Esplanade Elementary
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Esplanade Elementary
Street	381 N. Esplanade Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6157
Principal	Christina Yokoyama
E-mail Address	cyokoyama@orangeusd.org
Web Site	
CDS Code	30-66621-6029771

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.org
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Esplanade Elementary School is one of 27 elementary schools in the Orange Unified School District. Esplanade is a Title I school located in an older, established neighborhood on the east side of the city of Orange. There are approximately 370 students in kindergarten through sixth grade attending on a traditional schedule.

The staff at Esplanade Elementary School is dedicated and committed to providing every child with a quality education. One of our main goals is to ensure that every child is reading at grade level by the third grade. We are dedicated to differentiating reading instruction by conducting periodic assessments based on the California State standards and teacher assessments, and we are continually striving to meet the specific needs of each of our students. Our students are well-behaved, cooperative, and respectful toward their peers and the adults on campus. There is a strong sense of community at Esplanade School, which is rooted in the generations of families that have attended since 1964. It is our goal to provide instruction, follow-up support, and provide a positive school environment where all children will have success in school.

Esplanade Elementary School buildings were completely updated/modernized during the 2007-2008 school year. All classrooms have updated technology, including LCD projectors, document cameras, and computers. Students use classroom computers or tablets as well as those available in the 40-station computer lab. Since 2013-2014, Esplanade has been building its 1:1 device program. Currently, students in grades three through six use one-to-one devices. Classrooms in third, fourth and sixth grade enhance their teaching and learning with the use of Chromebooks while fifth grade classroom utilize tablets.

MISSION STATEMENT: Esplanade Elementary school, in partnership with parents and community, is committed to providing a quality educational program that enables all students to develop to their greatest potential in a safe environment.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	47
Grade 1	51
Grade 2	54
Grade 3	49
Grade 4	49
Grade 5	52
Grade 6	52
Total Enrollment	354

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0
Asian	2.5
Filipino	0
Hispanic or Latino	93.8
Native Hawaiian or Pacific Islander	0.3
White	1.4
Two or More Races	0
Socioeconomically Disadvantaged	90.4
English Learners	74.6
Students with Disabilities	12.7
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	17	16	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Medallion Edition Reading/Language Arts program adopted in 2009. Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Some 6th graders also use the Houghton Mifflin program at Esplanade. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2007-2008, Esplanade School underwent modernization of all classrooms, the library and office. Every classroom was equipped with the latest technology and an updated environment for teaching and learning. The school now complies with the ADA requirements for doorways and overall campus accessibility. A new parking lot was installed to increased capacity with two re-engineered drop off/pick up locations. The bathrooms are clean and light with new fixtures. The library and computer lab have increased size; the lunch benches were relocated closer to the kitchen.

The information in the following table is taken from the July 14, 2016 school site inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7.14.16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Kitchen: 2: Supply air diffuser missing
Interior: Interior Surfaces		X		Boy's Restroom 20 Wing: 4: Patch wall in handicapped stall; secure partitions 9: One sink is inoperable Custodian Room 64-C: Principal Office AD-09: 4: Paint peeling below whiteboard 7: Data cover needs to be secured Room 71 Portable: 4: Light diffuse

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7.14.16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Principal Office AD-09: 4: Paint peeling below whiteboard 7: Data cover needs to be secured Room 42 Computer Lab: Room 81 "CBET" Portable: 4: Ceiling tiles stained and sagging; carpet stained 7: Electrical box on exterior needs rust converter/paint on
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boy's Restroom 20 Wing: 4: Patch wall in handicapped stall; secure partitions 9: One sink is inoperable Rm 23: 9: Drinking fountain needs adjustment 12: Paint peeling on facia boards on South side Room 22: 9: Drinking fountain bubbler needs adjustment 1
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rm 23: 9: Drinking fountain needs adjustment 12: Paint peeling on facia boards on South side Room 22: 9: Drinking fountain bubbler needs adjustment 12: Paint peeling on facia boards on South side Room 31 Kindergarten: 12: Stucco patch wall on East side
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Playground 1st - 3rd grade: 14: Hole in plastic slide, it was cautioned taped off

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7.14.16				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	31	28	50	53	44	48
Mathematics	22	17	38	40	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	53	51	96.2	13.7
	4	54	53	98.2	30.2
	5	58	55	94.8	32.7
	6	56	56	100.0	35.7
Male	3	31	31	100.0	16.1
	4	23	22	95.7	22.7
	5	35	34	97.1	32.4
	6	27	27	100.0	25.9
Female	3	22	20	90.9	10.0
	4	31	31	100.0	35.5
	5	23	21	91.3	33.3
	6	29	29	100.0	44.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	50	49	98.0	14.3
	4	50	49	98.0	26.5
	5	53	50	94.3	32.0
	6	51	51	100.0	35.3
White	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	46	45	97.8	13.3
	4	48	48	100.0	31.3
	5	49	47	95.9	29.8
	6	48	48	100.0	33.3
English Learners	3	36	36	100.0	5.6
	4	33	33	100.0	9.1
	5	23	22	95.7	
	6	19	19	100.0	
Students with Disabilities	3	11	10	90.9	
	4	--	--	--	--
	5	12	12	100.0	8.3
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	53	52	98.1	21.1
	4	54	53	98.2	24.5
	5	58	57	98.3	14.0
	6	56	56	100.0	10.7
Male	3	31	31	100.0	29.0
	4	23	22	95.7	22.7
	5	35	34	97.1	11.8
	6	27	27	100.0	11.1
Female	3	22	21	95.5	9.5
	4	31	31	100.0	25.8
	5	23	23	100.0	17.4
	6	29	29	100.0	10.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	50	49	98.0	22.4
	4	50	49	98.0	20.4
	5	53	52	98.1	13.5
	6	51	51	100.0	7.8
White	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	46	46	100.0	21.7
	4	48	48	100.0	27.1
	5	49	49	100.0	8.2
	6	48	48	100.0	10.4
English Learners	3	36	36	100.0	13.9
	4	33	33	100.0	3.0
	5	23	23	100.0	4.3
	6	19	19	100.0	
Students with Disabilities	3	11	10	90.9	
	4	--	--	--	--
	5	12	12	100.0	8.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	47	33	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	58	57	98.3	33.3
Male	35	34	97.1	32.4
Female	23	23	100.0	34.8
Hispanic or Latino	53	52	98.1	32.7
Socioeconomically Disadvantaged	49	49	100.0	26.5
English Learners	23	23	100.0	17.4
Students with Disabilities	12	12	100.0	41.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	10.3	8.6	8.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Esplanade Elementary School enjoys extensive parental and community involvement and support. Parent volunteers assist with field trips, during and after school events, fundraising, attendance/service at committees, or by helping classroom teachers with materials, preparation, and in-class support.

Since 2012, parents have participated and graduated from Disciplina Positiva (Positive Discipline) training. Parents are involved in various school organizations. The English Language Advisory Committee (ELAC) meets once a month to share information about school and district matters involving English learners, supporting students at home, and available community resources. Parents participate in English classes through the use of computer-based instruction. Parents are actively involved in making decisions about school programs and funding through the School Site Council (SSC) which meets monthly. The Parent Teacher Association (PTA) meets monthly and contributes to fundraising that supports the extended learning opportunities such as field trips, family nights, and supplementary materials for the classrooms.

Numerous community organizations and businesses have contributed to Esplanade School. The Elk's Club provides dictionaries to our third graders, and our families benefit from the many, many services offered by the Friendly Center and other community groups. The Orange Fire and Police Departments support the yearly Red Ribbon Week activities and International Walk-to-School Day each October. Additionally, an integral program at Esplanade Elementary School is GRIP, Gang Reduction Intervention Partnership. This District works in partnership with the CSP, Community Service Programs, and the Orange County District Attorney's Office, Anaheim Police Department, Buena Park Police Department, Orange Police Department and the Orange County Sheriff's Department to provide services to children and their families. The services include classes, incentives and resources to improve attendance, behavior, and citizenship while recognizing service, excellence, and effort for the students and families at Esplanade Elementary School.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	3.0	0.0	0.5	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required by March 1st of each year to review, and if necessary, update its Safe School Plan. Each school forwards its Safe School Plan to the district through the office of School and Community Services. The office of School and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Esplanade Elementary School has a Disaster Plan in place that is involves regular safety drills for a variety of scenarios. It includes student procedures for exiting the classrooms and teachers taking responsibility for basic search and rescue, first aid, site security and supervision duties. Fire drills are conducted monthly and lockdown and earthquake drills are conducted four times a year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		3		26		2		26		2	
1	24		2		23		2		23		2	
2	23		2		24		2		24		2	
3	21	1	2		26		2		26		2	
4	24		3		24		2		24		2	
5	24		3		26		2		26		2	
6	22	1	3		25		4		25		4	
Other					14	2			14	2		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.20	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	0.80	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5960.83	1485.08	4475.75	32993.5
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	8.0	-69.5
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-22.5	-69.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

As a Title I and Program Improvement school, Esplanade's students have the option of receiving after-school tutoring. After-school tutoring is provided through on site support. Esplanade supports the learning program with one full time resource teacher, one full-time and four part-time instructional assistants (special education) and a variety of supplemental materials for teaching and learning. This included technology, teacher training, staff development, and grade-level planning. There is an after school YMCA program that includes academic intervention, physical activity, and an enrichment program (art, music, drama, and STEM).

Since 2011-2012, academic support has been provided through the use of either two part-time or one full-time resource teacher. Since 2013-2014, additional support has been provided with one full-time instructional coach whose purpose is to support teachers and students in Kindergarten through sixth grade. Support is also provided to students in the area of ELD and small groups for math. A teacher coordinates ELD groups and ensures students' needs are met in ELD instruction.

Esplanade's categorical funding supports the salary of a part-time community aide who serves as a liaison between parents and the school and helps coordinate activities in the parents' primary language. Esplanade also provides interpretation services, child care, and transportation, when possible, to support parent participation at the school. Categorical funding also supports classroom teachers in providing after school tutoring in the areas of reading and/or mathematics to students in their, or other, classrooms. Teachers provide focused support to students in need on particular standards on an ongoing basis. The additional support services identified are provided by Title I, LCFF, and LCFF Supplemental funds.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Professional development is ongoing throughout the school year and is provided by district-level trainers, the instructional specialist on site, teacher leaders, and outside consultants. Esplanade's major areas of focus are literacy, English Language Development, and developing students' abilities to communicate their learning. These areas of focus were chosen based on analysis of local and state assessment data.

Esplanade's modified schedule on Wednesday's allows teachers participate in after school professional development opportunities at least twice a month. In addition, one Wednesday a month is set aside for teachers to collaborate, process their learning, analyze data, and implement new strategies in the classroom based upon their learning and data analysis. Esplanade's teachers are offered many opportunities to attend full day and multi-day trainings that are tied to the school's instructional focus.

Esplanade's full time instructional specialist uses a coaching model to build teacher capacity for best first instruction. The instructional specialist demonstrates strategies within the classroom, co-teaches and co-plans with classroom teachers, and mentors teachers as they take ownership of the strategies they are implementing. The instructional specialist uses the district network of teacher leaders to bring innovative ideas to Esplanade and give Esplanade teachers the opportunity to observe other expert educators outside of our school site.