at-risk" category by the following percentage to meet our goal of 20% or less of</p>
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>5th Grade: 78 200.9 14th</p> <p>6th Grade: 79 205.4 13th</p> <p>495 Low Income Students total MATH: 199 out of 495 students scored in the severely at-risk range of 0-20% achievement. That is 40% of the subgroup. READING: 147 out of 495 students scored in the severely at-risk range of 0-20% achievement. That is 30% of the subgroup.</p> <p>Low-income students in all grades scored below average on both the NWEA math and reading assessments. There is serious concern regarding low-income students' reading abilities in grades kindergarten through third grade. There are serious concerns regarding grades 1st through 6th math skills based on their NWEA math assessment performance.</p>	<p>students performing in the "Severely at Risk" Category.</p> <p>Math: Low Income: -20%</p> <p>Reading: Low Income: -10%</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups including but not limited to English Learners, foster youth, and socioeconomically disadvantaged students.

Strategy/Activity

Esperanza will provide TIER 2 support and strategic interventions within the school day for underperforming student groups.

The activities to support this include:

- Online Supports, programs, and interventions including but not limited to See Saw, Read Naturally, IXL, HeadSprout etc.
- Extra Duty for classified staff to support small group leveled instruction
- Professional development related to classroom management and small group interventions
- Any supplies or materials necessary to provide TIER 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I 4000-4999: Books And Supplies programs and subscriptions for intervention programs
5,000	Title I 3000-3999: Employee Benefits
5,000	Title I 1000-1999: Certificated Personnel Salaries extra duty for professional development related to small group interventions
12,500	Title I 2000-2999: Classified Personnel Salaries Intervention Support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups including but not limited to English Learners, foster youth, and socioeconomically disadvantaged students.

Strategy/Activity

Strategic interventions need to be provided outside of the school day for all underperforming students. These should include intervention and enrichment opportunities. Esperanza will provide time for the planning of interventions. Staff will focus on Reading and Math data for support and interventions, with supplemental and enrichment programs/opportunities that will address additional content areas.

These activities and the support needed for the interventions can include:

- Extra duty for Classified staff for before/after school intervention
- Extra duty for Certificated staff for before/after school interventions and planning time
- Additional support staff after campus hours to support teachers in providing interventions to students in need.
- Additional hours for librarians for Reading intervention groups, and extended literacy programs.

- Any Supplies or materials necessary to provide strategic intervention programs, support to promote content mastery and college and career readiness (AVID implementation materials)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies any supplies needed for before/after school interventions
1000	Title I 1000-1999: Certificated Personnel Salaries extra duty
500	Title I 2000-2999: Classified Personnel Salaries extra duty to support before/after school interventions
500.00	Title I 4000-4999: Books And Supplies AVID Materials
500	Title I 3000-3999: Employee Benefits cert extra duty

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2021/2022 school year, Esperanza was able to increase access to materials and curriculum, and programs to engage in research-based support. In response to learning loss, and student reading deficits, our district created and funded an intensive reading intervention program (CORE Reading) which addressed the need for reading intervention, allowing us to shift the funds budgeted for this to other areas. We purchased devices and technology to encourage student engagement with the curriculum. All students were able to check out individual student Chromebooks, and all students were provided headphones with microphones, allowing for ease of access to text reading and talk-to-text features. We were able to purchase 130 licenses for reading

intervention programs to assist our targetted students. In addition, we created 7 intervention programs both before and after school to provide access to remediation and enrichment learning opportunities. We were able to purchase classroom Chromebook towers to increase the usability of classroom devices in 7 classrooms that were previously not equipped. Esperanza struggled to implement on-campus parent involvement activities due to COVID campus restrictions, however, we were able to purchase an interactive touch screen display for our community room to increase parent engagement during onsite meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During distance learning, we were unable to implement some of the programs listed and redistributed funds as follows:

- Move funds of \$ 26,965 from goal 2 activity 1 line 3 (Intervention specialist salary) not used due to CORE reading program funding for interventions to Goal 1 activity 1 line 2 (employee benefits avid conference) to cover additional AVID conference reimbursement/registration expenses, for a total 32, 975.
- Move funds of \$4400 from goal 2 activity 1 line 3 ((Intervention specialist salary) not used due to CORE reading program funding for interventions to Goal 1 activity 1 line 3 (AVID certificated Salaries) for a total of \$8400.00
- Move funds of \$2050 from Goal 2 activity 1 line 3 (An intervention specialist) toGoal 1 activity 1 line 4 (employee benefits for the AVID conference) bringing a total \$2550, leaving a \$0 balance in G2A1L3.
- Move \$10,000 from Goal 2 Activity 1, lines 2, and line 4 to bring the allocation to \$0 (employee benefits and salaries) not used for teacher release time due to covid restrictions, and sub shortages to Goal 2 Activity 1 Line 1 for (technology and devices for students)
- Move \$1000 from Goal 2 Activity 2 Line 3 (enrichment materials: music/foreign language/arts) not used due to covid restrictions to goal 2 Activity 1 Line 1 to a total of \$31,233.

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

Esperanza has shifted the site focus in response to student needs, learning loss, and student achievement data. While Goal 2 remains the same, we have revised our site needs in response to updated student performance data. In addition, we have updated the strategies and activities to reflect a more comprehensive plan to support student growth, parent and stakeholder connectedness, and improve overall instructional strategies and effectiveness. We have created opportunities and activities in Strategies 1-3 of Goal 2 to ensure that all Under-performing student groups will increase student achievement and growth in both reading and math to increase Esperanza students' meeting/exceeding grade-level standards. Through a comprehensive three-part Site needs assessment with a variety of stakeholders' input, Esperanza was able to build a SPSA that addresses the needs of all learners, staff, and families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

GOAL #3 for Improving Student Achievement through Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

Goal 3

Esperanza Elementary School will promote active and responsible citizenship by developing and implementing programs that support students' academic, behavioral, and social-emotional growth and success.

Identified Need

Esperanza students and parents have shown a disconnect from their school. Data from sources such as the CA healthy kids Survey, A2A attendance reports, PowerSchool Discipline data, and the reduction in parent and student participation in school activities all demonstrate the change in the campus climate that has occurred as we returned to campus after distance learning for so long. Therefore there is a need for Esperanza to build systems and opportunities to improve connectedness and communication with all stakeholders to ensure that we work cohesively to support improvement in students' attendance, student and parent engagement, and reduced discipline incidents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A Attendance	<p>Esperanza Elementary's current enrollment is 958 students with an overall attendance rate of 93% and on average 67 students are absent daily.</p> <p>Days of the Week: Mondays: 14 out of 28 Mondays or a 50% absenteeism rate which falls in the well above average (79% or greater) range. Fridays: 13 out of 29 Fridays or 45% of students are absent on a Friday and which falls into the well above average range.</p> <p>Ethnicities: Hispanic/Latino population has a higher rate of chronic and severe chronic compared to all other subgroups.</p>	Daily attendance will improve by 3% overall, with a decrease in absences on Mondays and Fridays.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

21-22 School Year by Grade Level:

Kindergarten: Total Students: 123
 Excellent: 5 or 4%
 Satisfactory: 29 or 24%
 Manageable: 46 or 37%
 Chronic: 33 or 27%
 Severe Chronic: 10 or 8%

1st Grade: Total Students: 115
 Excellent: 7 or 6%
 Satisfactory: 36 or 31%
 Manageable: 40 or 35%
 Chronic: 25 or 22%
 Severe Chronic: 7 or 6%

2nd Grade: Total Students: 132
 Excellent: 8 or 6%
 Satisfactory: 44 or 33%
 Manageable: 54 or 41%
 Chronic: 25 or 19%
 Severe Chronic: 1 or >1%

3rd Grade: Total Students: 132
 Excellent: 15 or 11%
 Satisfactory: 44 or 33%
 Manageable: 54 or 41%
 Chronic: 2 or 2%
 Severe Chronic: 4 or 3%

4th Grade: Total Students: 151
 Excellent: 13 or 86%
 Satisfactory: 68 or 45%
 Manageable: 44 or 29%
 Chronic: 22 or 15%
 Severe Chronic: 4 or 3%

5th Grade: Total Students: 146
 Excellent: 8 or 5%
 Satisfactory: 55 or
 Manageable: 59 or
 Chronic: 23 or 16%
 Severe Chronic: 1 or >1%

6th Grade: Total Students: 152
 Excellent: 10 or 7%
 Satisfactory: 50 or 33%
 Manageable: 59 or 39%
 Chronic: 28 or 18%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Severe Chronic: 5 or 3%</p> <p>Third Grade has the least percentage of students with chronic absenteeism. Kindergarten has the highest percentage of Chronic and Severely Chronic absenteeism than all other grade levels.</p>	
<p>PowerSchool Parent Access Data</p>	<p>Format Parent Access</p> <p>Mobile PS app Daily Access 6.9%</p> <p>Web PS log-in Daily Access 1%</p> <p>PS Progress Report sign-up 36.7%</p> <p>Class Dojo School Messages 39.2%</p> <p>Phone Dialers Answered 39.9%</p> <p>Phone Dialers Machine pickup 41.2%</p> <p>Dialers No answer/blocked 5.6%</p> <p>Emails Blocked 8.1%</p> <p>Emails Opened 45%</p> <p>Emails Never opened 23.8%</p> <p>Number of students whose records were accessed in PS : 42.89%</p> <p>42.89%</p> <p>Parent Healthy Kids Survey Completed 7.5%</p> <p>Average Parent Attendance ELAC: 8</p> <p>Average Parent Attendance PTA: 10</p>	<p>Parent engagement will increase overall through higher connectivity with communication tools such as PowerSchool, dialers, messages through apps, and increased Parent attendance/membership in school site councils. Parent engagement will increase by 10%.</p>
<p>California Healthy Kids Survey</p>	<p>California Healthy Kids Survey Completed:</p>	<p>Our goal is to increase student meaningful participation in school by 10%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>5th grade 61 6th Grade 48 Total Students completed survey: 109 (69%) Total Students in grades 5/6: 152</p> <p>Feel connected to school: Female Males</p> <p>5th grade 52% 65% 6th grade 63% 67%</p> <p>Academic Motivation (want to do well): Female Males 5th grade 72% 82% 6th grade 65% 75%</p> <p>Feel they Participate Meaningfully in school: Female Males 5th grade 31% 21% 6th grade 31% 32%</p>	
Performance Matters	<p>Discipline events by grade level: Kindergarten: 1 or more Suspensions: 4 3 or more incidents of Defiance 0 5 or more school rule violations 3 Incidents of Physical Injury: 1 Incidents of Class Disruption: 1</p>	<p>We will decrease student discipline incidents in all grade levels by 20% with emphasis in a decrease in hands-off violations.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Incidents of Fighting:
1
Incidents off Hands off
Violation: 20
Incidents of Profanity:
0
Incidents of threats:
0
1st Grade:
1 or more Suspensions:
4
3 or more incidents of Defiance
0
5 or more school rule violations
6
Incidents of Physical Injury:
4
Incidents of Class Disruption:
12
Incidents of Fighting:
0
Incidents off Hands off
Violation: 69
Incidents of Profanity:
0
Incidents of threats:
2
2nd Grade:
1 or more Suspensions:
3
3 or more incidents of Defiance
2
5 or more school rule violations
3
Incidents of Physical Injury:
0
Incidents of Class Disruption:
29
Incidents of Fighting:
0
Incidents off Hands off
Violation: 27
Incidents of Profanity:
2
Incidents of threats:
0
3rd grade:
1 or more Suspensions:
4

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

3 or more incidents of Defiance
0
5 or more school rule violations
0
Incidents of Physical Injury:
1
Incidents of Class Disruption:
2
Incidents of Fighting:
2
Incidents off Hands off
Violation: 13
Incidents of Profanity:
7
Incidents of threats:
1
4th Grade:
1 or more Suspensions:
3
3 or more incidents of Defiance
0
5 or more school rule violations
0
Incidents of Physical Injury:
0
Incidents of Class Disruption:
0
Incidents of Fighting:
2
Incidents off Hands off
Violation: 5
Incidents of Profanity:
1
Incidents of threats:
1
5th Grade:
1 or more Suspensions:
7
3 or more incidents of Defiance
5
5 or more school rule violations
1
Incidents of Physical Injury:
1
Incidents of Class Disruption:
8
Incidents of Fighting:
6
Incidents off Hands off
Violation: 13

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Incidents of Profanity: 3 Incidents of threats: 2 6th Grade: 1 or more Suspensions: 15 3 or more incidents of Defiance: 8 5 or more school rule violations: 2 Incidents of Physical Injury: 3 Incidents of Class Disruption: 5 Incidents of Fighting: 15 Incidents off Hands off Violation: 21 Incidents of Profanity: 4 Incidents of threats: 4	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students working below grade level standards

Strategy/Activity

Learning interpersonal and intrapersonal social skills enables students to collaborate and work with their peers and adult staff while communicating effectively. Without these skills, students can struggle to meet academic standards. This activity will build and promote caring, supportive relationships between students and staff.

Activities to support this may include:

- A structured behavior social-emotional program to motivate engaging and collaborative behaviors
- Professional development for staff related to program implementation
- PBIS consultation
- Increased guidance lessons from psychologists and counselors specifically to address student needs through distance learning
- Parent workshops to increase social-emotional awareness
- Student Recognition program for social-emotional growth and citizenship

- Implementation of a schoolwide Character Traits program
- Assemblies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries Parent outreach and staff training
500	Title I 3000-3999: Employee Benefits Facilitating Parent out reach and staff training
2,000	Title I 4000-4999: Books And Supplies Brag Tags, certificates, and character traits program
2,000	Title I 5000-5999: Services And Other Operating Expenditures Assemblies
1,000	Title I 5800: Professional/Consulting Services And Operating Expenditures PBIS Consultation
500	Title I 2000-2999: Classified Personnel Salaries Facilitating Parent Outreach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students working below academic standards.

Strategy/Activity

Chronic absence adversely impacts student academic achievement. Esperanza will work to improve school attendance through the implementation of a strategic attendance intervention program, promoting parent and student knowledge and accountability for attendance. This strategic intervention attendance program will monitor and encourage attendance at school.

Activities and the support needed for this program include:

- Implementation of schoolwide Attendance program
- Motivating activities and incentives for students to regularly attend school
- Frequent contact to parents of students with irregular attendance
- Counseling support for students to set attendance goals
- Saturday School Attendance Retrieval opportunities (if available)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500	Title I 4000-4999: Books And Supplies Certificates/Incentives
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Esperanza will work to increase parent and student engagement to build strong relationships with all stakeholders to align staff parents, students, and community members in a shared vision and focus on student growth necessary for success in a global society.

These activities and the support needed for these include:

- Additional hours for support staff (certificated/classified) during and after school to support Esperanza in providing Parent University nights that include topics such as Google classroom, attendance, digital tools, PowerSchool, AVID, reading, and math strategies.
- Any supplies and materials necessary to facilitate stakeholder involvement in school programs and Parent University nights
- Scholarship monies designated for Parent fingerprinting costs to support parent engagement and volunteering within classrooms to provide additional support to improve targeted instruction.
- Subscription fees for Universal sitewide school messaging systems such as Class Dojo, SeeSaw, PeachJar, etc.
- Creation of student organizations such as the Student Council to increase student leadership and engagement on campus
- Student Merit activities and events to promote positive student behaviors, attendance, and connectivity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I 1000-1999: Certificated Personnel Salaries Parent nights
1,500	Title I 2000-2999: Classified Personnel Salaries Parent nights
1,500	Title I 4000-4999: Books And Supplies Supplies
500	Title I 3000-3999: Employee Benefits Benefits
1,500	Title I 5000-5999: Services And Other Operating Expenditures Universal messaging system subscription
1,500	Title I 5000-5999: Services And Other Operating Expenditures Fingerprinting cost scholarships

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Some of the activities in this goal were not implemented. However, attendance conferences were held regularly with parents of students who had poor attendance. These conferences did not prove to be effective in changing the student's attendance habits. The school counselor and school psychologist provided support for students which proved helpful in extinguishing negative behaviors and replacing the behavior with positive behaviors. A school behavior program, Boys Town, was implemented. During the school year, we did not hold parent workshops that focused on social-emotional health. Our counseling department made contact with parents monthly to address concerns in lieu of holding these workshops.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Many of the action items were completed. Student achievement was acknowledge through end of the year awards. Parents were contacted regularly to address attendance concerns. Counseling services continued through distance learning, including social/emotional lessons in the classroom.

Professional development was provided to staff members to assist in monitoring program implementation.

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

Due to distance learning during 20/21, we are continuing to work on this goal in 21/22. We anticipate having all students return to campus for full day instruction. During the 21/22 school year, our goal is to expand our student recognition program to include the recognition of positive character traits.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$98,297
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,297.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$98,297.00

Subtotal of additional federal funds included for this school: \$98,297.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$98,297.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Kathryn Conner	Principal
Rozanne Galaviz	Classroom Teacher
Laurie Nipper Mealey	Classroom Teacher
Kim Bohac	Other School Staff
Amy Tumbaga	Classroom Teacher
Jessica Sherlock	Parent or Community Member
Amira Flores	Parent or Community Member
Alexandra Jimenez	Parent or Community Member
Kristina Soto	Parent or Community Member
Matthew Golonsky	Parent or Community Member
Melissa Almarez	Parent or Community Member

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.


Recommendations and Assurances

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:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:


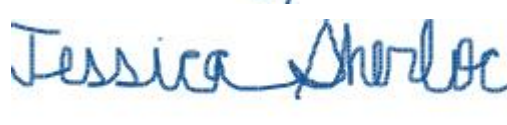
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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.

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.

This SPSA was adopted by the SSC at a public meeting on June 1, 2022.

Attested:

	Principal, Renee Hofmann & Kathryn Conner on 6-1-22
	SSC Chairperson, Jessica Sherlock on 6-1-22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

**Westside Union School District
Comprehensive Needs Assessment
2021-2022**

Data Sources Activities/Ser vices Reviewed	Findings	Possible Reason for Finding	Need Based on Finding (Now What?)
	<p>Guiding Questions: What are the general findings? What trends are observed over time in the data? What claims are areas of concern? Is performance consistent across grade levels? Where is the greatest disparity?</p>	<p>Guiding Questions: What are possible causes for the current levels of performance? What is responsible for the current state? Is the instruction in the core program implementing all resources available through the core program? Are students who need additional support being offered support and taking advantage of it? How do we use our collaborative planning time in addressing on-going student assessment results? Do we honestly adjust our instruction when the results are weak? Does the Master Schedule allow for maximum use of interventions? Opportunities? Are staff members implementing what is learned? When and how does staff examine performance data? How are EL students monitored? How is ELD monitored? Is the instructional day organized to offer ELs access to ELD and core? What are possible causes for reclassification patterns? How is personnel assigned to support at-risk students? Do all at-risk students have access to interventions? Do at-risk students have access to effective and experienced teachers? Do all at-risk students have access to technology?</p>	<p>Create a Need Statement: Needs are expressed as the intended state. Need statements synthesize the findings and possible causes. Need statements are not listed as problems. There is a need to ... Students need opportunities to ... Students need explicit instruction on ...</p> <p>Add what evidence would you look for to show progress? What is the expected progress for students? How will progress be measured?</p> <p>Guiding Questions: Is the need expressed as the intended state? Is the need stated as a problem or a need? Does the need statement synthesize information gained from the evidence and the discussion about cause? Does the need statement direct action?</p>

English Learners	Findings	Possible Reason for Finding	Need Based on Finding (Now What?)																																																
NWEA	<ul style="list-style-type: none"> 127 Students (80 current /47 RFEP monitored) 3 Bilingual Aides 13 students re-classified 21/22 16 EL students on IEPs/SDC or Resource Support <p>2021/2022</p> <ul style="list-style-type: none"> Level 1 (Minimally Developed): 18 students - 13.1%% Level 2 (Somewhat Developed) 21 Students 21.3% Level 3 (Moderately Developed) 55 Students 40.1% Level 4 (Well Developed) 43 students 31.4% <p>Winter 2022 NWEA scores for ELL population. Total number of students per grade level assessed, mean RIT score, and achievement percentile.</p> <p>Math: 72 Students</p> <table border="0"> <tr><td>● Kindergarten:</td><td>9</td><td>147.3</td><td>42nd</td></tr> <tr><td>● 1st Grade:</td><td>3</td><td>166.3</td><td>36th</td></tr> <tr><td>● 2nd Grade:</td><td>12</td><td>172.5</td><td>4th</td></tr> <tr><td>● 3rd Grade:</td><td>12</td><td>187.8</td><td>13th</td></tr> <tr><td>● 4th Grade:</td><td>10</td><td>189.0</td><td>1st</td></tr> <tr><td>● 5th Grade:</td><td>11</td><td>190.8</td><td>1st</td></tr> <tr><td>● 6th Grade:</td><td>15</td><td>203.4</td><td>3rd</td></tr> </table> <p>Language Arts-Reading: 63 Students</p> <table border="0"> <tr><td>● Kindergarten:</td><td>2</td><td>145.5</td><td>58th</td></tr> <tr><td>● 1st Grade:</td><td>3</td><td>159.0</td><td>18th</td></tr> <tr><td>● 2nd Grade:</td><td>11</td><td>165.1</td><td>1st</td></tr> <tr><td>● 3rd Grade:</td><td>11</td><td>182.8</td><td>8th</td></tr> <tr><td>● 4th Grade:</td><td>10</td><td>191.2</td><td>7th</td></tr> </table>	● Kindergarten:	9	147.3	42nd	● 1st Grade:	3	166.3	36th	● 2nd Grade:	12	172.5	4th	● 3rd Grade:	12	187.8	13th	● 4th Grade:	10	189.0	1st	● 5th Grade:	11	190.8	1st	● 6th Grade:	15	203.4	3rd	● Kindergarten:	2	145.5	58th	● 1st Grade:	3	159.0	18th	● 2nd Grade:	11	165.1	1st	● 3rd Grade:	11	182.8	8th	● 4th Grade:	10	191.2	7th	<ul style="list-style-type: none"> Lack of implementation of designated and integrated ELD strategies. Designated ELD not evidenced in observations, walk-throughs, or lesson plans. 1st full year of in person learning has positively impacted kindergarten and first grade students. All other grades are recovering from learning loss related to the pandemic. Limited grade level collaboration time. Decreased use of common assessments, data analysis, and progress monitoring. Inconsistent implementation of AVID, CORE, Boys Town, and Kagan Strategies Lessons lack language objectives and intentionally planned language development strategies. EL students are strategically grouped in classes to foster ELD instruction. Grouping students allows for students to receive in class support from ELL aides. Lack of PLCs and Data Teams implemented. After school CORE reading intervention program started during the 2nd quarter and benefited many EL students. Attendance clerk was hired to 	<p>There is a need for:</p> <ul style="list-style-type: none"> Collaboration opportunities amongst teaching staff to be able to have more designated and regular time to meet in their PLCs grade level teams with intentional agencials. Schoolwide implementation of instructional strategies or interventions to meet student needs, which will be collected by administrator walk throughs. Strategic interventions in foundational reading skills and reading fluency during the school day and after. Attendance clerk and Administration to review EL attendance data to view trends. Announce and reward individual students and classes weekly, monthly and/or quarterly. School wide fluency screening three times per year: Fall, Winter, Spring. Identify students with need and monitor their progress weekly or biweekly. Implement Tier 2 interventions with the classroom and during the school day. Motivation activities for EL students, providing test taking strategies and goal setting opportunities. Parent involvement and
● Kindergarten:	9	147.3	42nd																																																
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- 5th Grade: 11 186.8 1st
- 6th Grade: 15 198.1 2nd

The greatest concern regarding Esperanza's ELL students is Math for grades 2, 4, 5, and 6. In reading, there are concerns regarding grades 2-6. Third grade performed better in math than most other grades but still performed significantly below average, scoring in the 13th percentile. 1st grade performed better on the NWEA reading assessment there is still a concern because they performed significantly below grade level at the 18th percentile. However, based on the sample size in Kindergarten and first there is concern regarding ELL students in all grade levels in both math and reading.

monitor attendance, facilitate parent conferences, and improve attendance.

- Hispanic/Latino population has more absences than all other subgroups.
- Importance of ELPAC has not been emphasized with students.
- Lack of understanding, training and knowledge of the ELPAC and its demands by teachers.
- Lack of strong Tier 1 teaching strategies for both reading and ELA
- No school wide screening or progress monitoring for reading.
- Limited Tier 2 supports being implemented during the school day.
- Not all students who would benefit from the CORE reading intervention were able to attend because it was only offered after school.
- Lack of understanding and training by SPED teachers on the reclassification process for ELL students with an IEP, as appropriate through the IEP team process.
- Increasing staff training and understanding about implementing ELD interventions prior to a CST referral
- Only 1 student was reclassified using the reclassification process for students with an IEP.
- ELAC parents requested tutoring opportunities for upper grade students.
- ELAC parents requested

information given related to the ELPAC (ELAC meetings, designated Parent Outreach time).

- Professional development about integrated and Designated ELD time, along with the value and importance of doing both strategically.
- Professional development creating ELD objectives.
- Increase systems, supports, and interventions for EL students.
- Professional development for all staff in determining the difference between language acquisition and a disability in order to reduce the possibility of over qualifications of EL students into special education.
- Parent universities or programs regarding the importance and value of being reclassified, the criteria to be reclassified, and demonstrating language proficiency.
- Professional Development for teachers and ELL aides/instructional assistants.
- Collaboration between administrators, EL aides, and teachers to meet the needs of EL students and make progress towards reclassifications.
- Translate documents and informational phone messages/emails and communicate regularly with parents.
- Develop appropriate ELD goals

		<p>intervention and enrichment opportunities continue to be offered next school year during the first quarter and throughout the entire school year.</p> <ul style="list-style-type: none"> • Effective use of ELL aides providing support in classrooms. • Designated Parent Outreach time. • Free English classes offered on campus, in the community room, weekly. Provided by WUSD ELL department. • Inconsistent communication with ELL parents in their native language. • ELAC parents reported not feeling connected to the school. 	<p>based on students current ELD level and standards.</p> <ul style="list-style-type: none"> • Communicate ELPAC results with teachers. • Increase parents participation in ELAC, DELAC, SSC, PTA, volunteering in their child's classroom and other organizations and events. • Improve support for students and families who are classified as ELs but Spanish is not their home language. • Increase participation in UPK program. • Create text line with EL aide access for parent communication in spanish (Let's talk)
Low-Income			
NWEA:	<p>Winter 2022 NWEA scores for Low-Income (FRL) population. Total number of students per grade level assessed, mean RIT score, and achievement percentile.</p> <p><u>Math: 449 Students</u></p> <ul style="list-style-type: none"> • Kindergarten: 47 146.5 37th • 1st Grade: 50 159.6 7th • 2nd Grade: 67 171.1 3rd • 3rd Grade: 62 182.5 2nd • 4th Grade: 66 194.6 7th • 5th Grade: 78 201.8 6th • 6th Grade: 79 207.4 8th <p><u>Language Arts-Reading: 404 Students</u></p> <ul style="list-style-type: none"> • Kindergarten: 5 134.2 2nd • 1st Grade: 49 153.9 4th • 2nd Grade: 65 169.8 7th • 3rd Grade: 62 180.5 4th 	<ul style="list-style-type: none"> • 1st full year of in person learning has positively impacted kindergarten and first grade students. • All other grades are recovering from learning loss related to the pandemic. • Limited grade level collaboration time. • Decreased use of common assessments, data analysis, and progress monitoring. • Inconsistent implementation of AVID, CORE, Boys Town, and Kagan Strategies • Lack of PLCs and Data Teams implemented. • After school CORE reading intervention program started 	<p>There is a need for:</p> <ul style="list-style-type: none"> • Collaboration opportunities amongst teaching staff to be able to have more designated and regular time to meet in their PLCs grade level teams with intentional agencials. • Schoolwide implementation of instructional strategies or interventions to meet student needs, which will be collected by administrator walk throughs. • Strategic interventions in foundational reading skills and reading fluency during the school day and after. • School wide fluency screening three times per year: Fall, Winter, Spring.

	<ul style="list-style-type: none"> ● 4th Grade: 66 195.7 20th ● 5th Grade: 78 200.9 14th ● 6th Grade: 79 205.4 13th <p>Low income students in all grades scored below average on both the NWEA math and reading assessments. There is serious concern regarding low income students' reading abilities in grades kindergarten through third grade. There are serious concerns regarding grades 1st through 6th math skills based on their NWEA math assessment performance.</p>	<p>during the 2nd quarter and benefited many socially economically disadvantaged (SED) students.</p> <ul style="list-style-type: none"> ● Attendance clerk was hired to monitor attendance, facilitate parent conferences, and improve attendance. ● Lack of strong Tier 1 teaching strategies for both reading and ELA ● No school wide screening or progress monitoring for reading. ● Limited Tier 2 supports being implemented during the school day. ● Not all students who would benefit from the CORE reading intervention were able to attend because it was only offered after school. ● 	<ul style="list-style-type: none"> ● Identify students with need and monitor their progress weekly or biweekly. ● Implement Tier 2 interventions with the classroom and during the school day. ● Motivation activities for SED students, providing test taking strategies and goal setting opportunities. ● Parent involvement and information given related to NWEA and CAASPP assessments. ● Increase systems, supports, and interventions for SED students. ● Develop appropriate reading and math goals based on students current NWEA scores. ● Increase parents participation in SSC, PTA, volunteering in their child's classroom and other organizations and events. ● Increase participation in the UPK program.
Foster			
	<p>16 total students</p> <ul style="list-style-type: none"> ● Kindergarten: 4 ● 1st Grade: 1 ● 2nd Grade: 3 ● 3rd Grade: 3 ● 4th Grade: N/A ● 5th Grade: 2 ● 6th Grade: 3 	<ul style="list-style-type: none"> ● 1st full year of in person learning has positively impacted kindergarten and first grade students. ● All other grades are recovering from learning loss related to the pandemic. ● Limited grade level collaboration time. ● Decreased or inconsistent use of common assessments, data analysis, and progress monitoring. 	<p>There is a need for:</p> <ul style="list-style-type: none"> ● Culturally relevant and trauma informed practices. ● Continued check-ins and group support by school counselors. ● Develop a parent support program to help equip families with strategies and tools to best support their child. ● Increase structures and supports or interventions for foster students.

		<ul style="list-style-type: none">● Inconsistent implementation of AVID, CORE, Boys Town, and Kagan Strategies● Lack of PLCs and Data Teams implemented.● After school CORE reading intervention program started during the 2nd quarter and benefited many foster students.● Attendance clerk was hired to monitor attendance, facilitate parent conferences, and improve attendance.● Lack of strong Tier 1 teaching strategies for both reading and ELA● No school wide screening or progress monitoring for reading.● Limited Tier 2 supports being implemented during the school day.● Not all students who would benefit from the CORE reading intervention were able to attend because it was only offered after school.	<ul style="list-style-type: none">● Ensure foster students are receiving mental health support either through DCFS or SBMH.● Provide support groups for foster students to help them feel connected and supported at school.● Collaboration opportunities amongst teaching staff to be able to have more designated and regular time to meet in their PLCs grade level teams with intentional agencials.● Schoolwide implementation of instructional strategies or interventions to meet student needs, which will be collected by administrator walk throughs.● Strategic interventions in foundational reading skills and reading fluency during the school day and after.
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<p>NWEA</p>	<p>Winter 2022 NWEA scores for Foster Students. Total number of students per grade level assessed, mean RIT score, and achievement percentile.</p> <p><u>Math: 16 Students</u></p> <ul style="list-style-type: none"> ● Kindergarten: 4 157.8 97th ● 1st Grade: N/A ● 2nd Grade: 3 170.3 2nd ● 3rd Grade: 3 191.3 28th ● 4th Grade: N/A ● 5th Grade: 2 200.5 4th ● 6th Grade: 4 198.5 1st <p><u>Language Arts-Reading: 14 Students</u></p> <ul style="list-style-type: none"> ● Kindergarten: 2 134.2 58th ● 1st Grade: N/A ● 2nd Grade: 3 172.0 12th ● 3rd Grade: 3 186.0 17th ● 4th Grade: N/A ● 5th Grade: 2 191.5 1st ● 6th Grade: 4 196.5 1st <p>There are serious concerns regarding Foster students in grades 5 and 6. On the NWEA Reading they scored in the first percentile, and 5th grade foster students scored slightly higher on the NWEA math assessment, but 6th grade foster students scored in the first percentile.</p>	<ul style="list-style-type: none"> ● Foster students in kindergarten and 3rd grade performed better on the NWEA math assessment compared to their peers. ● Foster students in kindergarten and 2nd and 3rd grade performed similarly on the NWEA reading assessment compared to their peers. ● Foster students in grades 5 and 6 performed significantly worse than their peers on both the NWEA math and reading assessments. 	<ul style="list-style-type: none"> ● School wide fluency screening three times per year: Fall, Winter, Spring. ● Identify students with need and monitor their progress weekly or biweekly. ● Implement Tier 2 interventions with the classroom and during the school day. ● Motivation activities for foster students, providing test taking strategies and goal setting opportunities. ● Parent involvement and information given related to NWEA and CAASPP assessments. ● Increase systems, supports, and interventions for foster students. ● Develop appropriate reading and math goals based on students current NWEA scores. ● Increase parents participation in SSC, PTA, volunteering in their child's classroom and other organizations and events. ● Increase participation in the UPK program. ● Implementation of Foster Youth Success teams to implement day 1 supports for academic and socio-emotional needs of Foster students.
<p>SPED</p>	<p>184 Students: (169 eligible/15 pending) RSP: 82 SDC: 73 Speech Only: 14</p>		

NWEA

Winter 2022 NWEA scores for **SPED** population. Total number of students per grade level assessed, mean RIT score, and achievement percentile.

Math: 123 Students

- Kindergarten: 14 142.4 13th
- 1st Grade: 6 160.3 8th
- 2nd Grade: 13 162.5 1st
- 3rd Grade: 14 168.8 1st
- 4th Grade: 22 181.6 1st
- 5th Grade: 23 191.3 1st
- 6th Grade: 31 199.7 1st

Language Arts-Reading: 113 Students

- Kindergarten: 7 132.9 1st
- 1st Grade: 7 144.9 1st
- 2nd Grade: 11 162.2 1st
- 3rd Grade: 13 164.0 1st
- 4th Grade: 21 176.8 1st
- 5th Grade: 23 186.4 1st
- 6th Grade: 31 196.4 1st

There are very serious concerns regarding our SPED population's reading and math skills as evidenced by all grade levels scoring in the 1st percentile in reading and math on the NWEA. Kindergarten and first grade scored slightly better on the NWEA math assessment but still significantly below grade level.

1st grade SDC has the fewest numbers but the most referrals.

- Inconsistent and limited use of the CST referral process.
- High number of parent requests for assessments.
- Lack of understanding and training by SPED teachers on the reclassification process for ELL students with an IEP, as appropriate through the IEP team process.
- 19% of students are in SPED.
- No school wide or classroom progress monitoring system.
- Lack of interventions implemented.
- Few if any SDC students were being mainstreamed into general education classrooms prior to 2nd quarter.
- Blended programs had a significant impact on SPED students NWEA scores and led to 3 students moving from an all day SDC program to general education with resource support.
- Prior to 2nd quarter, students with behaviors were placed in SDC instead of being provided with behavior support/intervention plans.
- CORE reading after school intervention was not offered to SPED students since there were limited openings and small group instruction is embedded in the SPED program.
- The Read Naturally online program was implemented as an intervention in the 4th-5th grade SDC classroom during the 4th quarter with positive results.

There is a need for:

- To review and implement with fidelity the CST process.
- Implement research based practices, strategies, and interventions to improve student outcomes.
- Teachers and Administration to be trained on reclassifying ELL students through the IEP process.
- Educating teachers and parents about interpreting data to determine the needs of SPED students and determine appropriate interventions.
- Provide teachers with support and strategies for SPED students and/or students being referred to a CST.
- SPED teacher to participate on the Discipline Committee.
- Collaboration opportunities amongst teaching staff to be able to have more designated and regular time to meet in their PLCs grade level teams with intentional agencials.
- Schoolwide implementation of instructional strategies or interventions to meet student needs, which will be collected by administrator walk throughs.
- Strategic interventions in foundational reading skills and reading fluency during the school day and after.
- Increase participation in the UPK program.
- SST/CST process followed to eliminate unwarranted referrals

		<ul style="list-style-type: none"> ● Lack of consistent implementation and monitoring of researched based practices and intervention programs in all SDC classes such as CORE, Read Naturally, IXL, and other math intervention programs. ● Wasting instructional minutes on nonacademic activities. ● Students not identified early on or did not receive early interventions. ● More SPED referrals in first grade in lieu of retention in kindergarten. ● Parents and teachers are attempting to identify student's needs and attempting to meet student's needs with a referral to SPED. 	<p>for testing</p> <ul style="list-style-type: none"> ● Training time for staff for SST/CST and intervention processes. ● Provide teacher collaboration time to create whole grade cross curricular projects/activities
All Students	Total Students enrolled: 956		

<p>NWEA</p>	<p>Winter 2022 NWEA scores for ALL students. (Total number of students per grade level assessed, mean RIT score, and achievement percentile)</p> <p>Math: 848 Students</p> <ul style="list-style-type: none"> ● Kindergarten: 91 148.5 52nd ● 1st Grade: 90 162.6 16th ● 2nd Grade: 119 173.5 6th ● 3rd Grade: 120 188.0 13th ● 4th Grade: 137 197.5 14th ● 5th Grade: 139 205.5 15th ● 6th Grade: 152 208.8 11th <p>Language Arts-Reading: 763 Students</p> <ul style="list-style-type: none"> ● Kindergarten: 7 132.9 1st ● 1st Grade: 87 156.8 10th ● 2nd Grade: 116 172.3 13th ● 3rd Grade: 121 185.4 15th ● 4th Grade: 142 198.7 34th ● 5th Grade: 139 204.0 26th ● 6th Grade: 151 206.6 17th <p>Overall, Esperanza students performed better on the NWEA reading assessment, particularly in grades 4-6. Kindergarten and first grade students performed better on the NWEA math assessment. There is concern regarding Kindergarten's reading scores and 2nd grades math performance.</p>	<ul style="list-style-type: none"> ● Only 20%-30% are expected to pass the CAASPP assessment in Reading. ● All grade levels performed best in numbers and operations. ● All grades received the lowest scores in geometry and measurement on the NWEA. ● There was no interventions/support offered to students performing below grade level in math during the after school intervention program. ● There were no supports offered during after school interventions for 4th-6th grades students who read below grade level. ● Lack of enrichment/academic programs for upper grades until 4th quarter 	<p>There is a need for:</p> <ul style="list-style-type: none"> ● Develop a parent support program to help equip families with strategies and tools to best support their child. ● Collaboration opportunities amongst teaching staff to be able to have more designated and regular time to meet in their PLCs grade level teams with intentional agencials. ● Schoolwide implementation of instructional strategies or interventions to meet student needs, which will be collected by administrator walk throughs. ● Strategic interventions in foundational reading skills and reading fluency during the school day and after.
			<ul style="list-style-type: none"> ● School wide fluency screening three times per year: Fall, Winter, Spring. ● Identify students with need and monitor their progress weekly or biweekly. ● Implement Tier 2 interventions with the classroom and during the school day. ● Motivation activities for all

			<p>students providing test taking strategies and goal setting opportunities.</p> <ul style="list-style-type: none"> ● Parent involvement and information given related to NWEA and CAASPP assessments. ● Develop appropriate reading and math goals based on students current NWEA scores. ● Increase parents participation in SSC, PTA, volunteering in their child's classroom and other organizations and events. ● Increase participation in the UPK program. 																																		
Parent Engagement																																					
	<table border="0"> <thead> <tr> <th data-bbox="283 776 682 808">Format</th> <th data-bbox="703 776 924 808">Parent Access</th> </tr> </thead> <tbody> <tr> <td data-bbox="283 876 682 909">Mobile PS app Daily Access</td> <td data-bbox="808 876 924 909">6.9%</td> </tr> <tr> <td data-bbox="283 909 682 941">Web PS log-in Daily Access</td> <td data-bbox="829 909 924 941">1%</td> </tr> <tr> <td data-bbox="283 941 682 974">PS Progress Report sign-up</td> <td data-bbox="798 941 924 974">36.7%</td> </tr> <tr> <td data-bbox="283 974 682 1006">Class Dojo School Messages</td> <td data-bbox="798 974 924 1006">39.2%</td> </tr> <tr> <td data-bbox="283 1006 682 1039">Phone Dialers Answered</td> <td data-bbox="798 1006 924 1039">39.9%</td> </tr> <tr> <td data-bbox="283 1039 682 1071">Phone Dialers Machine pickup</td> <td data-bbox="798 1039 924 1071">41.2%</td> </tr> <tr> <td data-bbox="283 1071 682 1104">Dialers No answer/blocked</td> <td data-bbox="808 1071 924 1104">5.6%</td> </tr> <tr> <td data-bbox="283 1104 682 1136">Emails Blocked</td> <td data-bbox="808 1104 924 1136">8.1%</td> </tr> <tr> <td data-bbox="283 1136 682 1169">Emails Opened</td> <td data-bbox="819 1136 924 1169">45%</td> </tr> <tr> <td data-bbox="283 1169 682 1201">Emails Never opened</td> <td data-bbox="798 1169 924 1201">23.8%</td> </tr> <tr> <td colspan="2" data-bbox="283 1201 924 1234">Number of students</td> </tr> <tr> <td colspan="2" data-bbox="283 1234 924 1266">whose records were accessed in PS : 42.89%</td> </tr> <tr> <td colspan="2" data-bbox="283 1266 924 1299">42.89%</td> </tr> <tr> <td data-bbox="283 1299 682 1331">Parent Healthy Kids Survey Completed</td> <td data-bbox="798 1299 924 1331">7.5%</td> </tr> <tr> <td data-bbox="283 1331 682 1364">Average Parent Attendance ELAC:</td> <td data-bbox="850 1331 924 1364">8</td> </tr> <tr> <td data-bbox="283 1364 682 1396">Average Parent Attendance PTA:</td> <td data-bbox="850 1364 924 1396">10</td> </tr> </tbody> </table>	Format	Parent Access	Mobile PS app Daily Access	6.9%	Web PS log-in Daily Access	1%	PS Progress Report sign-up	36.7%	Class Dojo School Messages	39.2%	Phone Dialers Answered	39.9%	Phone Dialers Machine pickup	41.2%	Dialers No answer/blocked	5.6%	Emails Blocked	8.1%	Emails Opened	45%	Emails Never opened	23.8%	Number of students		whose records were accessed in PS : 42.89%		42.89%		Parent Healthy Kids Survey Completed	7.5%	Average Parent Attendance ELAC:	8	Average Parent Attendance PTA:	10	<ul style="list-style-type: none"> ● Many dialers not answered ● Emails are read more than dialers are picked up ● Low PS usage for parents ● Don't feel connected to school. ● Volunteers were not allowed on campus until the 3rd quarter due to Covid Restrictions. ● No assemblies, field trips or on campus activities until 4th quarter due to Covid restrictions. ● Back-to-school night was virtual and had a low participation rate. ● Parent Teacher conferences were virtual as well. 	<p>There is a need to:</p> <ul style="list-style-type: none"> ● Continue encouraging parent participation in ELAC, DELAC, SSC, PTA, and other organizations ● Continue parent support and outreach programs ● Continue distribution of documents and informational phone messages/emails to communicate regularly to parents ● Make time for classified staff/aides/make personal phone calls to invite parents to support school activities ● Provide technology support through Parent University nights (bilingual) ● Train Clerks/Admin in FinalSite to maintain and update the
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		<ul style="list-style-type: none"> ● PTA meetings virtual ● Parents concerned with exposure/health and safety ● Parents lacked understanding of how to connect through PowerSchool/Dojo ● School website was out of date/lacked resources ● Parents don't understand standards based grades/NWEA scores and feel disconnected from student progress ● Disconnected parents have students with more discipline incidents on campus. 	<p>school website regularly</p> <ul style="list-style-type: none"> ● Create and establish support programs for families to access student grades, and contact classroom teachers ● Provide onsite meetings with virtual options to encourage participation in: Site council, PTA, ELAC, Parent University nights, and Conferencing. ● Communicate year long dates for important meetings ● Provide ongoing professional development for administrators, teachers and other staff on how to build strong partnerships with families. Welcome community partners in the school. ● Create opportunities to allow stakeholders, community members, and families to provide feedback to administration including quarterly Pastries with the Principal meetings. ● Provide Incentives for participation in events, meetings, and surveys. ● Create a single school wide communication platform to reduce confusion among grade levels. ● Provide Bilingual communication for school incidents/health office visits. ● Create "text message line" through Let's Talk to allow for ease of communication ● Scholarships for parents to get volunteer badges/fingerprint clearance w/ parent
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			commitment contract/application																																
Student Connectivity																																			
	<p>Student Mobile PS app Daily Access (6) .06%</p> <p>Student Web PS log-in Daily Access (8) .08%</p> <p>California Healthy Kids Survey Completed:</p> <table border="0"> <tr> <td>5th grade</td> <td>61</td> </tr> <tr> <td>6th Grade</td> <td>48</td> </tr> <tr> <td>Total Students completed survey: (69%)</td> <td>109</td> </tr> <tr> <td>Total Students in grades 5/6:</td> <td>152</td> </tr> </table> <p>Feel connected to school: Female</p> <table border="0"> <tr> <td>Males</td> <td></td> </tr> <tr> <td>5th grade</td> <td>52%</td> </tr> <tr> <td>65%</td> <td></td> </tr> <tr> <td>6th grade</td> <td>63%</td> </tr> <tr> <td>67%</td> <td></td> </tr> </table> <p>Academica Motivation (want to do well): Female</p> <table border="0"> <tr> <td>Males</td> <td></td> </tr> <tr> <td>5th grade</td> <td>72%</td> </tr> <tr> <td>82%</td> <td></td> </tr> <tr> <td>6th grade</td> <td>65%</td> </tr> <tr> <td>75%</td> <td></td> </tr> </table> <p>Feel they Participate Meaningfully in school: Female</p> <table border="0"> <tr> <td>Males</td> <td></td> </tr> <tr> <td>5th grade</td> <td>31%</td> </tr> </table>	5th grade	61	6th Grade	48	Total Students completed survey: (69%)	109	Total Students in grades 5/6:	152	Males		5th grade	52%	65%		6th grade	63%	67%		Males		5th grade	72%	82%		6th grade	65%	75%		Males		5th grade	31%	<ul style="list-style-type: none"> • Chromebooks available for all students to check out for home and summer usage. • 1:1 devices for all grade levels except 1st grade. • Class DoJo is implemented in all grade levels except Kindergarten. • Kindergarten uses Seesaw for parent communication and homework. • Lack of importance placed on the Healthy Kids Survey by teachers. 	<ul style="list-style-type: none"> • Provide training for students in accessing Powerschool, grades, and online communication platforms. • Create opportunities for students to feel connected to their school through student groups, clubs, and enrichment programs. • Create School wide incentives for positive reinforcement of achievement • Establish Student Council after school club to create student organized events, and opportunities for connectedness • Provide ongoing professional development for staff to support socio-emotional needs of students • Provide ongoing Counseling intervention support programs through CCA's and lunch time activities
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	<p>21% 6th grade 32%</p> <p style="text-align: right;">31%</p>		
Attendance	Total Students Enrolled: 958		
	<p>Esperanza Elementary's current enrollment is 958 students with an overall attendance rate of 93% and on average 67 students are absent daily.</p> <p>Days of the Week: Mondays: 14 out of 28 Mondays or a 50% absenteeism rate which falls in the well above average (79% or greater) range. Fridays: 13 out of 29 Fridays or 45% of students are absent on a Friday and which falls into the well above average range.</p> <p>Ethnicities: Hipanic/Lation population has a higher rate of chronic and severe chronic compared to all other subgroups.</p> <p>21-22 School Year by Grade Level: Kindergarten:</p> <ul style="list-style-type: none"> ● Total Students: 123 ● Excellent: 5 or 4% ● Satisfactory: 29 or 24% ● Manageable: 46 or 37% ● Chronic: 33 or 27% ● Severe Chronic: 10 or 8% <p>1st Grade:</p> <ul style="list-style-type: none"> ● Total Students: 115 ● Excellent: 7 or 6% ● Satisfactory: 36 or 31% ● Manageable: 40 or 35% ● Chronic: 25 or 22% ● Severe Chronic: 7 or 6% 	<ul style="list-style-type: none"> ● Attendance clerk was hired to monitor attendance, facilitate parent conferences, and improve attendance. ● Parents of kindergarteners do not understand the importance of skills taught in kindergarten. ● Parents extend week trips to include Fridays and Mondays. ● Parents are fearful of sending children to school when they exhibit Covid Symptoms. ● Hispanic students have a higher rate of absenteeism than all other ethnicities. ● No attendance incentives (rewards or awards) given perfect or improved attendance for individual students or classes. 	<p>There is a need for:</p> <ul style="list-style-type: none"> ● Identify students with behavioral needs, teach them strategies to improve their behavior, monitor and track progress of behavior interventions. ● Decrease suspensions by developing and implementing alternatives to suspensions. ● Collaboration opportunities amongst teaching staff to be able to have more designated and regular time to meet in their PLCs grade level teams with intentional agendas.. ● Schoolwide implementation of instructional strategies or interventions to meet student needs, which will be collected by administrator walk throughs. ● Attendance clerk and Administration to review attendance data to view trends. ● Announce and reward individual students and classes weekly, monthly and/or quarterly. ● Conduct regular attendance conferences to identify barriers, educate parents on the importance of good attendance, and build positive relationships

2nd Grade:

- Total Students: 132
- Excellent: 8 or 6%
- Satisfactory: 44 or 33%
- Manageable: 54 or 41%
- Chronic: 25 or 19%
- Severe Chronic: 1 or >1%

3rd Grade:

- Total Students: 132
- Excellent: 15 or 11%
- Satisfactory: 44 or 33%
- Manageable: 54 or 41%
- Chronic: 2 or 2%
- Severe Chronic: 4 or 3%

4th Grade:

- Total Students: 151
- Excellent: 13 or 86%
- Satisfactory: 68 or 45%
- Manageable: 44 or 29%
- Chronic: 22 or 15%
- Severe Chronic: 4 or 3%

5th Grade:

- Total Students: 146
- Excellent: 8 or 5%
- Satisfactory: 55 or
- Manageable: 59 or
- Chronic: 23 or 16%
- Severe Chronic: 1 or >1%

6th Grade:

- Total Students: 152
- Excellent: 10 or 7%
- Satisfactory: 50 or 33%
- Manageable: 59 or 39%
- Chronic: 28 or 18%
- Severe Chronic: 5 or 3%

Third Grade has the least percentage of students with Chronic absenteeism. Kindergarten has the highest percentage of Chronic and Severely Chronic absenteeism than all other grade levels.

with parents.

- Increase participation in the UPK program.
- Teach and train families in how to clear absences (bilingual) iattend/attendance line

School Discipline	Events		
	<p>Discipline events by grade level:</p> <p>Kindergarten:</p> <p>1 or more Suspensions: 4 3 or more incidents of Defiance 0 5 or more school rule violations 3 Incidents of Physical Injury: 1 Incidents of Class Disruption: 1 Incidents of Fighting: 1 Incidents off Hands off Violation: 20 Incidents of Profanity: 0 Incidents of threats: 0</p> <p>1st Grade:</p> <p>1 or more Suspensions: 4 3 or more incidents of Defiance 0 5 or more school rule violations 6 Incidents of Physical Injury: 4 Incidents of Class Disruption: 12 Incidents of Fighting: 0 Incidents off Hands off Violation: 69 Incidents of Profanity: 0 Incidents of threats: 2</p> <p>2nd Grade:</p> <p>1 or more Suspensions: 3 3 or more incidents of Defiance 2 5 or more school rule violations 3 Incidents of Physical Injury: 0 Incidents of Class Disruption: 29 Incidents of Fighting: 0 Incidents off Hands off Violation: 27 Incidents of Profanity: 2 Incidents of threats: 0</p> <p>3rd grade:</p> <p>1 or more Suspensions: 4 3 or more incidents of Defiance 0 5 or more school rule violations 0 Incidents of Physical Injury: 1 Incidents of Class Disruption: 2 Incidents of Fighting: 2 Incidents off Hands off Violation: 13 Incidents of Profanity: 7 Incidents of threats: 1</p> <p>4th Grade:</p>	<ul style="list-style-type: none"> • Students lacked structure and social-emotional supports during distance learning • Lack of consistent discipline procedures and prevention in place due to frequent staff changes • Lack of training for classified staff due to minimal classified meetings, and high turnover of staff • Students entered with elevated behavioral needs in response to at-home learning, changes in school expectations, and limited parental involvement/support at school. • Lack of positive reinforcement programs • Lack of awards to motivate positive recognition • Students struggling with appropriate peer interactions after 18 months of isolation during at home learning. • Disconnection of families with school, teachers, and on campus behavior of students. • Discipline events spiked during unstructured/recess time 	<p>There is a need to:</p> <ul style="list-style-type: none"> • Create structured behavior management program to reinforce POSITIVE recognitions and incentives campus wide. • Provide professional development/training for classified staff to address behavior and socio-emotional needs of students • Provide additional structured events during recess with Campus Climate aides/playground staff. • Provide conflict mediation support training for staff and students • Provide opportunities for building positive Peer interactions through ALL IT TAKES, LDTPE, and Tiered counseling lessons • Quarterly character awards assemblies to encourage positive behaviors, and engage families • Staff training/Professional development to build campus climate

1 or more Suspensions:	3
3 or more incidents of Defiance	0
5 or more school rule violations	0
Incidents of Physical Injury:	0
Incidents of Class Disruption:	0
Incidents of Fighting:	2
Incidents off Hands off Violation:	5
Incidents of Profanity:	1
Incidents of threats:	1

5th Grade:

1 or more Suspensions:	7
3 or more incidents of Defiance	5
5 or more school rule violations	1
Incidents of Physical Injury:	1
Incidents of Class Disruption:	8
Incidents of Fighting:	6
Incidents off Hands off Violation:	13
Incidents of Profanity:	3
Incidents of threats:	2

6th Grade:

1 or more Suspensions:	15
3 or more incidents of Defiance:	8
5 or more school rule violations:	2
Incidents of Physical Injury:	3
Incidents of Class Disruption:	5
Incidents of Fighting:	15
Incidents off Hands off Violation:	21
Incidents of Profanity:	4
Incidents of threats:	4

- Hands off violations, shoving, pushing, hitting are highest discipline concern in lower elementary
- Systems for behavior management not in place from beginning of school year
- No differentiation between minor and major incidents. Many teachers send small manageable incidents straight to the office without classroom consequences/parent communication.
- New staff lack training for students with high behavioral needs.
- Higher incidents of fighting in upper elementary, more defiance
- Several students are “repeat offenders” and do not seem to learn when given consequences
- Communication of classroom discipline to allow preventative support from home.
- Lack of consistent discipline matrix.
- Quarterly training for playground and classroom aides to address high needs behaviors/students
- Regular check-ins with classified staff
- Student Check-in/Check out system for targeted students
- Staff support and trainings with school behaviorist for students with high needs
- Staff training in Behavior Intervention Plans/Systems
- Create behavior teams with parents, staff, admin and frequent behaviors to create individualized motivations, and consequences that are meaningful
- Establish a clear discipline matrix, with consistent follow through of all staff. (merits/behavioral system)
- Intentional teaching of playground rules/games at the beginning of the year