

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 | May 24, 2023 | June 21, 2023 |

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

This plan will support students identified as needing Additional Targeted Support. Student groups include foster youth, students with disabilities, African American and students who are two or more races.

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 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 2022-2023 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 that the majority of students surveyed feel they are motivated to do well in school with 83% of 5th graders and 65% of 6th graders. This is similar to the parent response of 90% either "Strongly Agree" or "Agree." The staff response was significantly higher with 100% of the staff in agreement either "Strongly Agree" or "Agree" that Esperanza's teacher motivate students to learn. The high levels of students feeling academically motivated needs to be maintained in the 23-24 school year.

From these survey results an area of need for both students and parents is more opportunities to connect meaningfully with the school and to meaningfully contribute ideas and feedback. When asked if students are given a chance to help decide school activities or rules only 11% of 5th graders and 12% of 6th graders answered, "Yes, all the time" or "Yes, most of the time." In addition, 5th and 6th grade students stated that staff often does not give them a chance to solve school problems. 30% of 5th graders and 28% of 6th graders answered, "Yes, all the time" or "Yes, most of the time." According to the Healthy School Kids Survey 22-23 only 65% or 100 out of 155 5th grade students participated in the CHKS and 29% or 39 out of 135 6th grade students participated in the CHKS. Only 27 parents participated and 38 staff members participated in the 22-23 CHKS .

The Healthy School Parent survey indicates a need to increase parent involvement in PTA, school committees, and classroom or school volunteer opportunities on campus. 61% of parents have not participated in PTA meetings, 91% of parents surveyed never participated on a school committee, 42% have not attended a school or class event, and 61% of parents surveyed have not volunteered in their child's classroom or anywhere on campus. Participation in school fundraisers has now increased with 65% of our families indicating that they have participated in at least one fundraising activity this year. In addition, parent connectivity has increased with 87% of parents indicating they have attended at least one general school meeting.

According to the Healthy School Staff Survey, an area of need identified is to establish a schoolwide system to communicate school rules and consequences clearly. Only 24% of staff surveyed strongly agree that there is rule clarity and fairness on campus. In addition, the staff identified areas of professional development needs and growth on the campus. 54% of staff surveyed indicated the need for professional development in positive behavioral support and classroom management. 65% of staff surveyed indicated the need for additional professional development addressing how to meet the social, emotional, and developmental needs of students.

The Healthy School Kids Survey identified a need to improve student engagement/meaningful participation at school. 70% of 5th graders and 76% of 6th graders surveyed do not feel like they meaningfully participate in school. 57% of 5th graders and 53% of 6th graders surveyed answered "No, never," in response to the question, "Are you given a chance to help decide school activities or rules?" Additionally, 29% of 5th and 50% of 6th graders reported, "No, never," to the question, "Do the teachers and other grown-ups at school ask you about your ideas?" These are areas of concern and need to be addressed in the 22-23 school year.

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 grade level teams during their collaboration times (PLC).

The formal and informal observations have shown strengths in the areas of teacher student interactions, seat work, and use of technology. Areas of weakness from observations include excessive amounts of supplemental materials in place of district adopted curriculum in primary grades first through third, limited use of district adopted curriculum in Kindergarten, lack of small group instruction, hands on activities, collaborative learning opportunities, direct instruction, and a lack of implementation of ELD strategies.

The influence of these observations is to better understand what could be impacting the academic scores and other results. The areas of improvement which need to be addressed is implementing district adopted curriculum and supplemental materials with fidelity, improving Tier 1 practices, implementing essential standards along with improving the implementation of school wide RTI/MTSS processes, including professional development and supports for PLCs and assessments.

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, summative and formative 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. These findings drive our instruction. This data is also used to analyze areas of student needs and to provide targeted instruction as well as Tier 2 interventions. NWEA and IXL are used to monitor student progress and provide individualized practice and instruction. The ELPAC assessment is used to monitor language acquisition for EL students.

California Dashboard indicates that ATSI students are performing in the very low indicators academically and scoring in the very high risk indicators for attendance and suspensions.

Esperanza ranked 3rd lowest in the district scoring overall in the 52nd percentile on the NWEA. Esperanza students scored in the 49th percentile in math and the 54th percentile in reading. Esperanza showed low growth and low achievement in mathematics in the Fall of 22-23 and high growth and low achievement in reading in the Fall of 22-23. 3rd grade students demonstrated the most growth, whereas kinder, 1st, 2nd, 4th, and 6th demonstrated negative growth.

There are achievement gaps when looking at various student groups, such as Foster, Special Education, African Americans, and English Language Learners when compared to the overall scores. There is a need for professional learning communities for both administrators and teachers, collaboration opportunities for grade level PLCs with intentional agendas focused on common formative assessment, best first instructional strategies, implementation and use of district adopted curriculum, and implementation of RTI/MTSS systems of support.

ELPAC: Overall, English Learners attained Moderately Developed (35.9%) and Well Developed (19.6%) categories on the ELPAC; which suggests that a great number of EL learners are showing significant growth. Esperanza's English Learners have increased with 42 newly enrolled English Learners in the 22-23 school year.

Teachers use standards based assessments, NWEA, 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 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)

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 MAP Growth 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.

Grade level PLC teams provide opportunities for 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 Teachers on Special Assignments (TOSA), and site administrators. Grade level teams meet 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.

The district has 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. District staff monitors 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 384 teachers district wide, there are 8 teachers that have mis-assignments. Three of 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 TOSAs 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 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 TOCAs located at the district office. The TOSAs support all content areas, assessment and accountability, technology, curriculum, and English learners

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 know, what to do when students don't know, and how they will respond when students already know the standard(s). Esperanza teachers use a variety of assessment data to diagnose the needs of 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 20 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.

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

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. All students have access to SBE-adopted materials, which are adopted by the Board. Intervention materials, embedded in the curriculum, are available to all students.

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
- *Data Teams/PLC
- *RTI Framework.

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. Esperanza experienced a return to campus and campus wide events this school year.

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 committees inform decisions at the site level. 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). 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, as well as enrichment opportunities.

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 22/23 school year (11/9, 12/14, 1/18, 2/22, 3/15, 4/26, 5/10, and 6/6) to review, adjust, and provide input to the SPSA. Additionally, input has been solicited from the school's Parent Teacher Association (2/1, 5/17) and the English Language Advisory Council on 4/1 and 5/10. 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 foster youth, students with disabilities, African American and students who are two or more races . These subgroups failed to meet their anticipated growth in both math and reading on the NWEA and are identified on the CA Dashboard as very low academically and very high on the Attendance Indicator and Suspension Indicators. In order to meet the academic needs of underperforming students and to increase the use of evidence-based practices to 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. 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. Our underperforming students have reduced rates of family participation. To address this inequity, increased parent involvement opportunities are needed to fully engage families in learning.

***(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.)

Student performing below grade level have several barriers in accessing academic materials or programs including: Parents lack academic or language knowledge to support students with homework or intervention programs, lack of adult support at home after school (working parents), and inconsistent home stability (foster home placement, split households, changing school enrollments).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 0.2% | 0.22% | 0.32% | 2 | 2 | 3 |
| African American | 7.3% | 7.13% | 7.68% | 74 | 66 | 73 |
| Asian | 3.8% | 4.00% | 3.89% | 38 | 37 | 37 |
| Filipino | 1.4% | 1.62% | 1.89% | 14 | 15 | 18 |
| Hispanic/Latino | 54.8% | 56.91% | 60.63% | 555 | 527 | 576 |
| Pacific Islander | 0.1% | 0.22% | 0.11% | 1 | 2 | 1 |
| White | 26.1% | 24.19% | 19.68% | 264 | 224 | 187 |
| Multiple/No Response | 6.1% | 5.40% | 5.16% | 62 | 50 | 49 |
| Total Enrollment | | | | 1,012 | 926 | 950 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 129 | 110 | 152 |
| Grade 1 | 131 | 104 | 119 |
| Grade 2 | 138 | 130 | 116 |
| Grade3 | 153 | 129 | 136 |
| Grade 4 | 155 | 150 | 141 |
| Grade 5 | 177 | 146 | 149 |
| Grade 6 | 129 | 157 | 137 |
| Total Enrollment | 1,012 | 926 | 950 |

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 85 | 90 | 88 | 8.40% | 9.7% | 9.3% |
| Fluent English Proficient (FEP) | 72 | 70 | 68 | 7.10% | 7.6% | 7.2% |
| Reclassified Fluent English Proficient (RFEP) | 21 | | | 24.7% | | |

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 159 | 131 | | 0 | 130 | | 0 | 130 | | 0.0 | 99.2 | |
| Grade 4 | 155 | 151 | | 0 | 150 | | 0 | 150 | | 0.0 | 99.3 | |
| Grade 5 | 176 | 146 | | 0 | 146 | | 0 | 146 | | 0.0 | 100.0 | |
| Grade 6 | 139 | 152 | | 0 | 152 | | 0 | 152 | | 0.0 | 100.0 | |
| All Grades | 629 | 580 | | 0 | 578 | | 0 | 578 | | 0.0 | 99.7 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2393. | | | 17.69 | | | 16.92 | | | 26.92 | | | 38.46 | |
| Grade 4 | | 2473. | | | 26.00 | | | 27.33 | | | 22.00 | | | 24.67 | |
| Grade 5 | | 2491. | | | 17.81 | | | 28.77 | | | 27.40 | | | 26.03 | |
| Grade 6 | | 2482. | | | 5.26 | | | 31.58 | | | 22.37 | | | 40.79 | |
| All Grades | N/A | N/A | N/A | | 16.61 | | | 26.47 | | | 24.57 | | | 32.35 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 13.85 | | | 56.92 | | | 29.23 | |
| Grade 4 | | 15.33 | | | 74.00 | | | 10.67 | |
| Grade 5 | | 18.49 | | | 61.64 | | | 19.86 | |
| Grade 6 | | 10.53 | | | 47.37 | | | 42.11 | |
| All Grades | | 14.53 | | | 60.03 | | | 25.43 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 10.77 | | | 46.92 | | | 42.31 | |
| Grade 4 | | 20.67 | | | 61.33 | | | 18.00 | |
| Grade 5 | | 20.55 | | | 59.59 | | | 19.86 | |
| Grade 6 | | 6.62 | | | 58.28 | | | 35.10 | |
| All Grades | | 14.73 | | | 56.85 | | | 28.42 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 9.23 | | | 73.08 | | | 17.69 | |
| Grade 4 | | 7.33 | | | 74.67 | | | 18.00 | |
| Grade 5 | | 10.27 | | | 78.08 | | | 11.64 | |
| Grade 6 | | 12.50 | | | 70.39 | | | 17.11 | |
| All Grades | | 9.86 | | | 74.05 | | | 16.09 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 13.85 | | | 61.54 | | | 24.62 | |
| Grade 4 | | 18.00 | | | 70.67 | | | 11.33 | |
| Grade 5 | | 10.96 | | | 72.60 | | | 16.44 | |
| Grade 6 | | 5.92 | | | 68.42 | | | 25.66 | |
| All Grades | | 12.11 | | | 68.51 | | | 19.38 | |

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 159 | 131 | | 0 | 130 | | 0 | 130 | | 0.0 | 99.2 | |
| Grade 4 | 155 | 151 | | 0 | 150 | | 0 | 150 | | 0.0 | 99.3 | |
| Grade 5 | 176 | 146 | | 0 | 146 | | 0 | 146 | | 0.0 | 100.0 | |
| Grade 6 | 139 | 152 | | 0 | 152 | | 0 | 152 | | 0.0 | 100.0 | |
| All Grades | 629 | 580 | | 0 | 578 | | 0 | 578 | | 0.0 | 99.7 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2401. | | | 13.85 | | | 20.77 | | | 28.46 | | | 36.92 | |
| Grade 4 | | 2459. | | | 12.67 | | | 27.33 | | | 31.33 | | | 28.67 | |
| Grade 5 | | 2475. | | | 12.33 | | | 18.49 | | | 28.77 | | | 40.41 | |
| Grade 6 | | 2478. | | | 6.58 | | | 16.45 | | | 33.55 | | | 43.42 | |
| All Grades | N/A | N/A | N/A | | 11.25 | | | 20.76 | | | 30.62 | | | 37.37 | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 17.69 | | | 44.62 | | | 37.69 | |
| Grade 4 | | 16.67 | | | 52.00 | | | 31.33 | |
| Grade 5 | | 13.01 | | | 43.84 | | | 43.15 | |
| Grade 6 | | 8.55 | | | 53.29 | | | 38.16 | |
| All Grades | | 13.84 | | | 48.62 | | | 37.54 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 13.85 | | | 52.31 | | | 33.85 | |
| Grade 4 | | 16.00 | | | 54.00 | | | 30.00 | |
| Grade 5 | | 7.53 | | | 57.53 | | | 34.93 | |
| Grade 6 | | 5.92 | | | 48.68 | | | 45.39 | |
| All Grades | | 10.73 | | | 53.11 | | | 36.16 | |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 13.08 | | | 63.08 | | | 23.85 | |
| Grade 4 | | 16.00 | | | 55.33 | | | 28.67 | |
| Grade 5 | | 9.59 | | | 62.33 | | | 28.08 | |
| Grade 6 | | 7.24 | | | 58.55 | | | 34.21 | |
| All Grades | | 11.42 | | | 59.69 | | | 28.89 | |

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 1403.8 | 1457.9 | | 1417.0 | 1460.3 | | 1373.0 | 1452.5 | | 13 | 11 | |
| 1 | 1482.7 | * | | 1486.1 | * | | 1478.7 | * | | 11 | * | |
| 2 | 1499.1 | 1455.4 | | 1504.6 | 1455.7 | | 1493.1 | 1454.5 | | 12 | 12 | |
| 3 | 1479.0 | 1491.6 | | 1488.2 | 1493.0 | | 1469.4 | 1489.7 | | 21 | 14 | |
| 4 | 1492.1 | 1494.7 | | 1500.3 | 1510.1 | | 1483.5 | 1478.8 | | 14 | 14 | |
| 5 | 1525.9 | 1526.1 | | 1530.6 | 1542.8 | | 1520.9 | 1509.1 | | 14 | 11 | |
| 6 | * | 1544.7 | | * | 1563.9 | | * | 1525.4 | | 8 | 14 | |
| All Grades | | | | | | | | | | 93 | 79 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 15.38 | 36.36 | | 23.08 | 9.09 | | 38.46 | 54.55 | | 23.08 | 0.00 | | 13 | 11 | |
| 1 | 27.27 | * | | 36.36 | * | | 36.36 | * | | 0.00 | * | | 11 | * | |
| 2 | 16.67 | 0.00 | | 75.00 | 58.33 | | 0.00 | 25.00 | | 8.33 | 16.67 | | 12 | 12 | |
| 3 | 23.81 | 0.00 | | 47.62 | 78.57 | | 14.29 | 21.43 | | 14.29 | 0.00 | | 21 | 14 | |
| 4 | 0.00 | 14.29 | | 46.15 | 42.86 | | 53.85 | 28.57 | | 0.00 | 14.29 | | 13 | 14 | |
| 5 | 7.14 | 9.09 | | 64.29 | 36.36 | | 21.43 | 54.55 | | 7.14 | 0.00 | | 14 | 11 | |
| 6 | * | 21.43 | | * | 57.14 | | * | 21.43 | | * | 0.00 | | * | 14 | |
| All Grades | 15.22 | 12.66 | | 48.91 | 49.37 | | 26.09 | 32.91 | | 9.78 | 5.06 | | 92 | 79 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 23.08 | 27.27 | | 30.77 | 27.27 | | 23.08 | 27.27 | | 23.08 | 18.18 | | 13 | 11 | |
| 1 | 36.36 | * | | 36.36 | * | | 27.27 | * | | 0.00 | * | | 11 | * | |
| 2 | 25.00 | 16.67 | | 66.67 | 58.33 | | 8.33 | 8.33 | | 0.00 | 16.67 | | 12 | 12 | |
| 3 | 52.38 | 14.29 | | 28.57 | 64.29 | | 4.76 | 21.43 | | 14.29 | 0.00 | | 21 | 14 | |
| 4 | 7.69 | 42.86 | | 84.62 | 42.86 | | 7.69 | 7.14 | | 0.00 | 7.14 | | 13 | 14 | |
| 5 | 64.29 | 36.36 | | 35.71 | 63.64 | | 0.00 | 0.00 | | 0.00 | 0.00 | | 14 | 11 | |
| 6 | * | 50.00 | | * | 50.00 | | * | 0.00 | | * | 0.00 | | * | 14 | |
| All Grades | 36.96 | 30.38 | | 45.65 | 53.16 | | 9.78 | 10.13 | | 7.61 | 6.33 | | 92 | 79 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 7.69 | 18.18 | | 30.77 | 27.27 | | 30.77 | 54.55 | | 30.77 | 0.00 | | 13 | 11 | |
| 1 | 9.09 | * | | 63.64 | * | | 9.09 | * | | 18.18 | * | | 11 | * | |
| 2 | 8.33 | 0.00 | | 75.00 | 50.00 | | 8.33 | 8.33 | | 8.33 | 41.67 | | 12 | 12 | |
| 3 | 0.00 | 0.00 | | 42.86 | 14.29 | | 38.10 | 71.43 | | 19.05 | 14.29 | | 21 | 14 | |
| 4 | 0.00 | 0.00 | | 0.00 | 42.86 | | 69.23 | 28.57 | | 30.77 | 28.57 | | 13 | 14 | |
| 5 | 0.00 | 0.00 | | 21.43 | 9.09 | | 64.29 | 63.64 | | 14.29 | 27.27 | | 14 | 11 | |
| 6 | * | 0.00 | | * | 14.29 | | * | 78.57 | | * | 7.14 | | * | 14 | |
| All Grades | 4.35 | 3.80 | | 35.87 | 26.58 | | 36.96 | 50.63 | | 22.83 | 18.99 | | 92 | 79 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 0.00 | 36.36 | | 92.31 | 54.55 | | 7.69 | 9.09 | | 13 | 11 | |
| 1 | 45.45 | * | | 54.55 | * | | 0.00 | * | | 11 | * | |
| 2 | 41.67 | 25.00 | | 58.33 | 58.33 | | 0.00 | 16.67 | | 12 | 12 | |
| 3 | 52.38 | 35.71 | | 33.33 | 57.14 | | 14.29 | 7.14 | | 21 | 14 | |
| 4 | 15.38 | 64.29 | | 84.62 | 28.57 | | 0.00 | 7.14 | | 13 | 14 | |
| 5 | 21.43 | 18.18 | | 78.57 | 81.82 | | 0.00 | 0.00 | | 14 | 11 | |
| 6 | * | 21.43 | | * | 71.43 | | * | 7.14 | | * | 14 | |
| All Grades | 28.26 | 36.71 | | 65.22 | 55.70 | | 6.52 | 7.59 | | 92 | 79 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 23.08 | 18.18 | | 38.46 | 54.55 | | 38.46 | 27.27 | | 13 | 11 | |
| 1 | 27.27 | * | | 63.64 | * | | 9.09 | * | | 11 | * | |
| 2 | 58.33 | 33.33 | | 41.67 | 50.00 | | 0.00 | 16.67 | | 12 | 12 | |
| 3 | 57.14 | 57.14 | | 28.57 | 42.86 | | 14.29 | 0.00 | | 21 | 14 | |
| 4 | 30.77 | 35.71 | | 69.23 | 57.14 | | 0.00 | 7.14 | | 13 | 14 | |
| 5 | 78.57 | 90.91 | | 21.43 | 9.09 | | 0.00 | 0.00 | | 14 | 11 | |
| 6 | * | 92.86 | | * | 7.14 | | * | 0.00 | | * | 14 | |
| All Grades | 50.00 | 53.16 | | 40.22 | 39.24 | | 9.78 | 7.59 | | 92 | 79 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 0.00 | 18.18 | | 84.62 | 81.82 | | 15.38 | 0.00 | | 13 | 11 | |
| 1 | 9.09 | * | | 63.64 | * | | 27.27 | * | | 11 | * | |
| 2 | 8.33 | 0.00 | | 83.33 | 58.33 | | 8.33 | 41.67 | | 12 | 12 | |
| 3 | 0.00 | 0.00 | | 71.43 | 71.43 | | 28.57 | 28.57 | | 21 | 14 | |
| 4 | 0.00 | 0.00 | | 61.54 | 71.43 | | 38.46 | 28.57 | | 13 | 14 | |
| 5 | 0.00 | 0.00 | | 78.57 | 63.64 | | 21.43 | 36.36 | | 14 | 11 | |
| 6 | * | 7.14 | | * | 78.57 | | * | 14.29 | | * | 14 | |
| All Grades | 3.26 | 5.06 | | 70.65 | 70.89 | | 26.09 | 24.05 | | 92 | 79 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 46.15 | 54.55 | | 23.08 | 36.36 | | 30.77 | 9.09 | | 13 | 11 | |
| 1 | 45.45 | * | | 36.36 | * | | 18.18 | * | | 11 | * | |
| 2 | 25.00 | 25.00 | | 66.67 | 41.67 | | 8.33 | 33.33 | | 12 | 12 | |
| 3 | 33.33 | 0.00 | | 42.86 | 92.86 | | 23.81 | 7.14 | | 21 | 14 | |
| 4 | 0.00 | 14.29 | | 69.23 | 71.43 | | 30.77 | 14.29 | | 13 | 14 | |
| 5 | 14.29 | 0.00 | | 78.57 | 81.82 | | 7.14 | 18.18 | | 14 | 11 | |
| 6 | * | 0.00 | | * | 92.86 | | * | 7.14 | | * | 14 | |
| All Grades | 27.17 | 15.19 | | 53.26 | 70.89 | | 19.57 | 13.92 | | 92 | 79 | |

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 926 | 58.5 | 9.7 | 2.5 |
| Total Number of Students enrolled in Esperanza Elementary. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 90 | 9.7 |
| Foster Youth | 23 | 2.5 |
| Homeless | 59 | 6.4 |
| Socioeconomically Disadvantaged | 542 | 58.5 |
| Students with Disabilities | 127 | 13.7 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 66 | 7.1 |
| American Indian | 2 | 0.2 |
| Asian | 37 | 4.0 |
| Filipino | 15 | 1.6 |
| Hispanic | 527 | 56.9 |
| Two or More Races | 50 | 5.4 |
| Pacific Islander | 2 | 0.2 |
| White | 224 | 24.2 |

Conclusions based on this data:

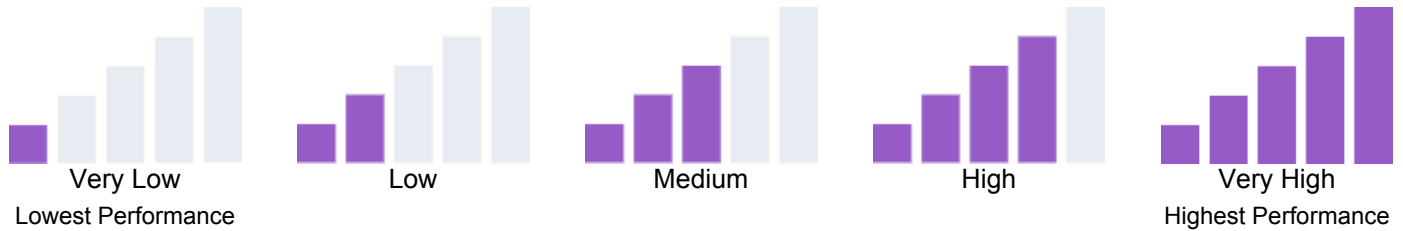
1. Students who are identified as socio-economically disadvantaged represent almost half of the students
2. Almost half of the students identify as Hispanic.

School and Student Performance Data

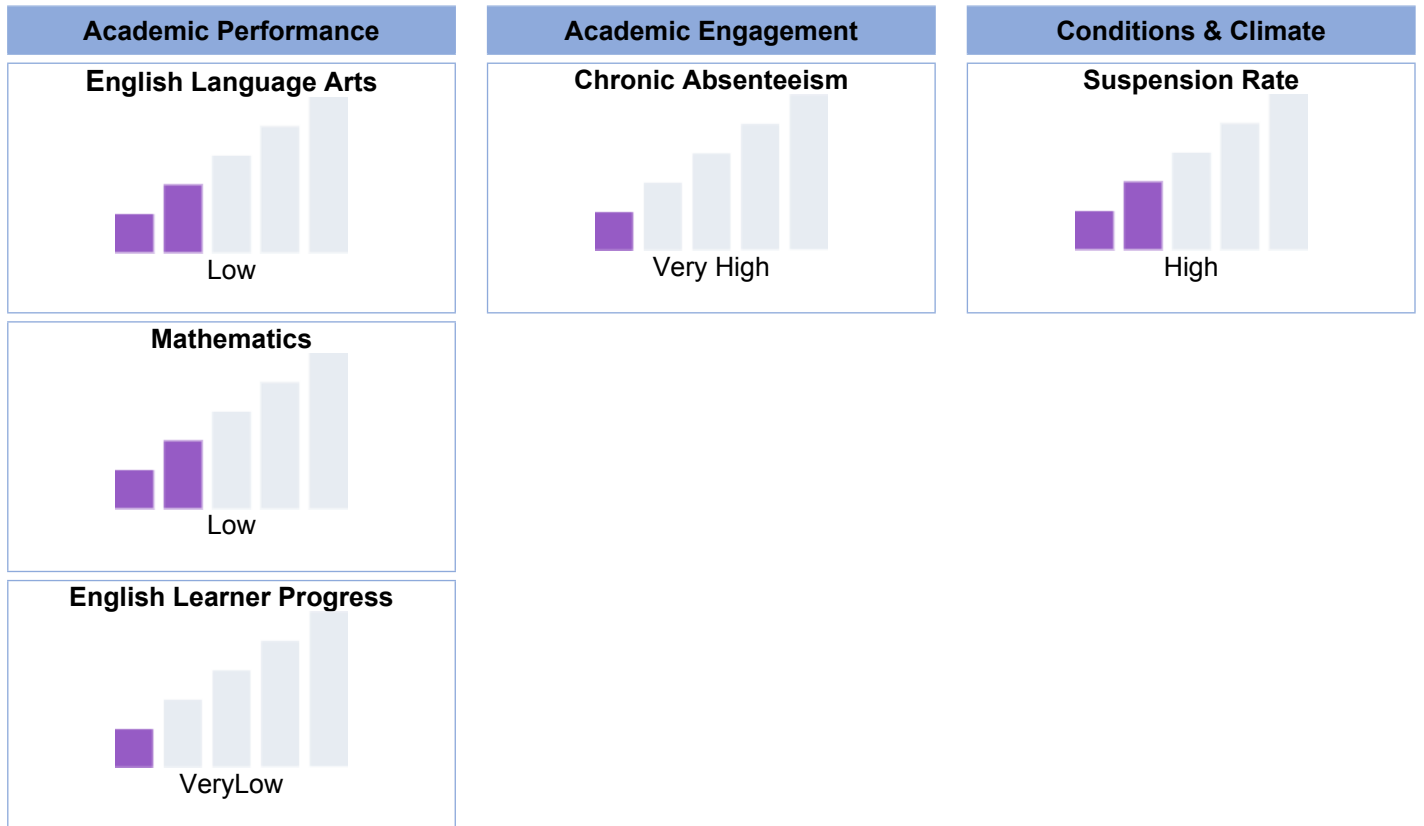
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

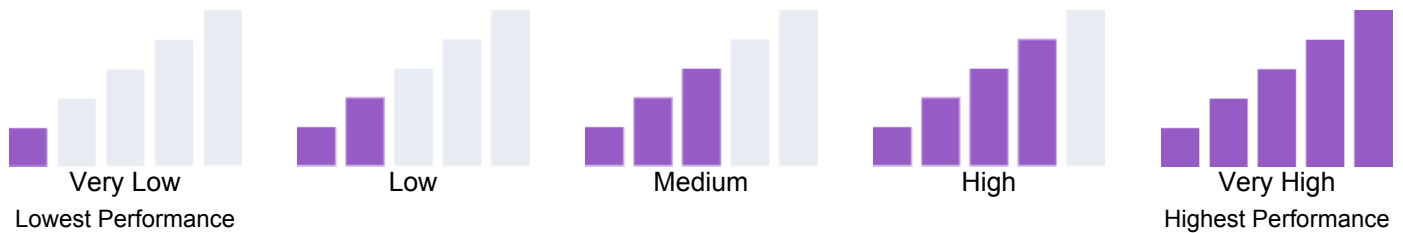
1. Students are not meeting standards in math and ELA
2. There is a lot of room for growth in the area of attendance.

School and Student Performance Data

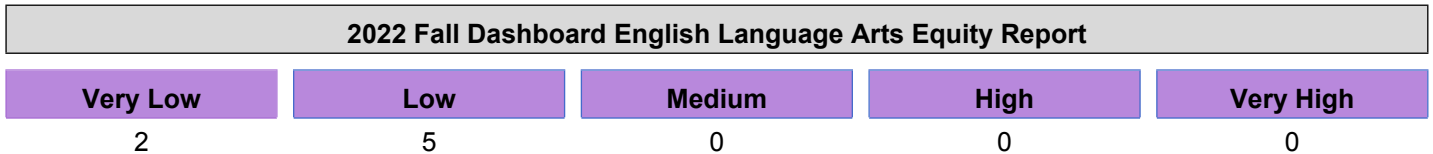
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

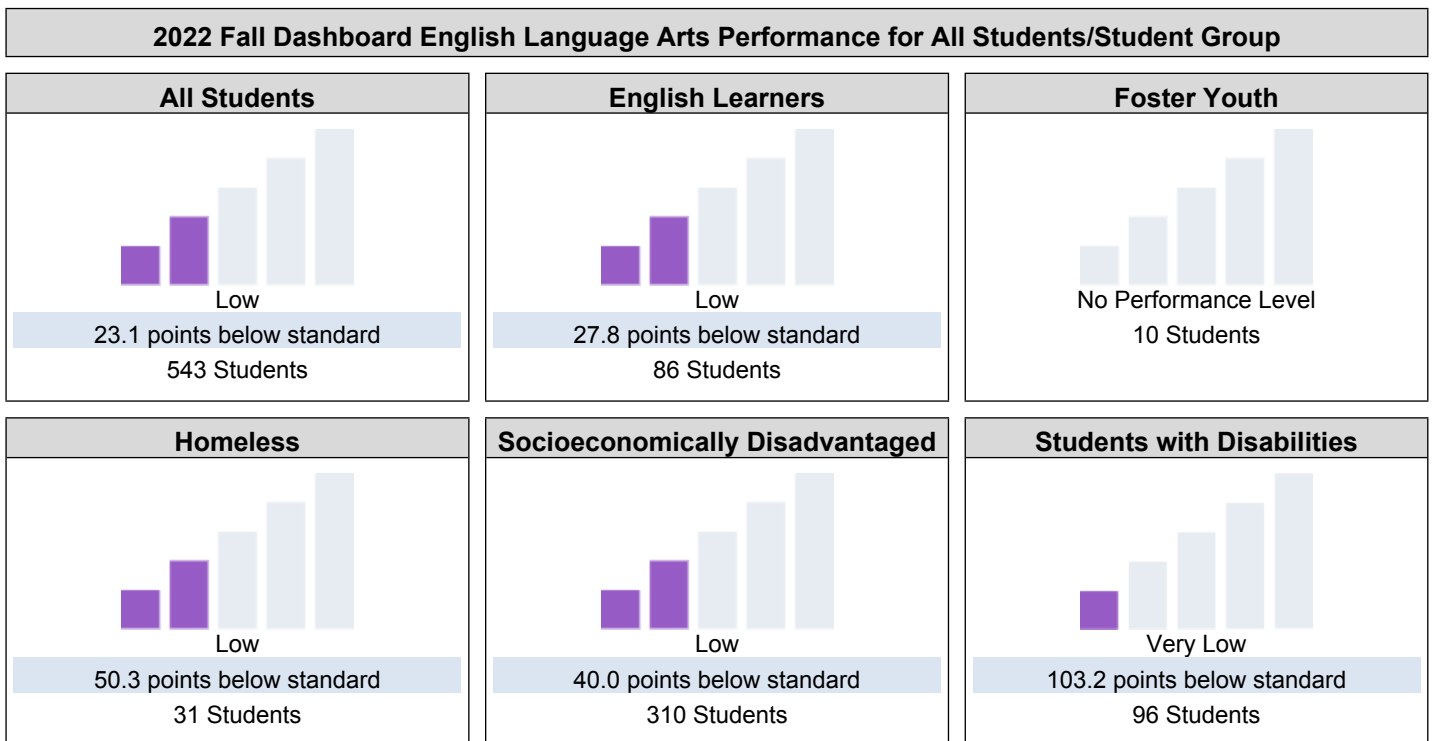
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



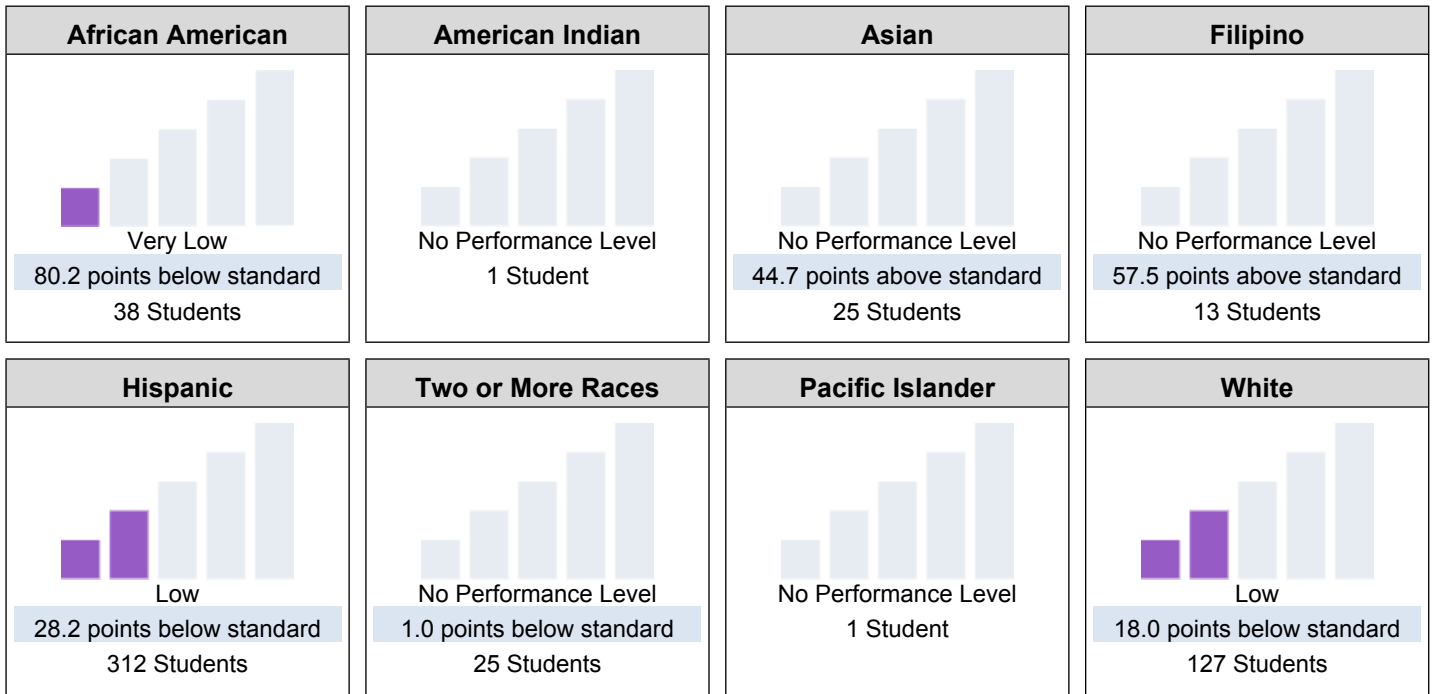
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| <p>88.2 points below standard</p> <p>44 Students</p> | <p>35.5 points above standard</p> <p>42 Students</p> | <p>23.8 points below standard</p> <p>439 Students</p> |

Conclusions based on this data:

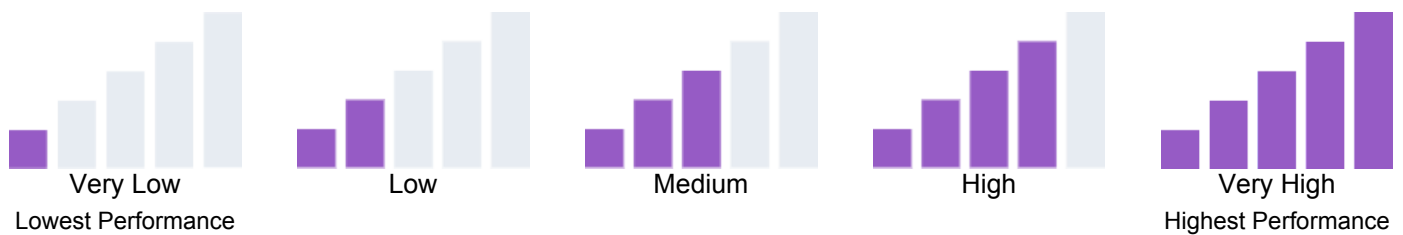
1. African American students are performing significantly lower than all other comparable groups.
2. Students with disabilities are performing below other student groups.

School and Student Performance Data

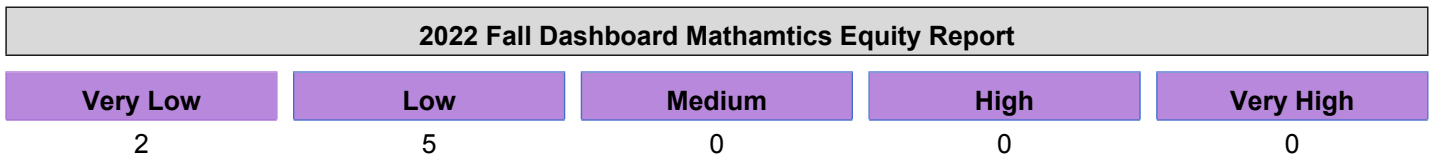
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

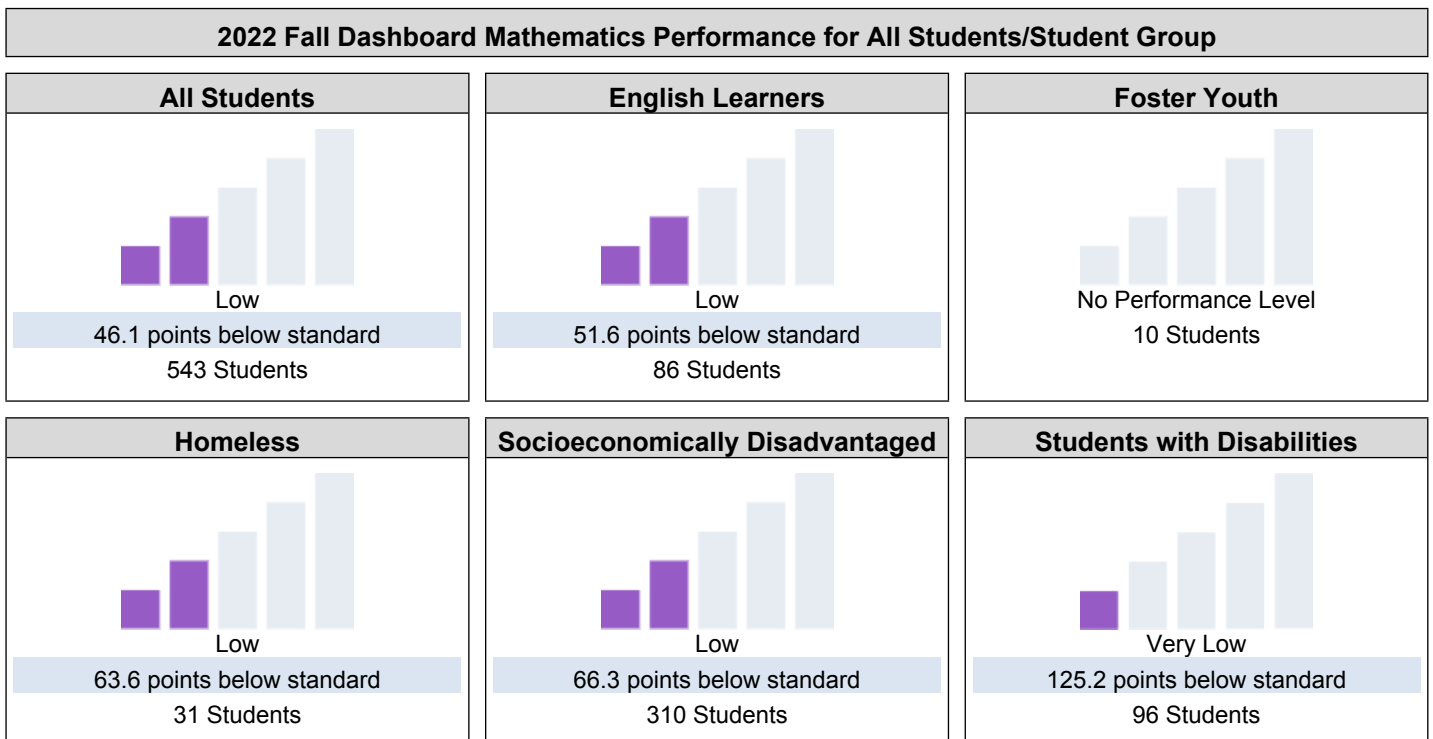
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



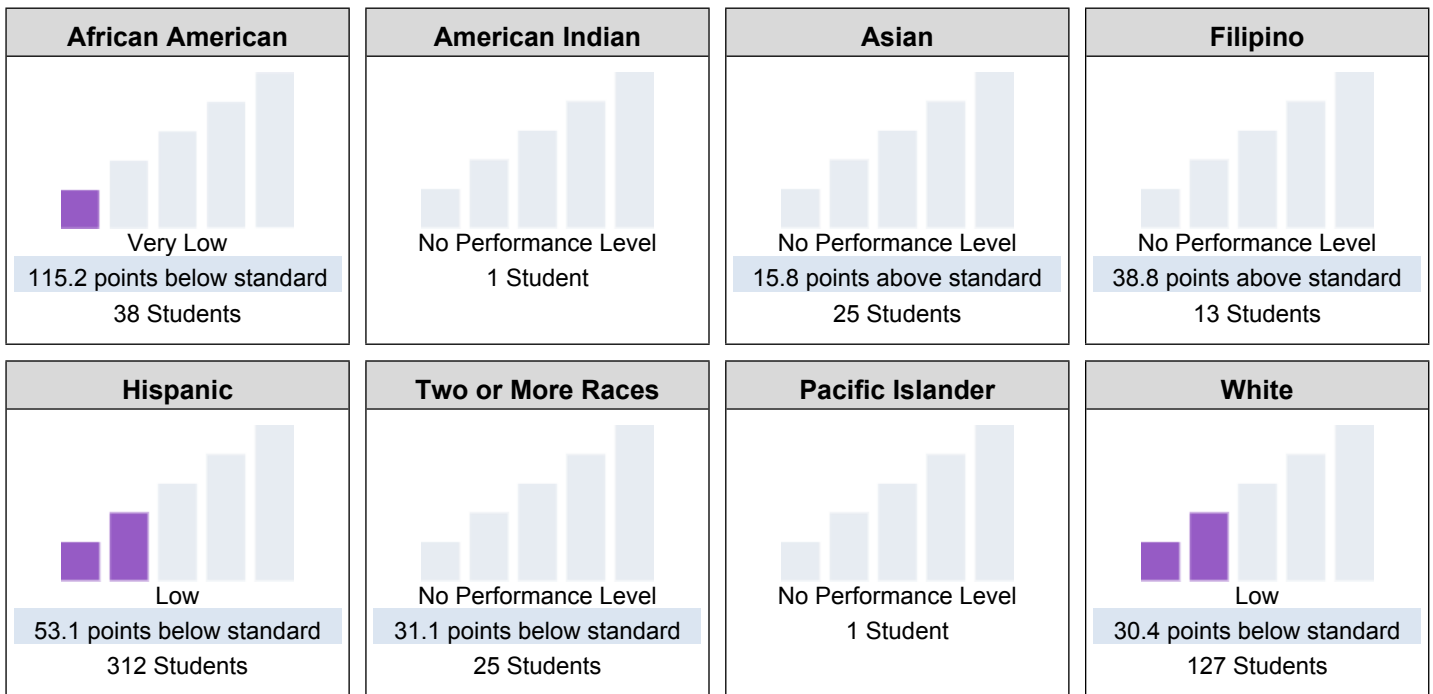
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| <p>87.7 points below standard 44 Students</p> | <p>13.7 points below standard 42 Students</p> | <p>46.3 points below standard 439 Students</p> |

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

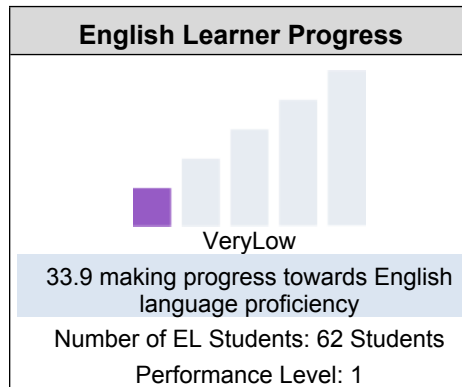
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 25.8% | 40.3% | 0.0% | 33.9% |

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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

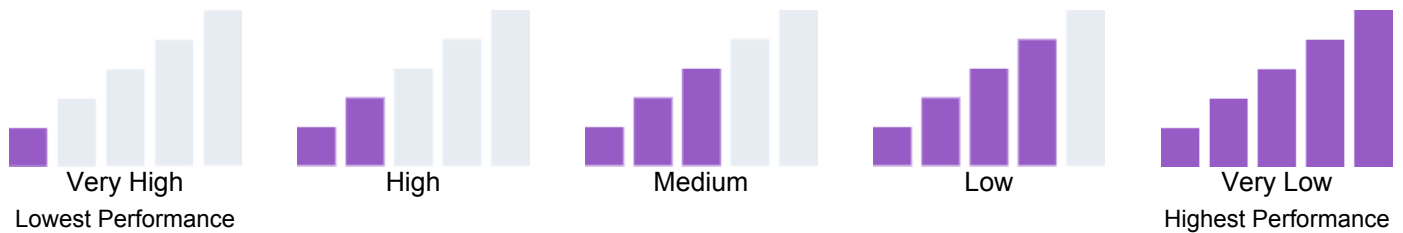
- 1.

School and Student Performance Data

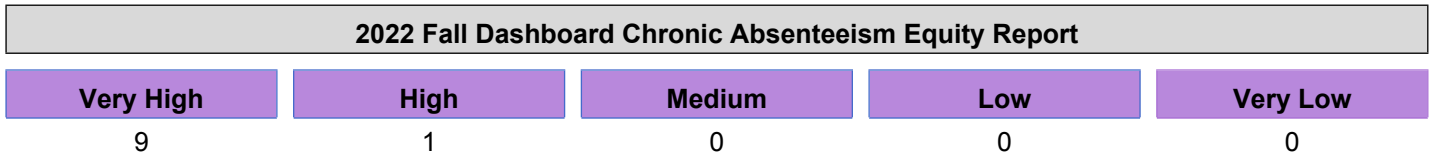
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

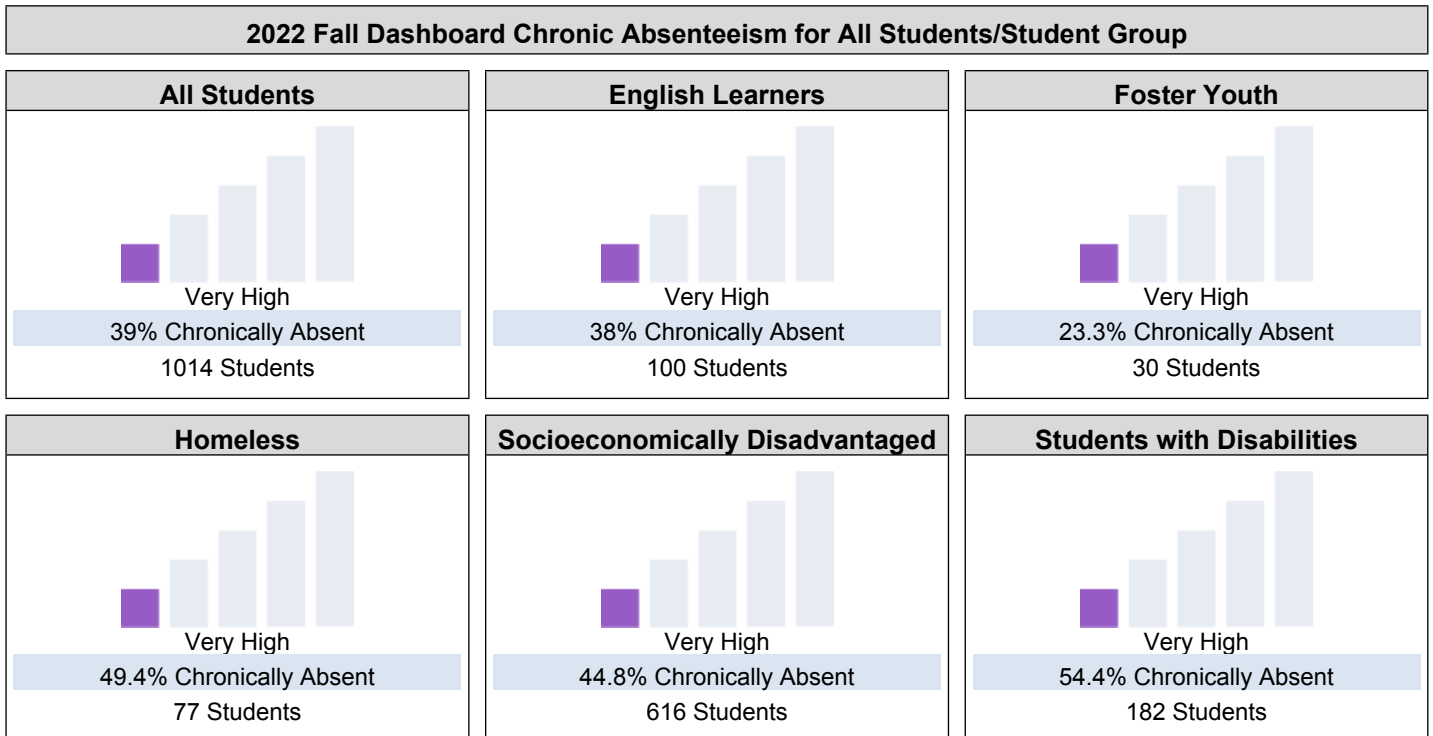
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



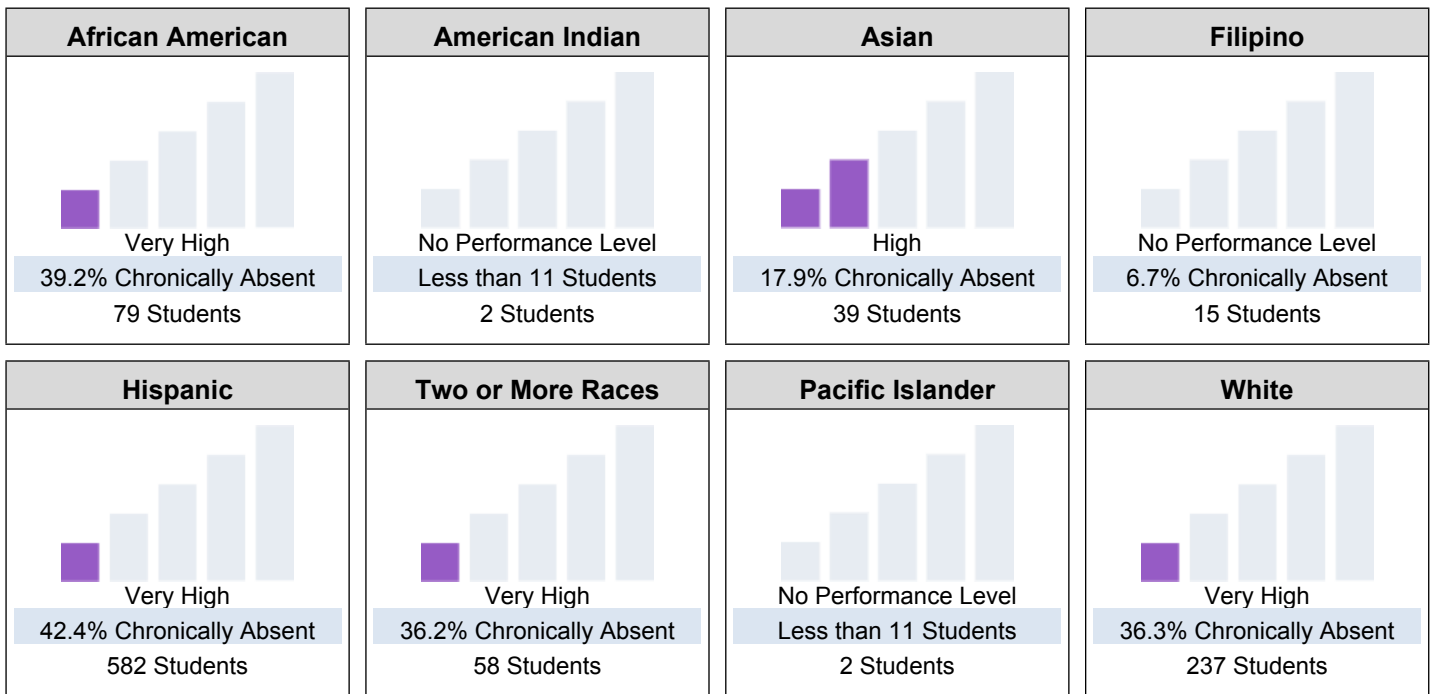
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. All student groups are demonstrating attendance concerns
2. Students with disabilities are most likely to be absent than any other sub group on campus.

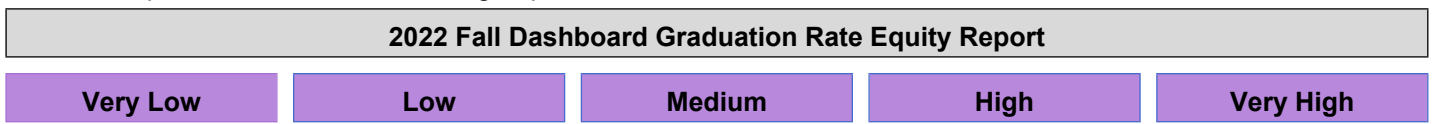
School and Student Performance Data

Academic Engagement Graduation Rate

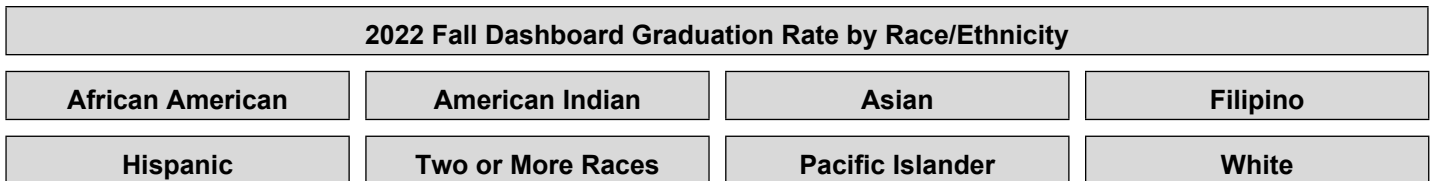
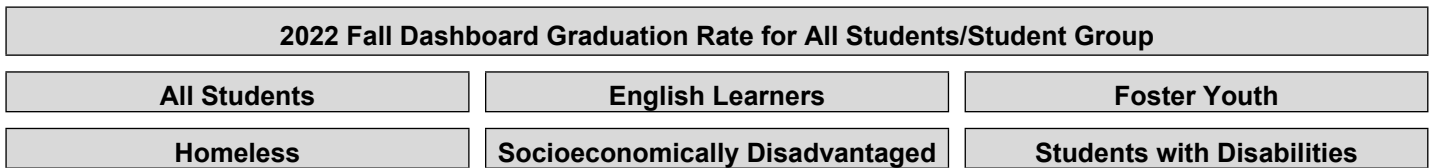
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

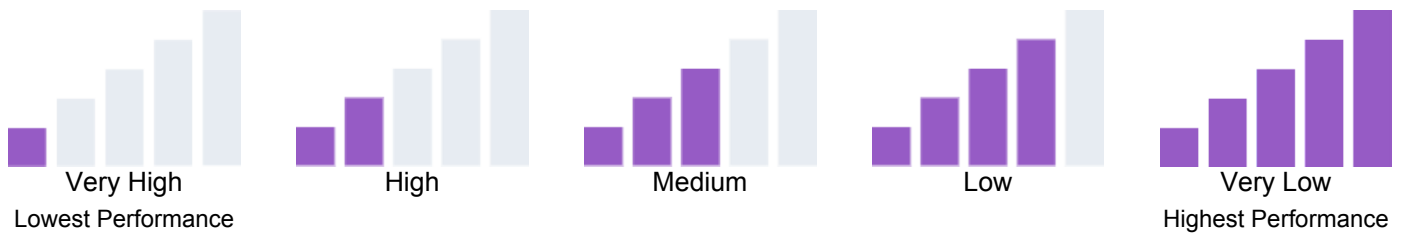
- 1.

School and Student Performance Data

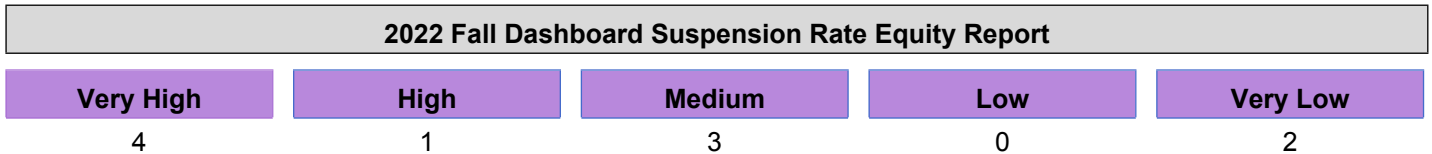
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

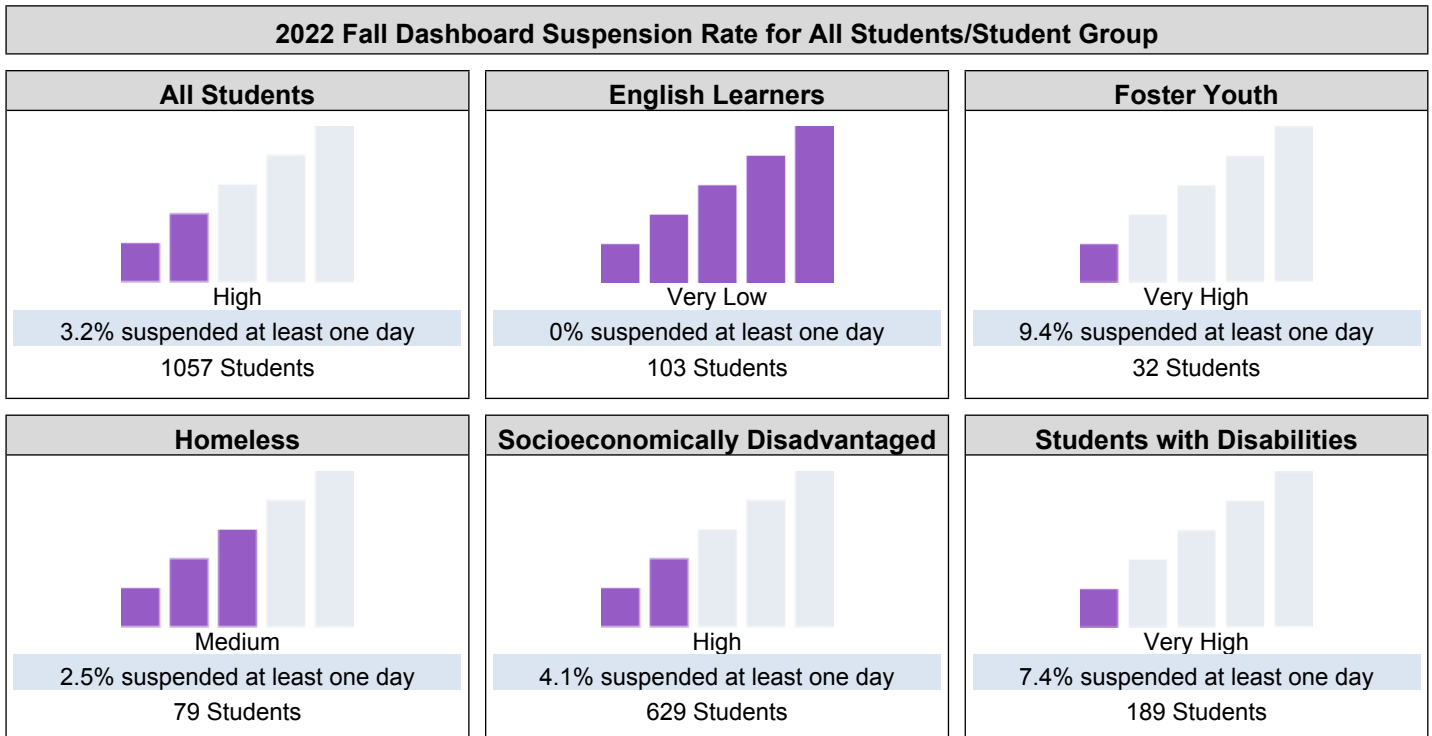
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



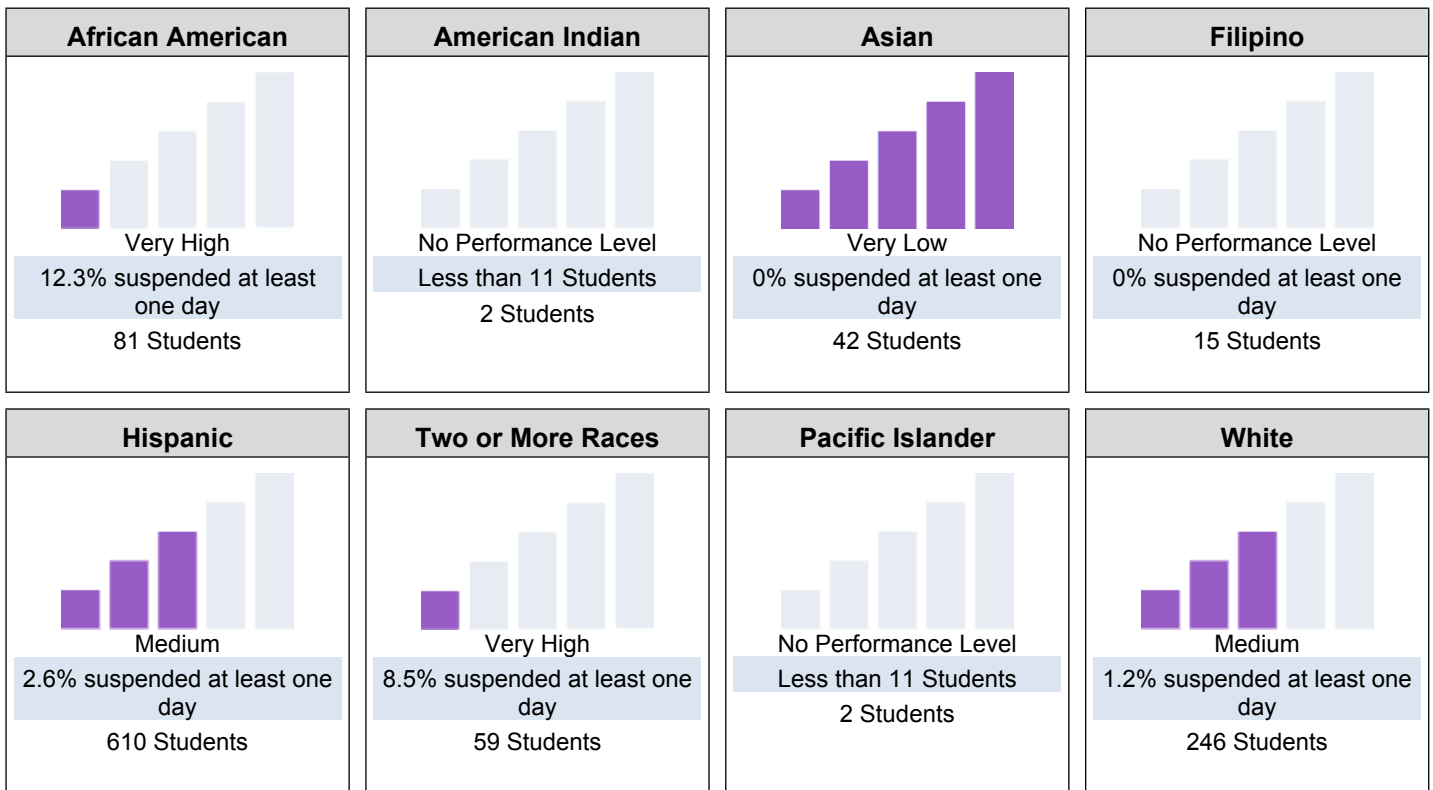
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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, intrapersonal, and interpersonal skills necessary to be successful in a global society.

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 K-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 Observed Growth | <p>Winter 2023 for grades K-2 and Spring 2023 for grades 3-6 NWEA scores for ALL students as evidenced in the NWEA Student Growth Summary Report. (Total number of students per grade level assessed, mean RIT score, achievement percentile, and observed growth)</p> <p>Math: 796 Students:</p> <table border="1"> <thead> <tr> <th>Total Students</th> <th>Mean RIT Score</th> <th>Observed Percentile</th> </tr> </thead> <tbody> <tr> <td>Kindergarten:92</td> <td>148.4</td> <td>51st</td> </tr> <tr> <td>7pts</td> <td></td> <td></td> </tr> <tr> <td>1st: 81</td> <td>159.6</td> <td>7th</td> </tr> <tr> <td>9pts</td> <td></td> <td></td> </tr> <tr> <td>2nd:104</td> <td>173.1</td> <td>5th</td> </tr> <tr> <td>6pts</td> <td></td> <td></td> </tr> </tbody> </table> | Total Students | Mean RIT Score | Observed Percentile | Kindergarten:92 | 148.4 | 51st | 7pts | | | 1st: 81 | 159.6 | 7th | 9pts | | | 2nd:104 | 173.1 | 5th | 6pts | | | <p>In the 23/24 school year, we are expecting to improve student achievement levels in all areas, with a focus on 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, 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, and work to decrease 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</p> |
| Total Students | Mean RIT Score | Observed Percentile | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten:92 | 148.4 | 51st | | | | | | | | | | | | | | | | | | | | | |
| 7pts | | | | | | | | | | | | | | | | | | | | | | | |
| 1st: 81 | 159.6 | 7th | | | | | | | | | | | | | | | | | | | | | |
| 9pts | | | | | | | | | | | | | | | | | | | | | | | |
| 2nd:104 | 173.1 | 5th | | | | | | | | | | | | | | | | | | | | | |
| 6pts | | | | | | | | | | | | | | | | | | | | | | | |

| Metric/Indicator | Baseline/Actual Outcome | | | Expected Outcome |
|------------------|---|-------|------|---|
| | 3rd:124 12pts | 191.2 | 11th | achieving in the below average, average and above-average categories in both math and reading. |
| | 4th:131 8pts | 200.2 | 12th | |
| | 5th: 144 8pts | 212.3 | 28th | 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. |
| | 6th:120 8pts | 213.5 | 17th | |
| | Reading: 721 Students: Total Mean RIT Achievement Observed Students Score Percentile Growth | | | |
| | Kindergarten:1 9pts | 120.0 | 1st | Math: Spring 2022 Spring 2023 Difference |
| | 1st:105 7th 8pts | 155.7 | | Kindergarten: 23% 17% -6% |
| | 2nd:100 14th 9pts | 172.7 | | 1st Grade: 31% 26% -5% |
| | 3rd:123 27th 12pts | 191.6 | | 2nd Grade: 37% 42% +5% |
| | 4th:136 16th 6pts | 197.1 | | 3rd Grade: 45% 33% -12% |
| | 5th:141 35th 6pts | 207.6 | | 4th Grade: 34% 37% +3% |
| | 6th:115 23rd 6pts | 209.8 | | 5th Grade: 34% 24% -10% |
| | | | | 6th Grade: 34% 37% +3% |
| | Growth by Grade Level: Achievement Comparison MATH FALL 22/23 SPRING 22/23 | | | Reading Spring 2022 Spring 2023 Growth |
| | Median Percentile Observed Growth | | | kindergarten: 33% 1st Grade: 32% 38% +6% |
| | 3 28th | | 33rd | 2nd Grade: 30% 38% +8% |
| | +5% | | | 3rd Grade: 29% 30% +1% |
| | 4 33rd | | 29th | 4th Grade: 23% 32% +9% |
| | -4% | | | 5th Grade: 23% 25% +2% |
| | 5 42nd | | 43rd | 6th Grade: 33% 30% -3% |
| | +1% | | | |
| | 6 32nd | | 31st | |
| | +1% | | | |
| | Growth by Grade Level: Achievement Comparison | | | |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | READING FALL 22/23 SPRING 22/23 Median Percentile Observed Growth 3 35th 28th -7% 4 41st 46th +4% 5 51st 54th +3% 6 41st 37th -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 under-performing student groups which includes students with disabilities, two more races, foster, and African American.

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 analyze 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 student achievement, Tier 1 instructional practices and strategies, Professional Learning Communities (PLCs), PBIS, and AVID.

The activities to develop staff instructional practices can include:

- Professional development at conferences and training specifically related to RTI/MTSS, PBIS, and/or PLC's
- Professional development related to using online platforms to individualize instructional support for students.
- Release time to conduct one on one assessments and program monitoring.
- Release days for team planning or observations.
- Release time for teacher collaboration
- Any supplies or materials to support implementation of professional development

* Programs, applications, technology and equipment

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) |
|-----------|--|
| 4,500 | Title I 1000-1999: Certificated Personnel Salaries Pay for Subs for teacher release |
| 13,297 | Title I 1000-1999: Certificated Personnel Salaries Professional Development: conferences/trainings |
| 2,000 | Title I 3000-3999: Employee Benefits Certificated Employee Benefits |
| 10,100 | Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant fees |
| 1,000 | Title I 4000-4999: Books And Supplies Supplies and materials implementation of professional development |
| 500 | Title I 2000-2999: Classified Personnel Salaries extra duty for RTI/MTSS,PBIS and/or PLC's trainings and or conferences |
| 500 | Title I 3000-3999: Employee Benefits Classified Staff |

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 students with disabilities, two more races, foster, and African American.

Strategy/Activity

Activity: Schoolwide AVID implementation of evidenced-based strategies to support reading, writing, collaboration, organization, and (WICOR) to maximize student learning.

This activity includes:

- Substitute teachers to provide release time for regular collaboration, AVID walkthroughs, and observations in grade-level classrooms (on and offsite)
- Progress monitoring by 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

*Technology, equipment, applications, and programs to support TIER 1 supports, AVID implementation, and College and Career readiness skills and strategies.

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 |
| 3,000 | Title I 1000-1999: Certificated Personnel Salaries Sub coverage for release time |
| 3,000 | Title I 3000-3999: Employee Benefits Certificated Employee Benefits |
| 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 |
| 1,000 | Title I 4000-4999: Books And Supplies technology, equipment, applications and/or programs |

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

* Parent university nights

* Technology, equipment, applications, and/or programs

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) |
|-----------|---|
| 1,500 | Title I 1000-1999: Certificated Personnel Salaries Supplemental Professional Development |
| 3,000 | Title I 1000-1999: Certificated Personnel Salaries Sub time for teacher release |
| 1,000 | Title I 4000-4999: Books And Supplies Supplies and support materials for ELD instruction |
| 1,000 | Title I 4000-4999: Books And Supplies Technology, equipment, applications and or/programs to support ELL students |
| 500 | Title I 3000-3999: Employee Benefits Certificated Employee Benefits |

Annual Review

SPSA Year Reviewed: 2022-23

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.

While Esperanza faced many challenges in implementation of the strategies and activities that required outside consultants for PBIS/RTI due to waitlists, we were able to implement professional

development and AVID trainings and supports for all new teachers in AVID and were able to provide AVID release time for our AVID site leadership team. In addition we were able to provide access to all new teachers, the AVID leadership team, and site administrators to AVID Summer Institute to train teachers in MATH strategies, WICOR, AVID strategies for College and Career Readiness, and best instructional practices.

We continue to grow our staff knowledge through professional development opportunities, grade level planning/PLC's to implement grade level practices to best meet the needs of our student to ensure all students are well equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society. We have taken the first steps to improving systems, strategies and teacher focus on improving student achievement. Through these supports for staff, we can see student achievement rising in select grade levels, and are on the way to building stronger systems of supports and a campus culture equipped to meet the needs of our diverse student population. The lack of the intended PBIS coaching PD model reduced the ability for full year long implementation, greatly reducing the effectiveness of these intended programs.

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 barriers with scheduling and securing outside Consultation services.

We allocated \$17,000 within Goal 1 Activity 1 for PLC and professional development opportunities for staff with Professional/Consulting Services And Consultant fees, that could not be used due to Waitlists in place with LACOE for the PBIS program. These unused funds were shifted to Goal 1 Activity 2, to provide additional AVID conference reimbursement/registration expenses, and to provide staff AVID release days in place of RTI professional development opportunities not available within the 2022/2023 school year.

We shifted unused funds from Goal 1 Activity 3 allocated for ELD professional development (certificated personnel salaries for teachers and sub release time) The \$5,000 allocated to support the professional development was not needed, as teachers were provided professional development for ELD and ELlevation at no cost through our district. The funds were then shifted to Goal 1 Activity 3 Line 3 to fund additional books and support materials for ELD instruction.

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 pre-secured a partnership with LACOE PBIS for the upcoming school years, with a yearlong structured coaching and implementation plan in place for TIER 1 supports. We have also partnered with Solution Tree and 2 additional school sites in our district to provide RTI/MTSS professional development to our established leadership team. While Goal 1 remains the same, we have revised our site needs in response to student achievement data. In addition, we have updated the strategies and activities to reflect a more comprehensive plan to support professional development, increased technology and equipment, campus culture, student achievement, parent and stakeholder connectedness, and improve overall instructional strategies and effectiveness. We have created opportunities and activities in all goals 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 program 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 significant 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 | 2022/2023 101 Students (42 students newly enrolled 22/23) 3 Bilingual Aides 27 EL students on IEPs/SDC or Resource Support 41 students RFEP (monitored) ELPAC Classification levels: Level 1 (Minimally Developed): 28 students - 18.3%% Level 2 (Somewhat Developed) 40 Students 26.1% Level 3 (Moderately Developed) 55 Students 35.9 % Level 4 (Well Developed) 30 students 19.6% On the CAASPP 2022 our 3-6 grade English Learners | In the 23/24 school year, we are expecting to improve student achievement levels in all areas, with a focus on 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, 19% of students enrolled qualify for special education services. We will work to support student growth in grade-level RIT Scores, and achievement percentiles, and work to decrease the overall percentage of students in all grade levels labeled as severely at risk to make sure that 80% of our student |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| | <p>performed in the very low range in overall academic performance.</p> <p>English Language Arts Academic Performance 86 Students 27.8 points below standard LOW Current English Learner 44 Students 88.2 points below standard Reclassified English Learners: 42 Students 35.5 points above standard Compared to English Only 439 Students 23.8 points below standard</p> <p>Mathematics Academic Performance 86 Students 51.6 points below standard LOW Current English Learner 44 Students 87.7 points below standard Reclassified English Learners: 42 Students 13.7 points above standard Compared to English Only 439 Students 46.3 points below standard</p> <p>2022 Fall Dashboard English Learner Progress Indicator VERY LOW</p> <p>2022 Fall Dashboard Student English Language Acquisition Results 16 Decreased One ELPI Level 25 Maintained ELP Level 1, 2L, 2H, 3L, or 3H Maintained ELPI Level 4 21 Progressed At Least One ELP Level</p> <p>On the Fall Dashboard Chronic Absenteeism for English</p> | <p>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>English Learners: improve academic performance by 20% in math and reading. Reduce attendance to no more than 20%</p> <p>Reduce suspensions to no more than 5% of EL students being suspended no more than one day.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------|--|--|
| | <p>Learners was VERY HIGH with 100 students chronically absent 38% of the time. English Learners rated VERY LOW for Suspensions. Out of 103 students 0% were suspended at least one day.</p> <p>CAASPP Interim Assessment Results: 3rd Grade 78% completion rate 4th Grade 57% completion rate 5th Grade 91% completion rate 6th Grade 73 % completion rate</p> | |
| CAASPP- Foster Youth | <p>Total Foster Students Enrolled: Kindergarten: 2 1st Grade: 5 2nd Grade: 4 3rd Grade: 5 4th Grade: 5 5th Grade: 1 6th Grade: 0</p> <p>On the CAASPP 2022 our 3-6 grade Foster Youth population consisted of only 10 students therefore no data is available for English Language Arts or Mathematics.</p> <p>On the Fall Dashboard Chronic Absenteeism for Foster Youth was VERY HIGH with 30 students chronically absent 23.3% of the time. Foster Youth rated VERY HIGH. Out of 32 students 9.4% were suspended at least one day.</p> <p>Spring 2023 NWEA scores for Foster Students unable to access NWEA data since it is now considered protected information.</p> | <p>In the 23/24 school year, we are expecting to improve student achievement levels in all areas, with a focus on 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, 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, and work to decrease 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</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| | | <p>the following percentage to meet our goal of 20% or less of students performing in the "Severely at Risk" Category.</p> <p>Foster Youth: improve academic performance by 20% in math and reading. Reduce attendance to no more than 20% Reduce suspensions to no more than 5% of Foster students being suspended no more than one day.</p> |
| <p>CAASPP: Socioeconomically Disadvantaged</p> | <p>On the CAASPP 2022 our 3-6 grade Socioeconomically Disadvantaged students performed in the low range in</p> <p>English Language Arts Academic Performance 310 Students 40 points below standard LOW</p> <p>Mathematics Academic Performance 310 Students 66.3 points below standard LOW</p> <p>On the Fall Dashboard Chronic Absenteeism for Socioeconomically Disadvantaged was VERY HIGH with 616 students chronically absent 44.8% of the time. Socioeconomically Disadvantaged students rated HIGH for Suspensions. Out of 629 students 4.1% were suspended at least one day.</p> <p>Spring 2023 NWEA scores for Low-Income (FRL) population, unable to access NWEA data</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</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| | since this category is now considered protected information. | "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. Socioeconomically Disadvantaged improve academic performance by 20% in math and reading. Reduce attendance to no more than 20% Reduce suspensions to no more than 2% of Socioeconomically Disadvantaged students being suspended no more than one day. |

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/Reading Foundations, 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

*Technology and devices for access to intervention programs

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) |
|-----------|-----------|

| | |
|-------|--|
| 100 | Title I 3000-3999: Employee Benefits Classified Employee Benefits |
| 4,000 | Title I 4000-4999: Books And Supplies programs and subscriptions for intervention programs |
| 1,000 | Title I 3000-3999: Employee Benefits Certificated Staff |
| 1,000 | Title I 1000-1999: Certificated Personnel Salaries extra duty for professional development related to small group interventions |
| 400 | Title I 2000-2999: Classified Personnel Salaries Intervention Support |
| 1,000 | Title I 4000-4999: Books And Supplies Chromebox lab, headphones, mice, and wireless keyboards |

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 interventions, enrichment, or literacy programs
- Extra duty for Certificated staff for before/after school interventions and enrichment 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, materials, equipment, technology, devices, programs for implementation of intervention and enrichment programs

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) |
|-----------|---|
| 2,500 | Title I 4000-4999: Books And Supplies supplies, materials, technology, devices, equipment, or programs for implementation of before/after school interventions and enrichment programs |
| 5,500 | Title I 1000-1999: Certificated Personnel Salaries extra duty to support before/after school interventions and enrichment |
| 50 | Title I 2000-2999: Classified Personnel Salaries extra duty to support before/after school interventions and enrichment |
| 500.00 | Title I 4000-4999: Books And Supplies AVID Materials |
| 1,500 | Title I 3000-3999: Employee Benefits Certificated Employee Benefits |
| 50 | Title I 3000-3999: Employee Benefits Classified Employee Benefits |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

Program services implemented for all English learners to meet rigorous content standards

- *Supplemental professional development is provided on the use of ELLevation
- *Supplemental professional development may be provided to support evidence-based language acquisition strategies to increase academic achievement for ELs and Long-Term English Learners
- *Progress monitoring is conducted by both teachers and administrators for all EL and RFEP students not meeting grade level standards
- *All EL students receive both integrated and designated ELD as part of the Structured English Immersion Program
- *Goals for EL students are developed and documented in the ELLevation program
- *EL students participate in intervention programs to support social emotional development, behavior, and academic achievement

- *Students meeting reclassification requirements are recognized for their achievement
- *EL students have access to the standard instructional program
- *Provide parent and student homework and curricular support (during and after school)
- *Extra duty for bilingual aides for Tier 1 and Tier 2 support groups (during and after school)

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

Increase parent engagement and participation of parents of students that are English Learners

- *Parents of EL students are invited to all English Language Advisory Committee meetings (ELAC)
- *Growth in academic achievement and progress is regularly communicated to parents at parent/teacher conferences and through academic progress reports and report cards
- *The annual needs assessment is shared with the ELAC to gather feedback and input in order to improve services provided to EL students

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 2022/2023 school year, Esperanza was able to increase intervention programs and supports for struggling readers. The district continued to fund an intensive reading intervention program (CORE Reading) which addressed the need for reading intervention in lower elementary

students, allowing us to focus on programs and supports for readers who needed support in foundational reading skills, reading comprehension, and reading fluency. We were able to purchase licenses for reading intervention programs to assist our targeted students. We fully implemented a TIER 2 school wide leveled intervention (SOAR TIME), as well as a TIER 3 intensive targeted intervention (Read Naturally) provided by trained teachers, and implemented during the school day. We created intervention programs after school to provide access to remediation and enrichment learning opportunities including ART, GARDENING, and ROBOTICS. We were able to fund a program overhaul for our Robotics, purchasing new robots and kits for student teams which increased student participation and attendance. Enrichment Programs were full in each session. In addition we were able to extend literacy programs on campus through both BATTLE of the BOOKS, and WE READ programs. We exceeded projected growth goals in all grade levels 2nd-6th, and met projected growth goals in 1st grade. We can see that the grade levels that implemented the research based programs with most fidelity showed the largest gains in reading overall. Battle of the Books targeted 3rd-6th grade students, and engaged over 20 teams in Semester 2 literacy programs. Parent literacy/We Read Night was well attended event with over 200 family members, including English Language Learners checking out books partnering students with parent readers.

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

We allocated \$32,500 within Goal 2 Activity 1 to 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. The intent of this goal and activity was to provide structured tiered supports within the RTI models, with the support of classified staff (classified/certificated salary-extra duty) Without the Professional development for RTI/PBIS outlined in Goal 1, we were unable to fully implement the support of our classified staff for additional tiered supports. Therefore, unused funding was reallocated from classified personnel salaries to Goal 2 Activity 2 to fund additional afterschool interventions and enrichments, and literacy events and parent engagement opportunities within goal 3.

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.

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 1-2 of Goal 2 to ensure that all under-performing student groups will increase student achievement. We have added activities 3 and 4 to Goal 2 to improve our integrated and designated ELD strategies to better meet the needs of our ELL students, and to provide additional professional development for staff. In addition we will increase parent engagement with our EL families through ELAC, Latino Literacy, and bilingual supports at family events.

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 in previous years, where there was limited access to on campus events and activities. Therefore, there is a need for Esperanza to build schoolwide systems, behavioral support programs, student leadership 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>Total Students Enrolled: 1005</p> <p>22-23 School Year by Grade Level:</p> <p>Preschool: Total Students: 11 Excellent: 11 - 100% Satisfactory: 0 Manageable: 0 Chronic: 0 Severe Chronic: 0</p> <p>Kindergarten: Total Students: 158 Excellent: 2 - 1% Satisfactory: 34 - 22% Manageable: 56 - 36% Chronic: 46 - 29% Severe Chronic: 20 - 13% Chronic & Severe: 42%</p> <p>1st Grade: Total Students: 123</p> | <p>Improved attendance rates in all grade levels, reducing percentage of students Chronic and Severely chronic by 5%</p> |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Excellent: 6 - 5%
Satisfactory: 38 - 31%
Manageable: 36 - 29%
Chronic: 33 - 27%
Severe Chronic: 10 - 8%
Chronic & Severe: 35%

2nd Grade:
Total Students: 118
Excellent: 7 - 6%
Satisfactory: 40 - 34%
Manageable: 43 - 36%
Chronic: 20 - 17%
Severe Chronic: 8 - 7%
Chronic & Severe: 24%

3rd Grade:
Total Students: 143
Excellent: 6 - 4%
Satisfactory: 39 - 27%
Manageable: 72 - 50%
Chronic: 23 - 16%
Severe Chronic: 3 - 2%
Chronic & Severe: 18%

4th Grade:
Total Students: 150
Excellent: 12 - 8%
Satisfactory: 61 - 41%
Manageable: 41 - 27%
Chronic: 27 - 18%
Severe Chronic: 9 - 6%
Chronic & Severe: 24%

5th Grade:
Total Students: 159
Excellent: 17 - 11%
Satisfactory: 63 - 40%
Manageable: 53 - 33%
Chronic: 24 - 15%
Severe Chronic: 2 - 1%
Chronic & Severe: 16%

6th Grade:
Total Students: 137
Excellent: 8 - 6%
Satisfactory: 47 - 34%
Manageable: 51 - 37%
Chronic: 26 - 19%
Severe Chronic: 5 - 4%

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| | <p>Chronic & Severe: 23%</p> <p>Most absences occur on Mondays and Fridays, and more on Mondays than Fridays. November has the highest number of days of above average attendance (12 out of 16). September and January have the best attendance.</p> <p>3rd grade and 5th grade have the least percentage of students with chronic and severely chronic absenteeism. Kindergarten has the highest percentage of Chronic and Severely Chronic absenteeism than all other grade levels.</p> | |
| <p>Parent Connectivity (Power school, Dojo, FInalsite CHKS data)</p> | <p>Format Parent Access</p> <p>Class Dojo Parents Connected: 1743 Class Dojo Mgs sent wkly (average) 1250</p> <p>Phone Dialers Delivered 886/901 96.1% Dialers Not delivered 35/901 3.9%</p> <p>Emails Delivered 882/958 92.1% Emails not Delivered 76/958 7.9%</p> <p>Parents w/ PS accounts 879/1001 87.8%</p> <p>Parent Healthy Kids Survey Completed 27 Average Parent Attendance ELAC: 8 Average Parent Attendance PTA: 10</p> | <p>Parent engagement in our school will increase through continued and improved communication, on campus events and program opportunities to build connections to partner parents with student academics. We will increase the number of parents involved in SSC, PTA, ELAC, and Classroom volunteers by 10%.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|------------------|
| | <p>Averaged Parent Attendance at Coffee with the Principals 2</p> <p>Average Views of Coffee with the principals/Data Presentations online presentation 150</p> <p>Parent/Family Attendance of Literacy Night/Parent University 237</p> <p>Regular on campus Parent Volunteers 28</p> <p>CHKS Parent Data: Parent surveys completed Parents Feel their student are Academically Motivation (want to do well): 90%</p> <p>School promptly responds to my phone calls, messages, or e-mails. Strongly agree 61% Agree 22% Disagree 13% Don't know/NA 4%</p> <p>School encourages me to be an active partner with the school in educating my child. Strongly agree 57% Agree 26% Disagree 13% Don't know/NA 4%</p> <p>School actively seeks the input of parents before making important decisions.</p> | |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | <p>Strongly agree 35%</p> <p>Agree 48%</p> <p>Disagree 9%</p> <p>Strongly disagree 4%</p> <p>Don't know/NA 4%</p> <p>Parents feel welcome to participate at this school.</p> <p>Strongly agree 50%</p> <p>Agree 33%</p> <p>Disagree 17%</p> <p>Strongly disagree 0</p> <p>Don't know/NA 0</p> <p>School staff treat parents with respect.</p> <p>Strongly agree 63%</p> <p>Agree 29%</p> <p>Disagree 8%</p> <p>Strongly disagree 0</p> <p>Don't know/NA 0</p> <p>School staff take parent concerns seriously.</p> <p>Strongly agree 50%</p> <p>Agree 29%</p> <p>Disagree 13%</p> <p>Strongly disagree 4%</p> <p>Don't know/NA 4%</p> | |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|--|--|
| | <p>School keeps me well-informed about school activities. Strongly agree 67% Agree 17% Disagree 8% Strongly disagree 8% Don't know/NA 0</p> <p>Teachers communicate with parents about what students are expected to learn in class. Strongly agree 58% Agree 25% Disagree 8% Strongly disagree 4% Don't know/NA 4%</p> <p>Letting you know how your child is doing in school between report cards. Very well 83% Just okay 13% Not very well 0 Does not do it at all 4% Don't know/NA 0</p> | |
| California Healthy Kids Survey | <p>California Healthy Kids Survey Completed: 5th grade 100/155 65% 6th Grade 39/135 29%</p> | <p>Our goal is to increase student connectivity and leadership to our campus through groups such as Student Council, and to increase student engagement by 10% through</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| | <p>Total Students in grades 5/6: 296</p> <p>Feel connected to school: 5th grade 66% 6th grade 60%</p> <p>Academic Motivation (want to do well): 5th grade 83% 6th grade 65%</p> <p>Feel they Participate Meaningfully in school: 5th grade 30% 6th grade 24%</p> <p>Do students know what the rules are? 5th grade 6th grade</p> <p>No, never 3% 11%</p> <p>Yes, some of the time 32% 29%</p> <p>Yes, most of the time 39% 37%</p> <p>Yes, all of the time 25% 23%</p> <p>Students at School Well Behaved 5th grade 6th grade</p> <p>No, never 10% 14%</p> <p>Yes, some of the time 46% 51%</p> <p>Yes, most of the time 41% 31%</p> | <p>incentive programs and supports</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | <p>Yes, all of the time 3%</p> <p>3%</p> <p>Do you feel like you are part of this school?</p> <p>5th grade 6th grade</p> <p>No, never 14%</p> <p>8%</p> <p>Yes, some of the time 27%</p> <p>38%</p> <p>Yes, most of the time 23%</p> <p>22%</p> <p>Yes, all of the time 35%</p> <p>32%</p> <p>Are you given a chance to help decide school activities or rules?</p> <p>5th grade 6th grade</p> <p>No, never 57%</p> <p>53%</p> <p>Yes, some of the time 30%</p> <p>36%</p> <p>Yes, most of the time 9%</p> <p>6%</p> <p>Yes, all of the time 3%</p> <p>6%</p> <p>Do the teachers and other grown-ups at school ask you about your ideas?</p> <p>5th grade 6th grade</p> <p>No, never 29%</p> <p>50%</p> <p>Yes, some of the time 46%</p> <p>36%</p> <p>Yes, most of the time 15%</p> <p>14%</p> <p>Yes, all of the time 9%</p> <p>0</p> <p>Do the teachers and other grown-ups give you a chance to solve school problems?</p> <p>5th grade 6th grade</p> | |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| | <p>No, never 26% 44%</p> <p>Yes, some of the time 33% 28%</p> <p>Yes, most of the time 22% 11%</p> <p>Yes, all of the time 18% 17%</p> <p>Student Truancy Data 5th grade 6th grade</p> <p>I did not miss any days of school in the past 30 days 43% 39%</p> <p>1 day 21% 21%</p> <p>2 days 21% 21%</p> <p>3 or more days 14% 18%</p> | |
| <p>Discipline Data from Power school and Merit trackers</p> | <p>Student attendance to quarterly Merit Events (4th-6th Grade)</p> <p>4th grade 93%</p> <p>5th grade 97%</p> <p>6th grade 91%</p> <p>Discipline events by grade level: Kindergarten: 1 or more Suspensions: 7 Defiance or disrespect 3 School rule violations 3</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 Class Disruption:
 2
 Incidents of Fighting:
 0
 Incidents off Hands off
 Violation: 30
 Incidents of Profanity:
 0
 Incidents of threats:
 0
 1st Grade:
 1 or more Suspensions:
 3
 3 or more incidents of Defiance
 0
 School rule violations
 3
 Incidents of Class Disruption:
 2
 Incidents of Fighting:
 0
 Incidents off Hands off
 Violation: 30
 Incidents of Profanity:
 0
 Incidents of threats:
 0
 2nd Grade:
 1 or more Suspensions:
 6
 3 or more incidents of Defiance
 2
 School rule violations
 7
 Incidents of Class Disruption:
 2
 Incidents of Fighting:
 3
 Incidents off Hands off
 Violation: 19
 Incidents of Profanity:
 2
 Incidents of threats:
 0
 3rd grade:
 1 or more Suspensions:
 8
 3 or more incidents of Defiance
 0

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

School rule violations
1
Incidents of Class Disruption:
2
Incidents of Fighting:
6
Incidents off Hands off
Violation: 12
Incidents of Profanity:
7
Incidents of threats:
4
4th Grade:
1 or more Suspensions:
3
3 or more incidents of Defiance
0
School rule violations
0
Incidents of Class Disruption:
0
Incidents of Fighting:
3
Incidents off Hands off
Violation: 1
Incidents of Profanity:
1
Incidents of threats:
2
5th Grade:
1 or more Suspensions:
4
3 or more incidents of Defiance
5
School rule violations
2
Incidents of Physical Injury:
1
Incidents of Class Disruption:
0
Incidents of Fighting:
4
Incidents off Hands off
Violation: 6
Incidents of Profanity:
3
Incidents of threats:
1
6th Grade:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | 1 or more Suspensions: 6 3 or more incidents of Defiance: 8 School rule violations: 5 Incidents of Physical Injury: 3 Incidents of Class Disruption: 3 Incidents of Fighting: 7 Incidents off Hands off Violation: 6 Incidents of Profanity: 4 Incidents of threats: 3 | |

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 counselor to address high social emotional needs of students
- Parent workshops to increase social-emotional awareness
- Student Recognition program for social-emotional growth and citizenship
- Implementation of a schoolwide RTI behavior intervention program
- Assemblies
- Attendance awards, Achievement awards, Character awards
- Parent University/engagement opportunities

- Parent open forum with Administration

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 Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Parent outreach and staff training |
| 500 | Title I Part A: Parent Involvement 3000-3999: Employee Benefits Certificated Employee Benefits |
| 1,000 | Title I 4000-4999: Books And Supplies Brag Tags, certificates, character traits program, schoolwide banners, spirit sticks, and incentives |
| 2,000 | Title I 5000-5999: Services And Other Operating Expenditures Assemblies |
| 5,000 | Title I 5800: Professional/Consulting Services And Operating Expenditures PBIS Consultation |
| 500 | Title I 2000-2999: Classified Personnel Salaries Facilitating Parent Engagement/PBIS trainings |
| 500 | Title I 3000-3999: Employee Benefits Classified Employee Benefits |

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 may include:

- Implementation of schoolwide Attendance program (incentives, recognitions)
- 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)
- Additional hours for support staff (certificated/classified) after school and/or on Saturdays to support Esperanza students with credit retrieval.

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/Pencils |
| 500 | Title I 1000-1999: Certificated Personnel Salaries Extra duty: Saturday School/Credit retrieval program |
| 500 | Title I 2000-2999: Classified Personnel Salaries Extra duty: Saturday School/Credit retrieval program |
| 300 | Title I 3000-3999: Employee Benefits Extra duty: Saturday School/Credit retrieval program |

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 may include:

- Additional hours for support staff (certificated/classified) during and after school to support Esperanza in providing Parent University Nights and Literacy Nights, that include topics such as Google classroom, attendance, digital tools, PowerSchool, AVID, reading, math strategies, and PBIS.

- 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.
- Creation of student organizations such as the Student Council to increase student leadership and engagement on campus
- Supplies, equipment, technology, programs, books, and materials for implementation of Student leadership groups
- Student merit activities and events to promote positive student behaviors, attendance, and connectivity.
- Additional hours for support staff (certificated/classified) during and after school to support Esperanza in providing student leadership activities and opportunities such as student council and Battle of the Books

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 Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Parent nights, Student Council, Battle of the Books |
| 200 | Title I 2000-2999: Classified Personnel Salaries Parent nights, Student Council, Battle of the Books |
| 1,500 | Title I 4000-4999: Books And Supplies Supplies, equipment, technology, programs, books, and materials |
| 500 | Title I 3000-3999: Employee Benefits Classified Benefits |
| 500 | Title I 5000-5999: Services And Other Operating Expenditures Registration fees or program costs for student enrichment/intervention/leadership programs |
| 300 | Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Fingerprinting cost scholarships |
| 500 | Title I |

Annual Review

SPSA Year Reviewed: 2022-23

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. Student achievement was acknowledged in semester awards. Students were highly motivated with the school wide implementation of Golden Eagle Feather rewards program, acknowledging character traits such as: Being Kind to Others, Following Directions, Leading by Example, Being Prepared, Being Helpful, Model Behavior, Problem Solving, and Playground Citizenship. Our counseling department made contact with parents weekly to support student/parent socio-emotional supports, and to provide resources such as SBMH referrals. We implemented Parent University in combination with a parent literacy event with support for our bilingual aides, to present on topics such as Power School, student intervention programs, AVID, literacy, social media dangers and cyber bullying. We increased overall parent engagement, and increased student motivation through small goal setting groups with our counselor.

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

Parents were contacted regularly to address attendance concerns, and conferences were held with 393 attendance conferences held. Counseling services were provided to all students and included social/emotional lessons in the classroom as well as individual and small group support. Unused funding for PBIS consultation,(waitlist) in Activity 1 was shifted to Activity 2, to provide additional funding for attendance incentives. We continued to use Class Dojo as our schoolwide messaging system, which is a free service, so we were able to reallocate unused funds to Goal 3 Action 3 to purchase interactive white boards for both the community room to support parent engagement through data presentations, literacy classes, coffee with the principals, and for our multipurpose room for parent meetings and for student behavioral and academic assemblies. We were able to provide Esperanza families with Parent University and Literacy events, with bilingual support. We purchased materials, equipment and books for our counseling program to increase effectiveness of Boys Town lessons, student behavioral assemblies, and small groups tiered behavior supports. We were not able to hold Saturday School or fund our student council due to staff availability this year. We did provide scholarships for fingerprinting, but it was limited with only 4 parents taking advantage, using far less than the 1500 allocated. All surplus funds for line items were shifted to Goal 3 Activity 3 Line 3.

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.

During the 22/23 school year, We will expand our goal to include schoolwide systems, increased opportunities for student and parent engagement and additional programs to recognize improvement in attendance, behaviors, and academics. We will expand our communication and parent outreach to collaborate with our PTA organization to ensure that all campus information is shared among all platforms (Dojo, website, PTA social medias, Power School emails/dialers) In addition, we will conduct additional parent workshops in combination with school wide events/programs to increase and incentivize attendance.

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) |
|-----------|-----------|
|-----------|-----------|

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) |
|-----------|-----------|
|-----------|-----------|

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 | \$98,297.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$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 | \$95,497.00 |
| Title I Part A: Parent Involvement | \$2,800.00 |

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
- 5 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| Kathryn Conner | Principal |
| Rozanne Galaviz | Classroom Teacher |
| Tessa Campbell | Classroom Teacher |
| Juliana Maldonado | Classroom Teacher |
| Lorena Aguilar | Other School Staff |
| Jessica Sherlock | Parent or Community Member |
| Amanda Goodell | Parent or Community Member |
| Tiffany Parker | Parent or Community Member |
| Miju Pascual | Parent or Community Member |
| Yoana Brambila | 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 5/24/23 |
|  | SSC Chairperson, Amanda Goodell on 5/24/23 |

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**asurable, **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
2022-2023
Esperanza Elementary**

| 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?) |
|----------------------------|---|--|--|
| <p>ELPAC</p> <p>CAASPP</p> | <p>2022/2023</p> <ul style="list-style-type: none"> 101 Students (42 students newly enrolled 22/23) 3 Bilingual Aides 27 EL students on IEPs/SDC or Resource Support 41 students RFEP (monitored) <p>Classification levels:</p> <ul style="list-style-type: none"> Level 1 (Minimally Developed): 28 students - 18.3%% Level 2 (Somewhat Developed) 40 Students 26.1% Level 3 (Moderately Developed) 55 Students 35.9 % Level 4 (Well Developed) 30 students 19.6% <p>On the CAASPP 2022 our 3-6 grade English Learners performed in the very low range in overall academic performance.</p> <p>English Language Arts Academic Performance</p> <ul style="list-style-type: none"> 86 Students 27.8 points below standard LOW <p>Current English Learner</p> <ul style="list-style-type: none"> 44 Students 88.2 points below standard <p>Reclassified English Learners:</p> <ul style="list-style-type: none"> 42 Students 35.5 points above standard | <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. Ineffective use of grade level collaboration time (PLC's). Lack of use of common assessments, data analysis, and progress monitoring. Inconsistent implementation of AVID, CORE, and Boys Town. 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 effectively. After school CORE reading intervention program benefited many EL students. Several attendance clerks | <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 agendas and goals Schoolwide implementation of instructional strategies or interventions to meet student needs, which will be collected by administrator walk throughs. Strategic interventions in foundational math, reading skills and reading fluency during the school day and after. 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 information given related to the ELPAC (ELAC meetings, designated Parent Outreach time). Professional development about integrated and Designated ELD time, |

- Compared to English Only
- 439 Students
 - 23.8 points below standard

- Mathematics Academic Performance
- 86 Students
 - 51.6 points below standard
 - LOW

- Current English Learner
- 44 Students
 - 87.7 points below standard

- Reclassified English Learners:
- 42 Students
 - 13.7 points above standard

- Compared to English Only
- 439 Students
 - 46.3 points below standard

2022 Fall Dashboard English Learner Progress Indicator

- VERY LOW

- 2022 Fall Dashboard Student English Language Acquisition Results**
- 16 Decreased One ELPI Level
 - 25 Maintained ELP Level 1, 2L, 2H, 3L, or 3H
 - Maintained ELPI Level 4
 - 21 Progressed At Least One ELP Level

On the Fall Dashboard Chronic Absenteeism for English Learners was VERY HIGH with 100 students chronically absent 38% of the time. English Learners rated VERY LOW for Suspensions. Out of 103 students 0% were suspended at least one day.

CAASPP Interim Assessment Results:
 3rd Grade 78% completion rate
 4th Grade 57% completion rate
 5th Grade 91% completion rate

- were hired to monitor attendance, facilitate parent conferences, and improve attendance, however inconsistent and ineffective systems were implemented.
- 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 and inconsistent 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

- 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 based on students current ELD level and standards.
 - 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

| | | | |
|-------------------|----------------------------------|---|--|
| | 6th Grade 73 % completion rate | <p>interventions prior to a CST referral</p> <ul style="list-style-type: none"> ● No students were reclassified using the reclassification process for students with an IEP. ● Limited after school tutoring opportunities for upper grade ELL students. ● ELAC parents requested tutoring opportunities for upper grade students. ● ELAC parents requested intervention and enrichment opportunities continue to be offered next school year. ● Effective use of ELL aides providing support in classrooms. ● Limited Designated Parent Outreach time. Only Read With Me Parent Literacy Night was offered. ● Free English classes offered on campus, in the community room, weekly. Provided by WUSD ELL department. Highest number of parent participants in the district. ● ELAC parents requested more English classes. ● Improved and effective communication with ELL parents in their native language. ● ELAC parents' connectivity to the school has improved. | <p>families who are classified as ELs but Spanish is not their home language.</p> <ul style="list-style-type: none"> ● Increase participation in UPK program. ● Create text line with EL aide access for parent communication in spanish (Let's talk) ● Create parent Curriculum support/homework help programs |
| Low-Income | | | |
| CAASPP | On the CAASPP 2022 our 3-6 grade | <ul style="list-style-type: none"> ● Ineffective grade level | There is a need for: |

| | | | |
|--------------|--|--|---|
| <p>NWEA:</p> | <p>Socioeconomically Disadvantaged students performed in the low range in</p> <p>English Language Arts Academic Performance</p> <ul style="list-style-type: none"> ● 310 Students ● 40 points below standard ● LOW <p>Mathematics Academic Performance</p> <ul style="list-style-type: none"> ● 310 Students ● 66.3 points below standard ● LOW <p>On the Fall Dashboard Chronic Absenteeism for Socioeconomically Disadvantaged was VERY HIGH with 616 students chronically absent 44.8% of the time. Socioeconomically Disadvantaged students rated HIGH for Suspensions. Out of 629 students 4.1% were suspended at least one day.</p> <p>Spring 2023 NWEA scores for Low-Income (FRL) population, unable to access NWEA data since this category is now considered protected information.</p> | <p>collaboration time.</p> <ul style="list-style-type: none"> ● Lack of use of common assessments, data analysis, and progress monitoring. ● Inconsistent implementation of AVID, CORE, Boys Town. ● Ineffective implementation of PLCs and lack of use of Data Teams implemented. ● After school CORE reading intervention program benefited many socially economically disadvantaged (SED) students. ● Several attendance clerks were hired to monitor attendance, facilitate parent conferences, and improve attendance, however with little consistency and therefore little impact to attendance incidences. ● 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 consistently. ● 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"> ● PLC training for Admin and teachers ● Collaboration opportunities amongst teaching staff to have more designated and regular time to meet in their PLCs grade level teams with intentional agendas. ● Implementation of district adopted curriculum with fidelity. ● Schoolwide implementation of instructional strategies, interventions and extensions to meet student needs, evidence/data will be collected by weekly administrator walk throughs. ● Continued implementation of strategic interventions in foundational reading skills and reading fluency during the school day and after. ● Implementation of strategic interventions in foundational math skills. ● School wide fluency screening three times per year: Fall, Winter, Spring. ● Weekly progress monitoring ● Implement shared grade level Tier 2 interventions within the classroom and during the school day. ● Motivation activities for SED students, providing test taking strategies and goal setting opportunities by classroom teachers. ● 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 |
|--------------|--|--|---|

| | | | |
|---------------|--|--|---|
| | | | <p>SSC, PTA, volunteering in their child's classroom and other organizations and events.</p> <ul style="list-style-type: none"> ● Increase participation in the UPK program. |
| Foster | | | |
| | <p>Total Foster Students Enrolled:</p> <ul style="list-style-type: none"> ● Kindergarten: 2 ● 1st Grade: 5 ● 2nd Grade: 4 ● 3rd Grade: 5 ● 4th Grade: 5 ● 5th Grade: 1 ● 6th Grade: 0 | <ul style="list-style-type: none"> ● Ineffective use of grade level collaboration time. ● Decreased or inconsistent use of common assessments, data analysis, and progress monitoring. ● Inconsistent implementation of AVID, CORE, Boys Town ● Lack of Data Teams and grade level collaboration implemented. ● After school CORE reading intervention program benefited many foster students. ● Inconsistent attendance clerks and attendance practices implemented. ● Lack of strong Tier 1 teaching strategies for both Math and ELA ● No school wide screening or progress monitoring for reading. ● Tier 2 supports purchased and SOAR time inconsistently implemented by all grade levels. ● Not all students who would benefit from the CORE reading intervention were able to attend because it was only offered after school. | <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. ● 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. ● PLC grade level teams meet with intentional agendas. ● Schoolwide implementation of instructional strategies or interventions to meet student needs, which will be collected by administrator walk throughs. ● Continue with the implementation of strategic interventions in foundational math and reading skills and math and reading fluency during the school day and after. ● implementation of strategic interventions in foundational math skills during the school day and after. |
| CAASPP | <p>On the CAASPP 2022 our 3-6 grade Foster Youth population consisted of only 10 students therefore no data is available for English Language Arts or Mathematics.</p> | | |
| | <p>On the Fall Dashboard Chronic Absenteeism for Foster Youth was VERY HIGH with 30 students chronically absent 23.3% of the time. Foster Youth rated VERY HIGH. Out of 32 students 9.4% were suspended at least one day.</p> | | |
| NWEA | <p>Spring 2023 NWEA scores for Foster Students unable to access NWEA data since it is now considered protected information.</p> | | |

| | | | |
|-------------|---|---|---|
| | | <ul style="list-style-type: none"> Limited access to a higher level of support offered to students who were excited from CORE. | |
| | | | <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. 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. |
| SPED | 203 Students: (184 eligible/19 pending) RSP: 81 SDC: 55 Speech Only: 119 | | |

| | | | | | | | | | | | | | | | | | | | |
|--------------------|--|--|---|------|---|------|---|-------|---|-------|----|-------|----|-------|----|-------|----|--|--|
| <p>CAASPP</p> | <p>On the CAASPP 2022 our 3-6 grade Students with Disabilities performed in the low range in</p> <p>English Language Arts Academic Performance</p> <ul style="list-style-type: none"> ● 96 Students ● 103.2 points below standard ● VERY LOW <p>Mathematics Academic Performance</p> <ul style="list-style-type: none"> ● 96 Students ● 125.2 points below standard ● VERY LOW <p>On the Fall Dashboard Chronic Absenteeism for Students with Disabilities was VERY HIGH with 182 students chronically absent 54.4% of the time. Students with Disabilities rated VERY HIGH for Suspensions. Out of 189 students 7.4% were suspended at least one day.</p> | <ul style="list-style-type: none"> ● Inconsistent use and implementation of district adopted curriculum. ● Inappropriate referrals made to the CST process due to lack of rigor and consistent and explicit instruction based on district adopted curriculum. ● 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%-21% of students are in SPED. ● Lack of school wide and classroom progress monitoring system. ● Lack of math interventions implemented. ● Some SDC students were being mainstreamed into general education classrooms ● Blended programs have a significant impact on SPED students NWEA scores ● Few students were invited to participate in the CORE reading after school intervention 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 | <p>There is a need for:</p> <ul style="list-style-type: none"> ● Use district adopted curriculum and supplemental materials with fidelity. ● Review and implement the CST process with fidelity ● 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 access to supports and strategies for SPED students and/or students being referred to a CST. ● SPED teacher representative to participate on the Leadership Team/PBIS/RTI. ● 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 and goals. ● 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 and progress monitoring implemented to eliminate unwarranted referrals for testing | | | | | | | | | | | | | | | | |
| <p>NWEA</p> | <p>Spring 2023 NWEA scores for SPED population. Unable to access NWEA data since it is now considered classified.</p> <p>Percentage of Students in SPED 19% and with pending students 21%. % of students stayed the same from 21/22 to 22/23.</p> <p>RSP</p> <table border="0"> <tr> <td>22/23: 81 students</td> <td>23/23: 65 Students</td> </tr> <tr> <td>K: 7</td> <td>0</td> </tr> <tr> <td>1: 8</td> <td>7</td> </tr> <tr> <td>2: 11</td> <td>8</td> </tr> <tr> <td>3: 12</td> <td>11</td> </tr> <tr> <td>4: 12</td> <td>12</td> </tr> <tr> <td>5: 15</td> <td>12</td> </tr> <tr> <td>6: 16</td> <td>15</td> </tr> </table> <p>Decreased by 16 students</p> <p>SDC</p> <p>22/23: 55 students 23/24: 44 Students</p> | 22/23: 81 students | 23/23: 65 Students | K: 7 | 0 | 1: 8 | 7 | 2: 11 | 8 | 3: 12 | 11 | 4: 12 | 12 | 5: 15 | 12 | 6: 16 | 15 | | |
| 22/23: 81 students | 23/23: 65 Students | | | | | | | | | | | | | | | | | | |
| K: 7 | 0 | | | | | | | | | | | | | | | | | | |
| 1: 8 | 7 | | | | | | | | | | | | | | | | | | |
| 2: 11 | 8 | | | | | | | | | | | | | | | | | | |
| 3: 12 | 11 | | | | | | | | | | | | | | | | | | |
| 4: 12 | 12 | | | | | | | | | | | | | | | | | | |
| 5: 15 | 12 | | | | | | | | | | | | | | | | | | |
| 6: 16 | 15 | | | | | | | | | | | | | | | | | | |

| | | | |
|---------------------|--|---|---|
| | <p>K: 5 1: 7 5 2: 11 7 3: 5 11 4: 9 5 5: 7 9 6: 11 7 Decreased by 11 students</p> <p>Speech 22/23: 119 students 23/24 Students UPK: 8 1 K: 22 7 1: 18 22 2: 18 18 3: 16 18 4: 14 16 5: 10 14 6: 13 10 Decreased by 13 students</p> | <p>as an intervention in the 4th-5th grade SDC classroom during the growth observed for all students who participated in the intervention offered to some students during the day, after school, or at home.</p> <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 did not receive good first instruction. ● More SPED referrals in grades 3rd due to a lack of of solid TIER 1 instruction, use of district adopted curriculum and retention in kindergarten. ● Lack of emphasis on foundational reading skills in grades K, 1, and 2. ● All SPED subgroups (RSP, SDC, and speech) decreased by double digits. | <ul style="list-style-type: none"> ● Continue training time for staff on SST/CST and intervention processes. ● Provide teacher collaboration time to create whole grade cross curricular projects/activities. ● Provide training on RTI/MTSS systems and strategies. |
| All Students | Total Students enrolled: 1,005 | | |

CAASPP

On the CAASPP 2022 our 3-6 grade Students OVERALL PERFORMANCE was

- LOW in English Language Arts
- LOW in Mathematics
- VERY HIGH in Chronic Absenteeism
- VERY HIGH in Suspension Rate

English Language Arts Academic Performance

- 543 Students
- 23.1 points below standard
- LOW

Mathematics Academic Performance

- 543 Students
- 46.1 points below standard
- LOW

On the Fall Dashboard Chronic Absenteeism for ALL Students was VERY HIGH with 1014 students chronically absent 39% of the time. ALL Students rated HIGH for Suspensions. Out of 1057 students 3.2% were suspended at least one day.

NWEA

Spring 2023 NWEA scores for ALL students. (Total number of students per grade level assessed, mean RIT score, achievement percentile, and observed growth)

Math: 796 Students:

- Kindergarten: 92 148.4 51st 7pts
- 1st: 81 159.6 7th 9pts
- 2nd: 104 173.1 5th 6pts
- 3rd: 124 191.2 11th 12pts
- 4th: 131 200.2 12th 8pts
- 5th: 144 212.3 28th 8pts
- 6th: 120 213.5 17th 8pts

Language Arts-Reading: 721

- Kindergarten: 1 120.0 1st 9pts
- 1st: 105 155.7 7th 8pts

- 5th Grade is the ONLY grade on track to meet grade level standards on the CAASPP.
- There were no interventions/support offered to students performing below grade level in math during the school day or no math intervention programs were offered after school.
- 5th grade students performed best on NWEA in both reading and math.
- 3rd grade students demonstrated the most growth in reading by consistently implemented TIER 2 interventions (IXL, Headsprout, Read Theory) during SOAR time.
- 5th grade teachers collaborate and provide grade level Tier 2 interventions and extension opportunities based on data and students' individual needs.
- Grades K, 2nd, and 4th did not meet their growth goals on the NWEA in math.
- 4th grade did not meet their growth

There is a need for:

- Use district adopted curriculum and supplemental materials with fidelity.
- Improved Tier 1 instruction
- Increase student engagement by implementing research based best practices and strategies to improve student outcomes.
- Provide teachers with training regarding Tier 1 instruction.
- To develop and implement a school wide leadership team.
- Provide training on effective PLC teams and implementation.
- Provide training on effective RTI/MTSS strategies.
- 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 and goals.
- Schoolwide implementation of RTI strategies or Tier 2 interventions to meet student's individual needs, evidenced by data collection and administrator walk throughs.
- Strategic interventions in math foundational skills, foundational reading skills and reading fluency during the school day and after.
- Increase participation in the UPK program..
- Provide teacher collaboration time to create whole grade cross curricular projects/activities.

- 2nd: 100 172.7 14th 9pts
- 3rd: 123 191.6 27th 12pts
- 4th: 136 197.1 16th 6pts
- 5th: 141 207.6 35th 6pts
- 6th: 115 209.8 23rd 6pts

Growth by Grade Level: Achievement Comparison

| MATH | FALL 22/23 | SPRING 22/23 | |
|-------------------|------------|-----------------|-----|
| Median Percentile | | Observed Growth | |
| 3 | 28th | 33rd | +5% |
| 4 | 33rd | 29th | -4% |
| 5 | 42nd | 43rd | +1% |
| 6 | 32nd | 31st | +1% |

NWEA Median Student Growth Percentile:
 Esperanza ranked 3rd lowest in the district scoring overall in the 52nd percentile. Esperanza students scored in the 49th percentile in math and the 54th percentile in reading. Esperanza showed low growth and low achievement in mathematics in the Fall of 22-23 and high growth and low achievement in reading in the Fall of 22-23. 3rd grade students demonstrated the most growth, whereas kinder, 1st, 2nd, 4th, and 6th demonstrated negative growth.

Percentage of Students Below 50th percentile

on NWEA in Spring 2023: (3-6 only. K-2 not tested, yet)

Math

| | |
|---|-----|
| 3 | 58% |
| 4 | 68% |
| 5 | 52% |
| 6 | 65% |

Reading

| | |
|---|-----|
| 3 | 47% |
| 4 | 54% |
| 5 | 40% |
| 6 | 53% |

5th Grade is the ONLY grade on track to meet grade level standards on the CAASPP.

Test Duration Time on NWEA:

- goal for reading on the NWEA.
- Kindergarten and 1st grade use the most supplemental materials.
- Supplemental materials lack rigor and are not always aligned with grade level standards.
- Lack of use of district adopted curriculum and supplemental materials.
- Weak testing environments and not sufficient time spent on tests for all grade levels except 5th grade.
- Growth on NWEA math and reading is not enough to close the gaps.
- 3rd grade made 12 pts in reading and consistently implemented Tier 2 reading interventions.
- 3rd grade and 5th grade demonstrated the most growth overall per grade level and implemented Tier 2 interventions.
- 5th teachers had the highest completion rate on the CAASPP interim assessment.

- Provide training on RTI/MTSS systems and strategies.
- School wide fluency screening three times per year: Fall, Winter, Spring.
- Develop appropriate reading and math goals based on students current NWEA scores.
- Develop appropriate reading and math goals based on students current NWEA scores.
- Reward students who make goal growth on Reading or Math NWEA.
- Increase participation in the UPK program.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--------|---------------|--------------------------------------|-------------|--|-------------|-------------------------|---------------|-----------------------|-------------|------------------|---------------|----------------------|-------------|------------------------|----------------|--------------------------------------|----|---------------------------------|---|--------------------------------|----|--|---|---|-----|--------------------------------------|--|--|--|
| | <p>All grade levels but 5th grade had indicators that students did not spend a sufficient amount of time taking the NWEA.</p> <p><u>WUSD Reprographics/Copy Expenses for 22-23.</u> Esperanza spent 13,519.55 on copies. More than double any other school in the district.</p> <p><u>CAASPP Interim Assessment Results:</u> 3rd Grade 78% completion rate 4th Grade 57% completion rate 5th Grade 91% completion rate 6th Grade 73 % completion rate</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Engagement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="0"> <tr> <td>Format</td> <td>Parent Access</td> </tr> <tr> <td>Class Dojo Parents Connected:</td> <td>1743</td> </tr> <tr> <td>Class Dojo Mgs sent wkly (average)</td> <td>1250</td> </tr> <tr> <td>Phone Dialers Delivered</td> <td>886/901 96.1%</td> </tr> <tr> <td>Dialers Not delivered</td> <td>35/901 3.9%</td> </tr> <tr> <td>Emails Delivered</td> <td>882/958 92.1%</td> </tr> <tr> <td>Emails not Delivered</td> <td>76/958 7.9%</td> </tr> <tr> <td>Parents w/ PS accounts</td> <td>879/1001 87.8%</td> </tr> <tr> <td>Parent Healthy Kids Survey Completed</td> <td>27</td> </tr> <tr> <td>Average Parent Attendance ELAC:</td> <td>8</td> </tr> <tr> <td>Average Parent Attendance PTA:</td> <td>10</td> </tr> <tr> <td>Averaged Parent Attendance at Coffee with the Principals</td> <td>2</td> </tr> <tr> <td>Average Views of Coffee with the principals/Data Presentatons online presentation</td> <td>150</td> </tr> <tr> <td>Parent/Family Attendance of Literacy</td> <td></td> </tr> </table> | Format | Parent Access | Class Dojo Parents Connected: | 1743 | Class Dojo Mgs sent wkly (average) | 1250 | Phone Dialers Delivered | 886/901 96.1% | Dialers Not delivered | 35/901 3.9% | Emails Delivered | 882/958 92.1% | Emails not Delivered | 76/958 7.9% | Parents w/ PS accounts | 879/1001 87.8% | Parent Healthy Kids Survey Completed | 27 | Average Parent Attendance ELAC: | 8 | Average Parent Attendance PTA: | 10 | Averaged Parent Attendance at Coffee with the Principals | 2 | Average Views of Coffee with the principals/Data Presentatons online presentation | 150 | Parent/Family Attendance of Literacy | | <ul style="list-style-type: none"> • Dialers and Emails have been more effective due to consistent use of the tool (weekly) and the addition of incentives for listening/reading emails including student Eagle Feathers (code words) • Increased Power School Parent Accounts. • Class Dojo connects more parents than Power School (multiple parents, guardians per student can have direct access to teacher and | <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 |
| Format | Parent Access | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class Dojo Parents Connected: | 1743 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class Dojo Mgs sent wkly (average) | 1250 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phone Dialers Delivered | 886/901 96.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Emails Delivered | 882/958 92.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emails not Delivered | 76/958 7.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parents w/ PS accounts | 879/1001 87.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Healthy Kids Survey Completed | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average Parent Attendance ELAC: | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average Parent Attendance PTA: | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Averaged Parent Attendance at Coffee with the Principals | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average Views of Coffee with the principals/Data Presentatons online presentation | 150 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent/Family Attendance of Literacy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|--|--|---|
| | <p>Night/Parent University 237 Regular on campus Parent Volunteers 18</p> <p>CHKS Parent Data: Parent surveys completed</p> <p>Parents Feel their student are Academically Motivation (want to do well): 90%</p> <p>School promptly responds to my phone calls, messages, or e-mails.</p> <p>Strongly agree 61% Agree 22% Disagree 13% Don't know/NA 4%</p> <p>School encourages me to be an active partner with the school in educating my child.</p> <p>Strongly agree 57% Agree 26% Disagree 13% Don't know/NA 4%</p> <p>School actively seeks the input of parents before making important decisions.</p> <p>Strongly agree 35% Agree 48% Disagree 9% Strongly disagree 4% Don't know/NA 4%</p> <p>Parents feel welcome to participate at this school.</p> <p>Strongly agree 50% Agree 33% Disagree 17% Strongly disagree 0 Don't know/NA 0</p> <p>School staff treat parents with respect.</p> | <p>principal for Q&A</p> <ul style="list-style-type: none"> • Disconnected parents have students with more discipline incidents on campus • Parents view school data, and presentations in digital formats more than at in-person events • Events back on campus including Fall Festival, Coffee with the principals, Musical events, talent shows, Awards, volunteering have increased parent connectivity to the school in the 22-23 school year. • Parents feel more included in school decisions due to the open forum opportunities, electronic ballots, and hybrid meeting for School Site Council, PTA, IEP's, ELAC etc. • Esperanza has shifted from last year when a majority of parents did not feel like they could participate to 83% of parents feeling like active and welcome participants. • | <ul style="list-style-type: none"> • Provide technology support and data presentations through Parent University nights (bilingual) • Train Clerks/Admin in FinalSite to maintain and update the school website regularly • 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 |
|--|--|--|---|

| | |
|-------------------|-----|
| Strongly agree | 63% |
| Agree | 29% |
| Disagree | 8% |
| Strongly disagree | 0 |
| Don't know/NA | 0 |

School staff take parent concerns seriously.

| | |
|-------------------|-----|
| Strongly agree | 50% |
| Agree | 29% |
| Disagree | 13% |
| Strongly disagree | 4% |
| Don't know/NA | 4% |

School keeps me well-informed about school activities.

| | |
|-------------------|-----|
| Strongly agree | 67% |
| Agree | 17% |
| Disagree | 8% |
| Strongly disagree | 8% |
| Don't know/NA | 0 |

Teachers communicate with parents about what students are expected to learn in class.

| | |
|-------------------|-----|
| Strongly agree | 58% |
| Agree | 25% |
| Disagree | 8% |
| Strongly disagree | 4% |
| Don't know/NA | 4% |

Letting you know how your child is doing in school between report cards.

| | |
|-----------------------|-----|
| Very well | 83% |
| Just okay | 13% |
| Not very well | 0 |
| Does not do it at all | 4% |
| Don't know/NA | 0 |

Let's Talk to allow for ease of communication

- Scholarships for parents to get volunteer badges/fingerprint clearance w/ parent commitment contract/application

| Student Connectivity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|---|-----------|---------|-----|-----------|--------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|--|-----------|-----------|-----------|----|-----|-----------------------|-----|-----|-----------------------|-----|-----|----------------------|-----|-----|--|-----------|-----------|-----------|-----|-----|-----------------------|-----|-----|-----------------------|-----|-----|----------------------|----|----|---|---|
| | <p>California Healthy Kids Survey Completed:</p> <table border="0"> <tr> <td>5th grade</td> <td>100/155</td> <td>65%</td> </tr> <tr> <td>6th Grade</td> <td>39/135</td> <td>29%</td> </tr> </table> <p>Total Students in grades 5/6: 296</p> <p>Feel connected to school:</p> <table border="0"> <tr> <td>5th grade</td> <td>66%</td> </tr> <tr> <td>6th grade</td> <td>60%</td> </tr> </table> <p>Academic Motivation (want to do well):</p> <table border="0"> <tr> <td>5th grade</td> <td>83%</td> </tr> <tr> <td>6th grade</td> <td>65%</td> </tr> </table> <p>Feel they Participate Meaningfully in school:</p> <table border="0"> <tr> <td>5th grade</td> <td>30%</td> </tr> <tr> <td>6th grade</td> <td>24%</td> </tr> </table> <p>Do students know what the rules are?</p> <table border="0"> <tr> <td></td> <td>5th grade</td> <td>6th grade</td> </tr> <tr> <td>No, never</td> <td>3%</td> <td>11%</td> </tr> <tr> <td>Yes, some of the time</td> <td>32%</td> <td>29%</td> </tr> <tr> <td>Yes, most of the time</td> <td>39%</td> <td>37%</td> </tr> <tr> <td>Yes, all of the time</td> <td>25%</td> <td>23%</td> </tr> </table> <p>Students at School Well Behaved</p> <table border="0"> <tr> <td></td> <td>5th grade</td> <td>6th grade</td> </tr> <tr> <td>No, never</td> <td>10%</td> <td>14%</td> </tr> <tr> <td>Yes, some of the time</td> <td>46%</td> <td>51%</td> </tr> <tr> <td>Yes, most of the time</td> <td>41%</td> <td>31%</td> </tr> <tr> <td>Yes, all of the time</td> <td>3%</td> <td>3%</td> </tr> </table> <p>Do you feel like you are part of this school?</p> | 5th grade | 100/155 | 65% | 6th Grade | 39/135 | 29% | 5th grade | 66% | 6th grade | 60% | 5th grade | 83% | 6th grade | 65% | 5th grade | 30% | 6th grade | 24% | | 5th grade | 6th grade | No, never | 3% | 11% | Yes, some of the time | 32% | 29% | Yes, most of the time | 39% | 37% | Yes, all of the time | 25% | 23% | | 5th grade | 6th grade | No, never | 10% | 14% | Yes, some of the time | 46% | 51% | Yes, most of the time | 41% | 31% | Yes, all of the time | 3% | 3% | <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. • Low student completion of survey in 6th grade due to lack of importance placed on the Healthy Kids Survey by teachers. • Students feel motivated to learn, but share that majority of students do not feel like they participate meaningfully in school, connecting to lack of opportunities to connect to the school and build a sense of ownership with the school community. • Students express that the rules aren't always clear. Variations from class to class, or with playground staff who are inconsistent with expectations lead to inconsistent follow through by students • The merit system allows for students to make small mistakes handled in class, with opportunities for incentives quarterly, with major discipline | <ul style="list-style-type: none"> • 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 I club to create student organized events, and and opportunities for connectedness and decision making with peer groups • 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 • Establish school wide system to provide clarity of rules and expectations, posted schoolwide • Build opportunities for Project based learning, school wide projects, and activities to bring students, staff and families together |
| 5th grade | 100/155 | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6th Grade | 39/135 | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5th grade | 66% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6th grade | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5th grade | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6th grade | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5th grade | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6th grade | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5th grade | 6th grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, never | 3% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some of the time | 32% | 29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, most of the time | 39% | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all of the time | 25% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5th grade | 6th grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, never | 10% | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some of the time | 46% | 51% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, most of the time | 41% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all of the time | 3% | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | 5th grade | 6th grade |
|-----------------------|-----------|-----------|
| No, never | 14% | 8% |
| Yes, some of the time | 27% | 38% |
| Yes, most of the time | 23% | 22% |
| Yes, all of the time | 35% | 32% |

Are you given a chance to help decide school activities or rules?

| | 5th grade | 6th grade |
|-----------------------|-----------|-----------|
| No, never | 57% | 53% |
| Yes, some of the time | 30% | 36% |
| Yes, most of the time | 9% | 6% |
| Yes, all of the time | 3% | 6% |

Do the teachers and other grown-ups at school ask you about your ideas?

| | 5th grade | 6th grade |
|-----------------------|-----------|-----------|
| No, never | 29% | 50% |
| Yes, some of the time | 46% | 36% |
| Yes, most of the time | 15% | 14% |
| Yes, all of the time | 9% | 0 |

Do the teachers and other grown-ups give you a chance to solve school problems?

| | 5th grade | 6th grade |
|-----------------------|-----------|-----------|
| No, never | 26% | 44% |
| Yes, some of the time | 33% | 28% |
| Yes, most of the time | 22% | 11% |
| Yes, all of the time | 18% | 17% |

Student Truancy Data

| | 5th grade | 6th grade |
|---|-----------|-----------|
| I did not miss any days of school in the past 30 days | 43% | 39% |
| 1 day | 21% | 21% |

interventions.

- Students struggle with participating meaningfully

| | | | |
|-------------------|---|---|--|
| | <p>2 days 21% 21%</p> <p>3 or more days 14% 18%</p> | | |
| Attendance | Total Students Enrolled: 1005 | | |
| | <p>22-23 School Year by Grade Level:</p> <p>Preschool:</p> <ul style="list-style-type: none"> ● Total Students:11 ● Excellent: 11 - 100% ● Satisfactory: 0 ● Manageable: 0 ● Chronic: 0 ● Severe Chronic: 0 <p>Kindergarten:</p> <ul style="list-style-type: none"> ● Total Students: 158 ● Excellent: 2 - 1% ● Satisfactory: 34 - 22% ● Manageable: 56 - 36% ● Chronic: 46 - 29% ● Severe Chronic: 20 - 13% ● Chronic & Severe: 42% <p>1st Grade:</p> <ul style="list-style-type: none"> ● Total Students: 123 ● Excellent: 6 - 5% ● Satisfactory: 38 - 31% ● Manageable: 36 - 29% ● Chronic: 33 - 27% ● Severe Chronic: 10 - 8% ● Chronic & Severe: 35% <p>2nd Grade:</p> <ul style="list-style-type: none"> ● Total Students: 118 ● Excellent: 7 - 6% ● Satisfactory: 40 - 34% ● Manageable: 43 - 36% ● Chronic: 20 - 17% ● Severe Chronic: 8 - 7% ● Chronic & Severe: 24% <p>3rd Grade:</p> | <ul style="list-style-type: none"> ● Several attendance clerks were hired to monitor attendance, facilitate parent conferences, and improve attendance. ● Due to high turnover of attendance clerks, inconsistent systems were implemented. ● Parents of kindergarteners do not understand the importance of skills taught in kindergarten. ● Parents extend week trips to include Fridays and Mondays. ● 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. ● Little contact made with parents with attendance liaison regarding L1 and L2 letters. ● Conferences with parents scheduled without prior consent on a mutual agreeable day and time resulting in parents not showing up or participating in | <p>There is a need for:</p> <ul style="list-style-type: none"> ● Identify students with SEL and behavioral needs. Offer resources and support to families with the help of the attendance liaison and school counselor. ● Decrease suspensions by developing and implementing alternatives to suspensions. ● Attendance clerk and Administration to review attendance data to view trends. ● Announce and reward individual students and classes weekly, monthly and/or quarterly. ● Recognize Perfect Attendance monthly, quarterly, semester, and yearly. ● Post students names and pictures in Class DoJo or have an attendance bulletin board in the hallway. ● Offer more incentive parties for Satisfactory, improved and/or perfect attendance. ● Conduct regular attendance conferences to identify barriers, educate parents on the importance of good attendance, and build positive relationships with parents. ● Teach and train families in how to clear absences (bilingual) iattend/attendance line. ● Give short presentations at various events such as parent nights, ELAC |

- **Total Students: 143**
- Excellent: 6 - 4%
- Satisfactory: 39 - 27%
- Manageable: 72 - 50%
- Chronic: 23 - 16%
- Severe Chronic: 3 - 2%
- Chronic & Severe: 18%

4th Grade:

- **Total Students: 150**
- Excellent: 12 - 8%
- Satisfactory: 61 - 41%
- Manageable: 41 - 27%
- Chronic: 27 - 18%
- Severe Chronic: 9 - 6%
- Chronic & Severe: 24%

5th Grade:

- **Total Students: 159**
- Excellent: 17 - 11%
- Satisfactory: 63 - 40%
- Manageable: 53 - 33%
- Chronic: 24 - 15%
- Severe Chronic: 2 - 1%
- Chronic & Severe: 16%

6th Grade:

- **Total Students: 137**
- Excellent: 8 - 6%
- Satisfactory: 47 - 34%
- Manageable: 51 - 37%
- Chronic: 26 - 19%
- Severe Chronic: 5 - 4%
- Chronic & Severe: 23%

Most absences occur on Mondays and Fridays, and more on Mondays than Fridays. November has the highest number of days of above average attendance (12 out of 16). September and January have the best attendance.

3rd grade and 5th grade have the least percentage of students with chronic and severely chronic absenteeism. Kindergarten has the

SART conference and contract agreements.

meetings, back to school nights, etc to inform and teach students and families about the importance of good attendance.

- Make home visits to students with severe or chronic absenteeism.
- Call parents to get their input prior to scheduling conferences.
- Call parents prior to L1, L2 and L3 letters being sent home or mailed.

| | | | |
|---------------|--|--|--|
| <p>CAASPP</p> | <p>highest percentage of Chronic and Severely Chronic absenteeism than all other grade levels.</p> <p>2022 Fall Dashboard Chronic Absenteeism for All Students/Student Groups:</p> <ul style="list-style-type: none"> ● All Students <ul style="list-style-type: none"> ○ Very High ○ 39% Chronically Absent ○ 1014 Students ● English Language Learners <ul style="list-style-type: none"> ○ Very High ○ 38% Chronically Absent ○ 100 Students ● Foster Youth <ul style="list-style-type: none"> ○ Very High 23.3% Chronically Absent ○ 30 Students ● Homeless <ul style="list-style-type: none"> ○ Very High ○ 49.4% Chronically Absent ○ 77 Students ● Socioeconomically Disadvantaged <ul style="list-style-type: none"> ○ Very High ○ 44.8% Chronically Absent ○ 616 Students ● Students with Disabilities <ul style="list-style-type: none"> ○ Very High ○ 54.4% Chronically Absent ○ 182 Students ● African American <ul style="list-style-type: none"> ○ Very High ○ 39.2% Chronically Absent ○ 79 Students ● Asian <ul style="list-style-type: none"> ○ High ○ 17.9% Chronically Absent ○ 39 Students ● Hispanic <ul style="list-style-type: none"> ○ Very High ○ 42.4% Chronically Absent ○ 582 Students | | |
|---------------|--|--|--|

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|--|------------------|------------|------------------|------------|------------------|------------|------------------------|---|------------------------|---|------------------------|---|--------------------------------|---|------------------------|---|------------------------------------|----|-------------------------|---|-----------------------|---|------------------------|---|---------------------------------|---|------------------------|---|--------------------------------|---|------------------------|---|------------------------------------|----|-------------------------|---|-----------------------|---|------------------------|---|---------------------------------|---|------------------------|---|---|--|
| | <ul style="list-style-type: none"> ● Two or More Races <ul style="list-style-type: none"> ○ Very High ○ 36.2% Chronically Absent ○ 58 Students ● White <ul style="list-style-type: none"> ○ Very High ○ 36.3% Chronically Absent ○ 237 Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Discipline | Events | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Student attendance to quarterly Merit Events (4th-6th Grade)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">4th grade</td> <td style="text-align: right;">93%</td> </tr> <tr> <td>5th grade</td> <td style="text-align: right;">97%</td> </tr> <tr> <td>6th grade</td> <td style="text-align: right;">91%</td> </tr> </table> <p>Discipline events by grade level:</p> <p>Kindergarten:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>1 or more Suspensions:</td><td style="text-align: right;">7</td></tr> <tr><td>Defiance or disrespect</td><td style="text-align: right;">3</td></tr> <tr><td>School rule violations</td><td style="text-align: right;">3</td></tr> <tr><td>Incidents of Class Disruption:</td><td style="text-align: right;">2</td></tr> <tr><td>Incidents of Fighting:</td><td style="text-align: right;">0</td></tr> <tr><td>Incidents off Hands off Violation:</td><td style="text-align: right;">30</td></tr> <tr><td>Incidents of Profanity:</td><td style="text-align: right;">0</td></tr> <tr><td>Incidents of threats:</td><td style="text-align: right;">0</td></tr> </table> <p>1st Grade:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>1 or more Suspensions:</td><td style="text-align: right;">3</td></tr> <tr><td>3 or more incidents of Defiance</td><td style="text-align: right;">0</td></tr> <tr><td>School rule violations</td><td style="text-align: right;">3</td></tr> <tr><td>Incidents of Class Disruption:</td><td style="text-align: right;">2</td></tr> <tr><td>Incidents of Fighting:</td><td style="text-align: right;">0</td></tr> <tr><td>Incidents off Hands off Violation:</td><td style="text-align: right;">30</td></tr> <tr><td>Incidents of Profanity:</td><td style="text-align: right;">0</td></tr> <tr><td>Incidents of threats:</td><td style="text-align: right;">0</td></tr> </table> <p>2nd Grade:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>1 or more Suspensions:</td><td style="text-align: right;">6</td></tr> <tr><td>3 or more incidents of Defiance</td><td style="text-align: right;">2</td></tr> <tr><td>School rule violations</td><td style="text-align: right;">7</td></tr> </table> | 4th grade | 93% | 5th grade | 97% | 6th grade | 91% | 1 or more Suspensions: | 7 | Defiance or disrespect | 3 | School rule violations | 3 | Incidents of Class Disruption: | 2 | Incidents of Fighting: | 0 | Incidents off Hands off Violation: | 30 | Incidents of Profanity: | 0 | Incidents of threats: | 0 | 1 or more Suspensions: | 3 | 3 or more incidents of Defiance | 0 | School rule violations | 3 | Incidents of Class Disruption: | 2 | Incidents of Fighting: | 0 | Incidents off Hands off Violation: | 30 | Incidents of Profanity: | 0 | Incidents of threats: | 0 | 1 or more Suspensions: | 6 | 3 or more incidents of Defiance | 2 | School rule violations | 7 | <ul style="list-style-type: none"> ● Lack of training for classified staff due to minimal classified meetings, and high turnover of staff ● Classified playground aide turnover and poor attendance lead to inconsistent supervision on the playground, allowing for more hands-off violations that could have been prevented ● Eagle Feather School wide positive incentive program reduced negative office referrals and promoted positive acknowledgement of students on the playground. ● Inconsistent classroom rules/expectations lead to pockets of behavioral problems, and lack of skill building school wide. ● Lack of schol wide awards to | <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 |
| 4th grade | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5th grade | 97% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6th grade | 91% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 or more Suspensions: | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Defiance or disrespect | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School rule violations | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents of Class Disruption: | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents of Fighting: | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents off Hands off Violation: | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents of Profanity: | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents of threats: | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 or more Suspensions: | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 or more incidents of Defiance | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School rule violations | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents of Class Disruption: | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents of Fighting: | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents off Hands off Violation: | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents of Profanity: | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incidents of threats: | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 or more Suspensions: | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 or more incidents of Defiance | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School rule violations | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Incidents of Class Disruption: 2
 Incidents of Fighting: 3
 Incidents off Hands off Violation: 19
 Incidents of Profanity: 2
 Incidents of threats: 0

3rd grade:

1 or more Suspensions: 8
 3 or more incidents of Defiance 0
 School rule violations 1
 Incidents of Class Disruption: 2
 Incidents of Fighting: 6
 Incidents off Hands off Violation: 12
 Incidents of Profanity: 7
 Incidents of threats: 4

4th Grade:

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

5th Grade:

1 or more Suspensions: 4
 3 or more incidents of Defiance 5
 School rule violations 2
 Incidents of Physical Injury: 1
 Incidents of Class Disruption: 0
 Incidents of Fighting: 4
 Incidents off Hands off Violation: 6
 Incidents of Profanity: 3
 Incidents of threats: 1

6th Grade:

1 or more Suspensions: 6
 3 or more incidents of Defiance: 8
 School rule violations: 5
 Incidents of Physical Injury: 3
 Incidents of Class Disruption: 3
 Incidents of Fighting: 7
 Incidents off Hands off Violation: 6
 Incidents of Profanity: 4
 Incidents of threats: 3

motivate positive recognition for Lower elementary students (awards for 4-6 by semester for academic achievement, Merit parties quarterly incentive for upper)

- Discipline events spike during unstructured/recess time
- Hands off violations, shoving, pushing, hitting are highest discipline concern
- Suspension Decrease overall due to Restorative justice, alternatives to suspension and socia-emotional supports/counseling interventions
- Positive incentives preventive in smaller incidents, and teacher using more immediate interventions to avoid office referrals for all incidents.
- New staff lack training for students with high behavioral needs.
- Communication of classroom discipline to allow preventative support from home.
- Lack of consistent use of a

development to build campus climate

- 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
- Incentive field Friday program with Coach Mentorship to build positive opportunities for unstructured time.

CAASPP

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Groups:

- All Students
 - High
 - 3.2 Suspended at least one day
 - 1057 Students
- English Language Learners
 - Very Low
 - 0% Suspended at least one day
 - 103 Students
- Foster Youth
 - Very High
 - 9.4 Suspended at least one day
 - 32 Students
- Homeless
 - Medium
 - 2.5% Suspended at least one day
 - 79 Students
- Socioeconomically Disadvantaged
 - High
 - 4.1% Suspended at least one day
 - 629 Students
- Students with Disabilities
 - Very High
 - 7.4% Suspended at least one day
 - 189 Students
- African American
 - Very High
 - 12.3% Suspended at least one day
 - 81 Students
- Asian
 - Very Low
 - 0% Suspended at least one day
 - 42 Students
- Hispanic
 - Medium
 - 2.6% Suspended at least one day
 - 610 Students
- Two or More Races
 - Very High

discipline matrix.

- Lack of school wide language, expectations, and systems used consistently through all grade levels

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">○ Very High○ 8.5% Suspended at least one day○ 59 Students● White<ul style="list-style-type: none">○ Medium○ 1.2% Chronically Absent○ 246 Students | | |
|--|--|--|--|