

# **Esparto Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Esparto Elementary School
<b>Street</b>	17120 Omega Street
<b>City, State, Zip</b>	Esparto, CA 95627
<b>Phone Number</b>	530.787.3417 x 502
<b>Principal</b>	Erika St. Andre
<b>Email Address</b>	estandre@eusdk12.org
<b>Website</b>	<a href="https://sites.google.com/eusdk12.org/esparto-elementary-school/home">https://sites.google.com/eusdk12.org/esparto-elementary-school/home</a>
<b>County-District-School (CDS) Code</b>	57726866056311

Entity	Contact Information
<b>District Name</b>	Esparto Unified School District
<b>Phone Number</b>	530.787.3446
<b>Superintendent</b>	Christina Goennier
<b>Email Address</b>	cgoennier@eusdk12.org
<b>Website</b>	<a href="https://www.eusdk12.org/">https://www.eusdk12.org/</a>

### School Description and Mission Statement (School Year 2019-20)

About This School: Esparto Elementary School is located in Esparto, near the California Coastal Range in the western part of Yolo County. Esparto is a rural community of about 3000 people. The Esparto Unified School District serves the communities of the beautiful Capay Valley, as well as Madison and Esparto. Esparto Elementary School, a middle school, a high school, and a continuation high school are all located within the district boundaries. The community is about an hour from Sacramento and an hour and a half from the Bay Area. Our rural community is changing. Agriculture is the main economic focus of this area, and many of our parents work in this industry. Cache Creek Casino, located in the Capay Valley, is the other major employer of parents in our school. Our school is made up of: 78% Hispanic; 15% Caucasian; and 7% other ethnicities. Approximately 90% of our student body is on the Free and Reduced Lunch program. Forty-one percent of our students are English Learners. New housing developments have brought in new students and families to our community and our school. Each year about 50 students who live in the Madison Migrant Camp are with us from April 15 to November 1. Professional development has continued to be an area of emphasis. Many factors in our school make us confident that we will see increasing academic growth among our students. All teachers and instructional assistants are highly qualified professionals. From 2000 until the present we have purchased and put in place common core standards-based and State Board of Education approved curricular and supplemental material in the major subject areas that meet all students' needs. Currently we have fully implemented the Common Core State Standards, teachers will continue to receive ongoing professional development in order to help them stay abreast of state initiatives. Teachers have been consistently trained in grade specific curricular material. One significant intervention has been to dedicate a 90-minute time block to Early Literacy in grades Kindergarten-2nd. During this time students receive targeted instruction in English Language Arts, Guided Reading, and Enrichment or Intervention as needed. This will assist with developing interdisciplinary vocabulary, while enriching reading and writing to improve our reading scores. Guided reading assessments will be given four times a year. Staff collaboration at each grade level is strong and regularly scheduled. Parents and community members take part in our school as volunteers and members of advisory committees. All staff members: teachers, aides, secretaries, food service workers, the librarian, other support staff and custodians work together for the good of students. The Character Counts Program actively helps students learn to develop positive character traits. A nurturing, exciting, academic, and safe environment is provided to our students daily. We are a positive caring school that stresses academic excellence, life skills, and supports all of our students as they grow toward reaching their full potential in becoming contributing members of society.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	94
<b>Grade 1</b>	68
<b>Grade 2</b>	75
<b>Grade 3</b>	62
<b>Grade 4</b>	74
<b>Grade 5</b>	58
<b>Total Enrollment</b>	431

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.6
Asian	0.7
Filipino	0.9
Hispanic or Latino	76.3
White	16
Two or More Races	2.3
Socioeconomically Disadvantaged	88.6
English Learners	41.8
Students with Disabilities	10.2
Foster Youth	1.2
Homeless	20.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	20	21	47
Without Full Credential	1	2	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** June 2018

All text books have been removed from classrooms and counted. A precise inventory has been taken. In grades K-5, all classroom books have been returned to a central location. The teachers now use a check out system to receive the exact number of books needed so that each child has sufficient books. Extra text books are now kept in the book room. When a teacher gets a new student, that student will enter the class with the required books. All shortages have been ordered and received.

EES is currently piloting ELA curriculum for purchase for the 17-18 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading, 2016 K-5	Yes	0
Mathematics	GoMath California, 2015 K-5	Yes	0
Science	Delta FOSS, 2007 K-5	Yes	0
History-Social Science	Harcourt, Reflections, 2006 K-5	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Routine maintenance and cleaning keep Esparto Elementary in exemplary condition. The grounds and parking lots are kept free of debris and our landscaping is well maintained. Only the front entrance to the school remains accessible during the day. The district uses SchoolDude, a web-based product, to schedule and monitor maintenance requests. This has greatly expedited work orders being completed in a more time-efficient manner.

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 5/8/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Cafeteria Storage: Some failing floor tile, evidence of live cockroaches. Cafeteria: Main room floor starting to fail at center expansion joint; getting quote for new flooring Kitchen & Dish Rm: Floor tiles failing Kitchen Ofc: Some failing floor tile, clear space markings faded

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	20	34	27	32	50	50
<b>Mathematics (grades 3-8 and 11)</b>	20	31	20	20	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	203	99.51	0.49	33.50
Male	95	94	98.95	1.05	31.91
Female	109	109	100.00	0.00	34.86
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	156	156	100.00	0.00	32.05
Native Hawaiian or Pacific Islander					
White	36	35	97.22	2.78	40.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	179	179	100.00	0.00	32.96
English Learners	110	110	100.00	0.00	25.45
Students with Disabilities	17	16	94.12	5.88	31.25
Students Receiving Migrant Education Services	20	20	100.00	0.00	15.00
Foster Youth	--	--	--	--	--
Homeless	56	56	100.00	0.00	35.71

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	203	99.51	0.49	31.03
Male	95	94	98.95	1.05	37.23
Female	109	109	100.00	0.00	25.69
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	156	156	100.00	0.00	29.49
Native Hawaiian or Pacific Islander					
White	36	35	97.22	2.78	40.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	179	179	100.00	0.00	28.49
English Learners	110	110	100.00	0.00	26.36
Students with Disabilities	17	16	94.12	5.88	43.75
Students Receiving Migrant Education Services	20	20	100.00	0.00	10.00
Foster Youth	--	--	--	--	--
Homeless	56	56	100.00	0.00	35.71

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.8	24.6	19.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents are welcome at our school and can get involved in a variety of ways: Parents can contact teachers by phone, email or by sending in a note with their child. Parents have access to the District Web Site and can log on daily to visit their child's teacher's webpage, through accessing School Loop, parents can also stay informed. Teachers will and do respond in a timely manner.

- Parents can contact their children's teachers to offer assistance in the classroom, for field trips, working with small groups of students in the classroom, or in other ways that would be helpful to teachers.
- Parents can offer to help the school in school-wide events or projects by contacting our school office. Such help could include helping in our school library, school beautification days, or even working as a paid yard duty supervisor.
- Parents can get involved in school advisory councils, such as School Site Council, LCAP Community Meetings, English Learner Advisory Council or the District English Advisory Council.

Please contact the school office at (530) 787-3417 if you are interested in participating in any of the above.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.9	5.5	2.7	10.5	7.1	5.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1



## School Safety Plan (School Year 2019-20)

All schools in the district have comprehensive School Safety Plans approved by the School Site Council (SSC). The responsibility for developing and writing the plan is shared between the school safety committee and the SSC. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding actions which lead to suspension/expulsion and sexual harassment policy. The Comprehensive School Safety Plan will be reviewed and updated by winter of 2020 by the Administrative Leadership Team and School Safety Plan Committee. All classroom teachers have access to safety procedures and first aid supplies. Fire and other hazard drills are performed and monitored monthly. Exit maps are posted by all doors and fire extinguishers are located throughout the school. In order to ensure student safety, adult supervision is provided before/after school and during lunch recess. The Emergency Preparedness Manual has been updated for the 2019-2020 school year. In addition, all school activities are supervised by administration and teachers. The schools are designed to limit and control unauthorized access during the school day. Signage is posted requiring visitors to check in at the office. The district takes great efforts to ensure that all schools are clean, safe, and functional. The district has implemented an online program--SchoolDude--that ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. SchoolDude ensures efficient service and that emergency repairs are given the highest priority. 5th grade students and staff will take the National Healthy Kids Survey in January of 2019. These results will be made available to the public once the school receives this document. Several staff were trained last year on the use of Automatic Electronic Defibrillator(AED) and one AED is located on the elementary campus.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	3		21	1	3		19	2	3	
1	21		3		24		3		23		3	
2	25		3		22		3		24		3	
3	19	3			25		3		21	1	2	
4	28		2		31		2		25		3	
5	27		3		32		2		29		2	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5941.93	814.07	5127.87	70160.59
District	N/A	N/A	6123.02	\$69,721.00
Percent Difference - School Site and District	N/A	N/A	-17.7	0.6
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	-37.7	8.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

The school offers the following supplemental services to our students: ~Title 1 program: We are a school wide Title I school and we serve all students K-5 who are not proficient in Reading/Language Arts. We use our monies to fund three literacy aides and an Early Literacy teacher. These aides and teacher provide support throughout grades K-5 for struggling readers. ~Intervention, enrichment and scaffolded English instruction are provided to students within the regular classroom during the school day ~Specialized Academic Instruction Program: serves those students identified by an Individualized Education Plan (IEP). The services are provided in the classrooms and as pull-out programs, depending on the needs of the child.~ Speech Therapist: The Speech Therapist is housed at the elementary campus and serves those students identified with an IEP as needing support in speech. The therapist serves these students in small groups in a pull-out program. ~Art classes: a local artist provides ceramics instruction to our school in grades K-5 throughout the school year. Students in each class get a series of classes, where they learn to do ceramic art and other forms of art. Other art opportunities are given by individual teachers throughout the school year. This year will see the continuation of the Music program. This program provides vocal and instrumental music to grades K-5.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,239	\$43,574
Mid-Range Teacher Salary	\$67,479	\$63,243
Highest Teacher Salary	\$96,990	\$86,896
Average Principal Salary (Elementary)	\$112,235	\$103,506
Average Principal Salary (Middle)	\$106,984	\$108,961
Average Principal Salary (High)	\$129,068	\$108,954
Superintendent Salary	\$175,591	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	8%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	6

2017-2018 The primary focus for Professional Development continues to be on Early Literacy. Our Early Literacy teacher provided a week-long intensive training during the summer of 2017 on Guided Reading. She and the site administrator gave the training again in the Fall to teachers who were not able to attend in the summer. In addition, the Early Literacy teacher trained the staff on the use of new-site adopted reading assessments that follow the guided Reading program. The site purchased test kits and iPads for each grade level to facilitate this process. The site also continues to focus professional development time on CAASPP readiness through implementation and analysis of Interim Assessment Block tests.

2018-2019 the focus of Professional Development time this year will be differentiated between primary and upper grade teachers. The focus for professional Development for primary grade (K-2nd) teachers will continue to be Guided Reading, formative assessments on student reading progress, and best practices in small group Guided Reading instruction. Our Early Literacy teacher will provide support to all primary teachers in their Professional Development. Upper grade (3rd-5th) teachers will work closely with the site administrator on aligning English-Language Arts and Math assessments to the rigor of the California Assessment on Student Performance and Progress (CAASPP). Teachers will work to determine the level of rigor required to effectively assess each standard, and combine a variety of resources to "rewrite" their end of unit assessments.

2019-2020 the focus of Professional Development time this year will be focused on Math and Science. Based on our most recent CAASPP scores, Math has been identified as an area of need across the school and the Esparto Unified School District. The district received a grant from the Low Performing Students Block Grant, which was used to bring a content expert in Math to the district in August 2019. 20 teachers participated in five days of professional development training and collaborative planning. In addition, Esparto Elementary is piloting two new Science curricula in the 2019-2020 school year. Teachers will be trained on each respective program, and then teach and evaluate it over the course of a trimester. Staff will make a recommendation for adoption to the Curriculum Council in Spring 2020.