

# Esplanade Elementary

## 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)**

Entity	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
Email Address	cyokoyama@orangeusd.org
Website	<a href="http://www.orangeusd.org/esplanade">www.orangeusd.org/esplanade</a>
County-District-School (CDS) Code	30-66621-6029771

Entity	Contact Information
<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>Email Address</b>	ghansen@orangeusd.org
<b>Website</b>	www.orangeusd.org

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

Esplanade Elementary School is one of 27 elementary schools in the Orange Unified School District. Esplanade is a Title I school located in a well-established neighborhood on the east side of the city of Orange. There are approximately 360 students attending transitional kindergarten through sixth grade on a traditional schedule. A large number of students walk to school. Esplanade Elementary School has a strong sense of community that is rooted in the generations of families that have attended Esplanade since 1964.

The staff at Esplanade Elementary School thrives on excellence and commits to providing every child with a quality education. Esplanade staff includes 14 classroom teachers (including three Special Day Class teachers) and one Resource Specialist Program teacher. Additionally, Esplanade has one full time resource teacher who supports English Language Development instruction and academic intervention for students achieving below grade level.

Esplanade Elementary School is committed to providing a success-oriented and safe learning environment for all its students. The teaching staff works with parents to become familiar with and involved in their children's school. Parents support the school's goals and their children's individual academic goals. Esplanade provides home-school communication via newsletters, phone calls, weekly communication folders, and parent meetings to support student achievement and family support systems.

#### 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 fullest potential in a safe, educational environment.

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

Grade Level	Number of Students
<b>Kindergarten</b>	49
<b>Grade 1</b>	47
<b>Grade 2</b>	51
<b>Grade 3</b>	49
<b>Grade 4</b>	46
<b>Grade 5</b>	51
<b>Grade 6</b>	58
<b>Total Enrollment</b>	351

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
Asian	0.9
Filipino	0.9
Hispanic or Latino	92
White	4.6
Socioeconomically Disadvantaged	93.2
English Learners	62.4
Students with Disabilities	19.7
Foster Youth	0.9
Homeless	0.9

## 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	16	16	16	1122
Without Full Credential	2	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### 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:** September 26, 2019

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. 13-19-20 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 September 26, 2019..

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for 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%
<b>Mathematics</b>	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%
<b>Science</b>	Amplify Science Program adopted in 2019 for Grades K-6. 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 for all students.	Yes	0%
<b>History-Social Science</b>	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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

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

In 2007-2008, Esplanade School underwent modernization of all classrooms, the library and office. The school now complies with the ADA requirements for doorways and overall campus accessibility. The bathrooms are clean and light. The interior surfaces received a "Fair" rating in the most recent FIT report with some areas of the school needing patching and painting. Similarly, external areas received a "Fair" rating based on missing window screens and a ball wall in need of repair. For areas with a "Fair" status, work orders have been created and many have already been fixed by OUSD's maintenance department. Systems, Cleanliness, Electrical, Restrooms/Fountains, Safety, and Structural all receiving "Good" ratings.

The information in the following table is taken from the September 4, 2019 school site inspection.

### 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: 9/4/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	KITCHEN: 1. DUE FOR PAINT, PEELING THROUGHOUT 2. LIGHTS OUT 3. EXHAUST FAN COVER MISSING
<b>Interior:</b> Interior Surfaces	Fair	10 BUILD BOYS RESTROOM: 1. PAINT HAS AREAS IN NEED OF TOUCH UP ADMIN OFFICE: 1. NURSES OFFICE HAS HOLES IN WALL, NEED PAINT AND PATCH KITCHEN: 1. DUE FOR PAINT, PEELING THROUGHOUT 2. LIGHTS OUT 3. EXHAUST FAN COVER MISSING RM 11: RM 12: 1. CABINET BROKEN, PENDING REPAIR. RM 70: 1. STAINED CELING TILE 2. TWO WINDOW SCREENS MISSING RM 72: 1. MISSING 2 WINDOW SCREENS 2. HOLES IN WALLS RM 73: 1. MISSING 2 WINDOW SCREENS

		RM 74: 1. STAINED CEILING TILE
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	KITCHEN: 1. DUE FOR PAINT, PEELING THROUGHOUT 2. LIGHTS OUT 3. EXHAUST FAN COVER MISSING RM 71: 1. MISSING TWO WINDOW SCREENS 2. WALL COVERING PEELING
<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	<p>           GROUNDS: 1. HOLE IN BALL WALLS            RM 63:            RM 71: 1. MISSING TWO WINDOW SCREENS 2. WALL COVERING PEELING            RM 72: 1. MISSING 2 WINDOW SCREENS 2. HOLES IN WALLS            RM 73: 1. MISSING 2 WINDOW SCREENS         </p>
<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
English Language Arts/Literacy (grades 3-8 and 11)	33	29	57	57	50	50
Mathematics (grades 3-8 and 11)	16	15	43	44	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	195	192	98.46	1.54	28.80
Male	104	102	98.08	1.92	28.71
Female	91	90	98.90	1.10	28.89
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	185	182	98.38	1.62	28.18
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	183	180	98.36	1.64	28.49
<b>English Learners</b>	168	166	98.81	1.19	26.67
<b>Students with Disabilities</b>	33	32	96.97	3.03	9.38
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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
<b>All Students</b>	195	194	99.49	0.51	15.46
<b>Male</b>	104	103	99.04	0.96	19.42
<b>Female</b>	91	91	100.00	0.00	10.99
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	185	184	99.46	0.54	14.67
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	183	182	99.45	0.55	14.84
<b>English Learners</b>	168	168	100.00	0.00	14.29
<b>Students with Disabilities</b>	33	32	96.97	3.03	0.00
<b>Students Receiving Migrant Education Services</b>					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	15.7	9.8	9.8

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)

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.

The English Language Advisory Committee (ELAC) meets 6 times a year to share information about school and district matters involving English learners, supporting students at home, and available community resources. Parents are actively involved in making decisions about school programs and funding through School Site Council (SSC) meetings. 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.

### 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
<b>Suspensions</b>	3.1	0.8	0.3	3.0	2.8	2.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

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 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.

### 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	26		2		22	1	2		18	1	2	
1	25		2		27		1		28		1	
2	30		1		17	2	2		28		2	
3	20	1	2		31		1		21	1	1	
4	32		1	1	32		1	1	31		1	1
5	32		1		15	1	1		31		1	1
6	26	1		2	25	1	2		26	1		2
Other**					9	1						

\*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)	2.0

\*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	\$6333.96	\$355.03	\$5978.93	\$70,379.60
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-10.1	-17.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-22.7	-15.7

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)

Through Title I funding, Esplanade's students are provided opportunities for after-school tutoring. After-school tutoring is provided through on site support. Esplanade supports the learning program with one full time resource teacher to support the academic achievement of English learner, foster youth, low-income, and at risk students. In addition, a variety of supplemental materials for teaching and learning are used to support academic achievement of students. This includes technology, supplemental instructional supplies, 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. Support is provided to students in the areas of English Language Arts, ELD, and math.

Since 2013-2014, additional support has been provided through one full-time instructional coach whose purpose is to strengthen and support the instructional practices of teachers.

Esplanade's categorical funding supports the salary of a part-time community aide who serves as a liaison between parents and the school staff 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 for at-risk students. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822

Category	District Amount	State Average For Districts In Same Category
<b>Superintendent Salary</b>	\$256,476	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	19	20

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, mathematics, 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 each Wednesday allows teachers to 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.