

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**Manuel Esqueda Elementary**

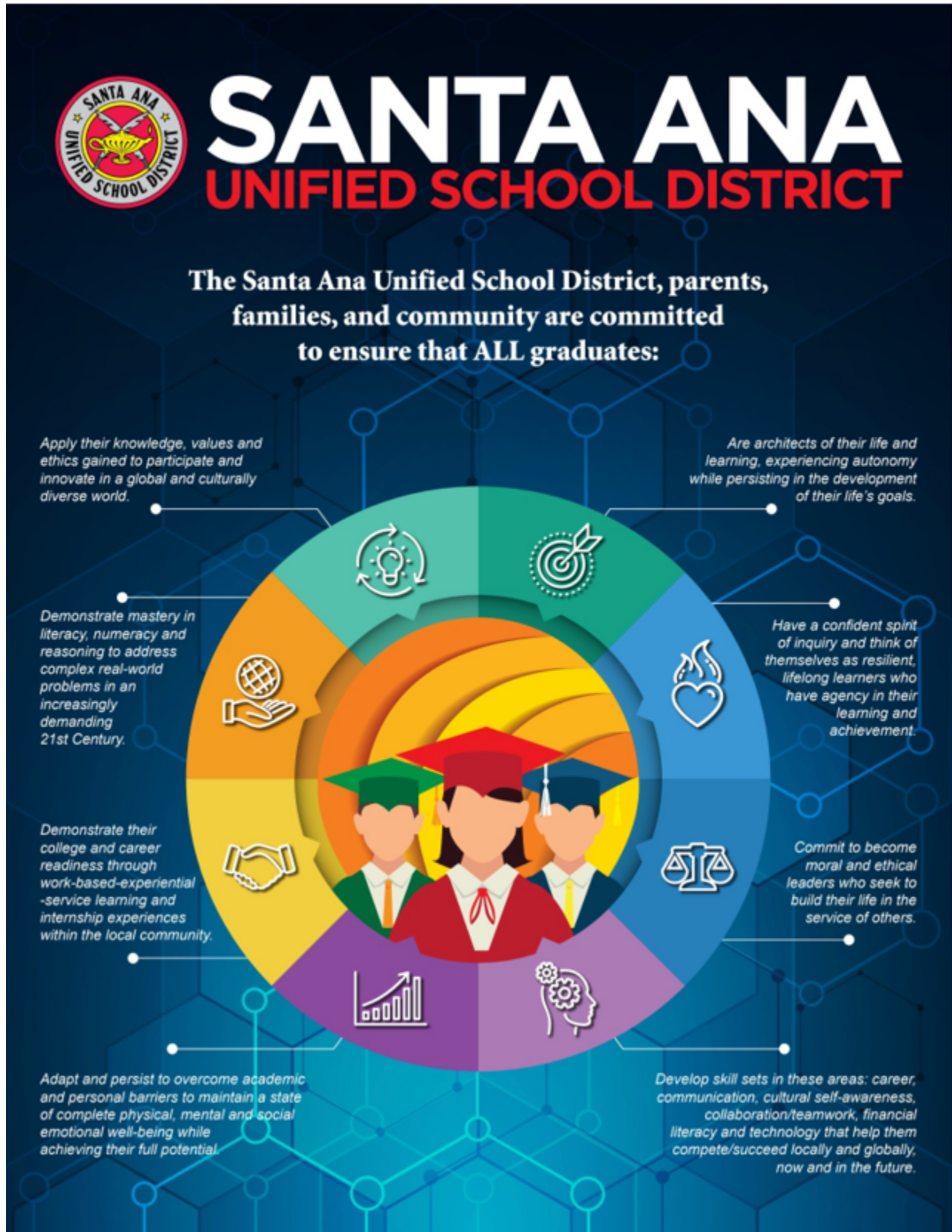
**Superintendent**

Jerry Almendarez

**Board of Education**

Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

Esqueda Elementary (K-8) School will create a high quality, safe and healthy learning environment that fosters the values necessary for students to demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.

All students will be taught by our highly-qualified, caring, and well trained staff in a rigorous 21st century learning environment that is healthy, safe and secure. We are committed to providing academic, behavior and socio-emotional support using a data-based decision making approach based on the Multi-Tier System of Support Framework. We will support College Readiness through AVID by providing students a rigorous research standards based curriculum.

A mutual trust and respect between District, community, and school will be earned by valuing stakeholder input through meetings, training, and surveys. The results of these surveys serve as an integral part of decision making process to increase student achievement. All stakeholders will have the opportunity to have their voices heard through both school-wide and district-wide surveys and committees to give their feedback on climate, safety, and student/parent engagement.

Esqueda Elementary (K-8) will continue to take precautions to ensure safety regulations set up during the COVID-19 pandemic are still in place for all students and staff. These precautions will include options to attend the Santa Ana Virtual Academy (SAVA) and online assignments for short-term illnesses.

#### Strategy/Activity 1

All students will have access to a welcoming, creative, engaging, and safe learning environment on our campus. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Students will have access to technology at school and home. Students will also have the opportunity to participate in extra-curricular activities or take field trips to deepen their school experience. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged and appropriate intervention will occur as needed through family communication and consistent support. For those students at risk of becoming chronically absent, individual student success teams will be organized to best support students and their engagement at school. Teachers will also collaborate with grade level, subject area, or vertical articulation to improve student achievement.

#### Budgeted Amount:

22,873

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#### Strategy/Activity 2

Foster a schoolwide program to support positive behavioral outcomes for students. This strategy includes teacher training and all staff working together to create a climate of success and positive behavior. Teachers and staff members will use effective practices for supporting positive behavior throughout the school day following the theme of "Respectful, Responsible, and Safe." Administrators will support and monitor those practices through a multi-tiered system of supports (MTSS). Students exhibiting negative behavior will receive family-involved intervention and support in order to ensure a positive learning environment for all students. Teams will be formed to investigate root causes of student misbehavior and support students in making good decisions and demonstrating positive behavior. The school will also promote an atmosphere where all student, parent, and staff voices will be heard.

#### Budgeted Amount:

5,750

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#### Strategy/Activity 3

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Provide support and improve the social-emotional wellness of all students and staff. Identify and support students demonstrating at-risk behaviors. Train staff how to identify potential signs of distress and direct students/families to appropriate resources. Students will be provided with opportunities for Tier II and Tier III supports as needed. Provide presentations or other resources to educate and inform students of SEL strategies.

**Budgeted Amount:**

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**Strategy/Activity 4**

Provide a safe campus for all staff, students, and parents. Ensure that all facility issues are brought forward and addressed quickly. Enforce a closed campus, and employ the Raptor system with sensitivity to all parents and visitors.

**Budgeted Amount:**

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**Strategy/Activity 5**

Provide a schoolwide program to promote a culture of success, growth, mindset, self-determination, and maintain a level of rigor that challenges and supports students. Teachers will be trained on best practices to maintain rigor and implement growth mindset. Teachers, counselors and support staff will collaborate to monitor student progress in personal growth and best practices to promote self-efficacy. Furthermore, technology use will be implemented to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century college and careers. Various college and career promotion events will be held to capture students interest in possible fields of study or future careers. Participate in CCGI (California College Guidance Initiative) on line careers interests surveys, where students can create a portfolio to create a plan for the future, by following a college or a career. Conduct A-G presentations to students, staff and parents to create awareness and develop a growth mindset towards college or a career. Offer AVID (Advancement Via Individual Determination) Elementary in K-5th grade and AVID elective in 6th-8th grade to create a pathway towards A-G completion. Provide training or workshops to implement AVID strategies. Integrate the college-going mindset through displays of college regalia and daily college-focused announcements.

**Budgeted Amount:**

30,496

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**Strategy/Activity 6**

Provide the opportunity for students to experience field trips and other assemblies to support their overall learning enrichment through experiential activities.

**Budgeted Amount:**

15,000

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**Total Expenditures**

74,119.00

**Goal 2 - English Language Arts**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

All students will have equitable access to a high quality English Language Arts program. Our students will reach proficiency in reading by: the implementation of District adopted Benchmark Advanced Reading fortified with rigorous, research-based, instructional approaches found within the CCSS and the 21st Century Learning and Innovation Skills.

Students will utilize computers equipped with internet access to aide learning of the content standards for targeted, personalized learning. Students will have routine access to Internet-enabled technology at school, home or after school. Additional, personalized and focused instruction during small group workshop, intervention programs and/or after school tutoring and/or enrichment will be provided by certificated and classified personnel.

In Reading/Language Arts: 1. Ensure all teachers attend all training modules; 2. Build capacity with lead teachers, facilitate implementation of Benchmark Advance and small differentiated group instruction found within the program; 3. Provide additional

grade level collaboration time to align instruction to focus on the “Why” as well as the routines and procedures; 4. Continue intentional use of selected AVID strategies with close reading, 2-3 column note taking, and Costa’s Levels of Questioning; 5. Provide additional training in effective use of Benchmark Universe; 6. Train 3rd-5th grade teachers how to utilize SBAC Interim Assessments, and all teachers, Benchmark Interim and Unit Assessments, to help inform and adjust instruction in ELA.

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**Strategy/Activity 1**

All students will have access to the core ELA program through the Benchmark curriculum. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the tier II or tier III programs. In order to promote reading fluency and proficiency supplemental software programs assessing student reading proficiency will be purchased as well as school-wide summer reading texts at each grade level. Teachers will be trained on best practices to promote language development and create an environment where rigor and language production is valued. Align Benchmark Advance and Study Sync core curriculum program to the CA State Standards. Assess student learning and instructional levels utilizing the results of MAP, DIBELS, Benchmark Interim Assessment and DWA to inform instruction and students readiness to learn. Teachers will differentiate instruction in reading, reteach standards, provide timely and systematic interventions based on identified student needs and strengths, as well as their readiness to learn. Purchase and order grade-level specific supplemental instructional materials such as SIPPS readers, supplementary Benchmark Advance and Study Sync consumables, TE's/CD to support and enrich the core program. Purchase supplemental instructional materials from print shop such as decodables and sight words in order to enhance the core program.

**Budgeted Amount:**

21,582

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**Strategy/Activity 2**

The lowest performing students and those performing three or more grade levels below standard and struggling academically are referred to the Student Success Team process. Collaborative meetings will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed.

**Budgeted Amount:**

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**Strategy/Activity 3**

Students at risk of not meeting ELA standards are identified for academic intervention and provided after school tutoring and are given access to differentiated online programs. Student progress will be monitored on a weekly basis and modifications in the program will be made as necessary.

Utilize SIPPS, Rewards, or other research based programs for intervention to systematically and explicitly teach students early literacy skills to become proficient readers by the end of 3rd grade. Identify target students for interventions and develop instructional plans and programs for under-performing students. Schedule strategic ELA tutoring before or after school. Candidates in grades 3-8 will be identified by their RIT score from MAP indicating their readiness to learn. Tutorial candidates in grades K-2 will be identified using DIBELS. A standards-based reading intervention program will be offered to those students who do not achieve the RIT national norm or score at the Intensive level on the DIBELS assessment.

**Budgeted Amount:**

23,600

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**Total Expenditures**

45,182.00

**Goal 3 - English Learner Progress****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

Esqueda students will demonstrate English Language Development proficiency needed to succeed in college and career through equitable access to a high-quality English Language Development (ELD) instructional program. During the 2022-23 schoolyear all teachers received training on Benchmark ELA/ELD program and were provided strategies to differentiate instruction and group students by language levels. Teachers will work with our Instructional Coach to sustain the growth in ELD that was achieved last year. Utilizing designated and integrated ELD instruction as described by the new California State ELD Standards, all students will make growth in ELD as measured by the ELD progress rubric and ELPAC assessments.

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**Strategy/Activity 1**

Teachers will promote ELs' ability to interact in meaningful ways during rich instruction and build ELs' knowledge about how the English language works in different contexts to achieve specific communicative purposes. Teachers will analyze the language demands and offer oral language development, use linguistic patterns, sentence frames, and thinking maps as teaching tools. Teachers will provide daily designated ELD instruction teaching into and from the core content. Teachers will use ELPAC assessment results to place students in flexible groups to provide differentiated instruction based on students' ELD proficiency levels. Vertical Teams and grade level teacher teams will collaborate to review standards, plan instruction, set goals, and share best practices and resources, in order to provide an efficient Systematic ELD program based on EL students' proficiency levels and needs. Provide intensive reading intervention program for at-risk 4th - 5th grade students with the purchase of SIPPS Plus and other intervention program materials to augment the use of the core ELA/ELD intervention program, iLit, to assist EL learners in the middle school.

**Budgeted Amount:**

1,000

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**Strategy/Activity 2**

Equip English Learners with multiple independent learning and study strategies in order to improve one proficiency level per year and be reclassified as fluent English proficient (RFEP) students. Teachers in grades K-5 will use the Benchmark Advance EL strategies along with the new EL trade books. Students in grades 6-8 will use Study Sync ELD program, Rosetta Stone, and Achieve 3000 to address varied reading levels.

**Budgeted Amount:**

6,000

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**Strategy/Activity 3**

Recognize students for growth on ELPAC and celebrate (RFEP) re-designation within the classrooms

**Budgeted Amount:**

500

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**Strategy/Activity 4**

Provide reading instruction to newcomers or beginners 3 days a week developing phonological and orthographic awareness, word recognition, fluency and comprehension in English. Teaching strategies like the use of realia, visual and primary language support, GLAD, SDAIE, or SIOP will be implemented to ensure English Language Development on Listening, Speaking, Reading, and

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Writing. Utilize hardware such as iPad minis (K-1), Chromebooks (1:1 in all grades) to access web-based technology to enhance Systematic ELD instruction at school and at home. Purchase site licenses for supplementary computer programs such as Rosetta Stone and other ESL programs to enhance and enrich core instruction and assist English Learners in growing one proficiency level per year and having access at school or at home.

**Budgeted Amount:**

5,220

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**Total Expenditures**

12,720.00
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**Goal 4 - Math**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

Esqueda students will demonstrate mathematics proficiency required to succeed in college and career through equitable access to a rigorous, technology driven, high quality curricular and instructional program that is accessible from school and home. Teachers will provide rigorous instruction through the implementation of Math Expressions (K-5) and CPM (6-8), and attend Irvine Math Project trainings to share session highlights with grade level colleagues.

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**Strategy/Activity 1**

Implement Math Expressions (K-5), CPM (6-8), and Irvine Math Project pursuing inquiry, mathematical reasoning, conceptual understanding, procedural skills and fluency, and real-world application. Teachers will provide rigorous Math Instruction by balancing time spent on conceptual understanding, fluency and procedures, and application. They will differentiate instruction based on results of MAP, unit exams, and ST Math, and provide extra support to students not meeting the standards. Teachers will set MAP goals with students throughout the school year to support growth in students mean RIT on the MAP math test as well as to meet or exceed standards on the CAASPP exams

**Budgeted Amount:**

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**Strategy/Activity 2**

Teachers will utilize the MAP learning continuum to connect the student's mean RIT score to KHAN academy tutorials or other materials.

**Budgeted Amount:**

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**Strategy/Activity 3**

Provide before or after school intervention to students who are not meeting the norm mean RIT by offering strategic, explicit and differentiated intervention to improve basic math skills.

**Budgeted Amount:**

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**Strategy/Activity 4**

Provide enrichment opportunities and recognition for students performing above grade level. Place students in honors math sections or groups

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**Budgeted Amount:**

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**Strategy/Activity 5**

Ensure student participation in the Mind Institute "ST" Mathematics program and monitor weekly goal progress of 2% a week, which can be accessed at school and at home. Implement and reward student participation in the Mind Institute Math Program and ST Fluency at school or at home in trimester award assemblies.

**Budgeted Amount:**

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**Strategy/Activity 6**

Purchase and order supplemental instructional materials from print shop to support math program. Utilize hardware such as IPAD minis (K-1), Chrome books (1:1 in all grades K-8) to access web-based technology to enhance math instruction at school and at home. Students in grades 3-5 will have access to Reflex Math to reinforce math fact skills. Students in K-5 will have access to Happy Numbers. Students in Special Education will have access to both programs to enrich and enhance core instruction and provide additional, individualized support for students to improve their performance skill levels, as well as, align with the student's Mean RIT. Middle school students will have access to the ALEKS program.

**Budgeted Amount:**

8,000

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**Total Expenditures**

8,000.00

**Goal 5 - Content Area Goal**

**LCAP Goal and SAUSD Board Priority Alignment**

**School Content Area Goal:**

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**Total Expenditures**



## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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#### School Parent Engagement Goal:

Esqueda will strengthen parent and community partnerships to contribute to student achievement and create a healthy, safe, and secure school environment.

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#### Strategy/Activity 1

Hold parent workshops to inform them of the A-G completion requirements, Aeries portal and CCGI in order to promote the growth mindset of College and Career Readiness by the end of 12th grade.

#### Budgeted Amount:

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#### Strategy/Activity 2

Establish parenting programs that support student success, such as Padres Unidos, Padres en Accion, Disciplina Positiva, Phoenix House and others. These workshops may include the physical, emotional, and social development of children. These classes will emphasize the importance of keeping good habits on health, attendance, punctuality, behavior, and ways to increase students level of responsibility, confidence, and self-esteem. Childcare will also be provided.

#### Budgeted Amount:

8,000

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#### Strategy/Activity 3

Bring in a community worker to work with parents on attendance, connecting with resources, and planning family events.

#### Budgeted Amount:

30,000

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#### Strategy/Activity 4

Parents will receive assistance including childcare supervision during meetings and translation services for any school needs, especially conferences.

#### Budgeted Amount:

2,500

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#### Strategy/Activity 5

Address language barriers by ensuring access for parents of EL students to English classes, including online learning resources and courses offered through the community college, and develop a native language translations of website.

#### Budgeted Amount:

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#### Strategy/Activity 6

Improve communication and SST process with parents to increase their participation on actions plans. Those actions are conducive to achieve high levels of efficacy on implementing programs and monitoring students progress on behavior, attitudes and good routines and study skills.

#### Budgeted Amount:

1,180

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**Strategy/Activity 7**

Clearly communicate that all parents must attend Back to School Night, Open House and Parent/Teacher conferences, SSTs, IEPs, and other meetings specially requested to address student's needs or develop educational plans. Send meeting reminders via ParentSquare messages, e-mails, school website, flyers, parent bulletins, social media, Class Dojo, Remind and principal letter. Parents will receive information in their primary language as well.

**Budgeted Amount:**

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**Strategy/Activity 8**

Provide incentives to parents to attend school functions. Provide parents with school spirit gear or encourage sales of spirit gear to increase involvement in Esqueda. Keep parents informed about current programs at Esqueda to improve attendance school wide. Use suggestions from PTA and ELAC to help promote parent participation. Encourage and recruit parents to attend PTA sponsored events by inviting members and non members to come out and volunteer their time to work together and create a successful event. Promote parent and community participation in school awards ceremonies and incentives programs for students' improvement in academic areas, as well as attendance and citizenship. Provide demo lessons to increase reading comprehension and fluency at home, improve writing, and develop good work and study habits. Stress the importance of parents reading aloud to their children and developing the habit and love for reading. To encourage participate, childcare will be provided. Encourage and recruit parent volunteers at Back to School Night, to volunteer in their child classroom to help make academic gains. Some of these activities will be modified during distance learning, and attendance may be online.

**Budgeted Amount:**

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**Strategy/Activity 9**

Maintain Parent Wellness Center to provide services for parents and create a connection with the parent community. Create and maintain a neighborhood leadership team of parents (NLT) to work in the Wellness Centers. Encourage parent involvement in extra cultural and curricular activities for their children at school or using the community resources. Invite parents to jog-a-thons, school fairs, and other activities.

**Budgeted Amount:**

1,500

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**Strategy/Activity 10**

Ensure that parents serve and participate actively on Parent Advisory Meetings, School Site Council, English Learner Advisory Committee, DAC and District English Learner Advisor Committee, LCAP and PTA. Train parents on SSC, ELAC and PTA about the roles, by-laws, decision making processes, and the importance of participating at school and in the education of their children. Involve parents in school climate decisions by inviting them to PBIS meetings.

**Budgeted Amount:**

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**Total Expenditures**

43,180.00

## Expenditures by Goal

<b>Goal Area</b>	<b>Total Expenditures</b>
Goal Area 1, School Climate and Social-Emotional Wellness	74,119.00
Goal Area 2, English Language Arts	45,182.00
Goal Area 3, English Learner Progress	12,720.00
Goal Area 4, Math	8,000.00
Goal Area 5, Content Area Goal	
Goal Area 6, Parent Engagement	43,180.00
<b>Total Funds Budgeted</b>	<b>183,201</b>