

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Goal: Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate the barriers to student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 - Teachers are appropriately assigned  
2 - Implementation of State academic content and performance standards  
5 - Student engagement  
7 - Students have access to and are enrolled in a broad course of study  
8 - Student outcomes

## Annual Measurable Outcomes

Expected	Actual
100% of students will have access to ACT College and Career Readiness Standards (CCRS), Common Core standards, and aligned instructional materials.	100% of students had access to ACT College and Career Readiness Standards (CCRS), Common Core standards, and aligned instructional materials.
100% of students are taking and passing standards-aligned courses that satisfy the UC/ CSU A-G entrance requirements including all core subjects in addition to: World Language, Visual and Performing Arts, Physical Education, and College Readiness.	100% of students on a high school diploma track took and passed standards-aligned courses that satisfied the UC/CSU A-G entrance requirements and beyond. Students who are on IEPs or alternate tracks based on their learning needs, had access to a wide breadth of scaffolded yet rigorous instruction in all core subjects in addition to: World Language, Visual and Performing Arts, Physical Education, and College Readiness.
Maintain >94% ADA for all students, with particular focus given to at-risk subgroups.	Esperanza maintained a 96% ADA in the 2019-2020 school year.
1:1 chromebook program that enables access to all curriculum for all students	The school maintained a 1:1 Chromebook program that enabled access to all curriculum for all students.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Curriculum: The school provides every student with access to ACT CCRS/ California State/ ELD/ Next Generation Science standards aligned curriculum that supports our school's educational program that includes: i. Blended learning (online, self-paced) with Canvas and IXL ii. Project-based learning iii. Performance tasks	\$108,000.00 LCFF S&C 1000-1999	\$135,946.00 LCFF S&C 1000-1999
	\$21,600.00 LCFF S&C 3000-3999	\$27,189.00 LCFF S&C 3000-3999
	\$1,428.00 LCFF S&C 4000-4999	\$4,626.00 4000-4999 LCFF S&C
	\$2,000.00	

<p>The school enrolls all students in courses each year to ensure they are on track to pass all A-G requirements before graduation.</p> <p>The school employs additional teachers in order to have small class sizes (30:1) to give students more support.</p> <p>The Dean of Students and Alumni Coordinator provide additional supports outside of the classroom, including meeting with students individually, creating personalized behavior improvement plans and working with parents, which is an especially important for students in subgroups, including ELs, foster youth and low income students, to succeed.</p> <p>The Assistant Principal provides curriculum and behavior supports that allow students in subgroups, including ELs, foster youth and low income students, to succeed.</p> <p>The school provides Summer PD for staff to learn how to provide extra support in the classroom to english learners, foster youth and low income students.</p> <p>For the overall benefit of the program, which is preparing students for success in college, especially English learners, foster youth, and low income students, we employ a college counselor to provide the extra supports those students need to be prepared for college.</p>	<p>5000-5999 LCFF S&amp;C</p> <p>\$237,370.00 LCFF S&amp;C 1000-1999</p> <p>\$47,475.00 LCFF S&amp;C 3000-3999</p> <p>\$62,724.00 Title I 1000-1999</p> <p>\$12,454.00 Title I 3000-3999</p>	<p>\$384,152.00 LCFF S&amp;C 1000-1999</p> <p>\$76,830.00 LCFF S&amp;C 3000-3999</p> <p>\$79,000.00 Title I 1000-1999</p> <p>\$15,300.00 Title I 3000-3999</p>
<p>In order to ensure a positive school climate, the Office Coordinator, with the support of the Network Support Team, will be in charge monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports are provided to the Principal for further action. All teachers will be trained to lead an advisory, where students develop the school's four mindsets, learn study skills, and receive one on one academic coaching.</p>	<p>\$7,358.00 LCFF S&amp;C 2000-2999</p> <p>\$1,472.00 LCFF S&amp;C 3000-3999</p>	<p>\$27,500.00 LCFF S&amp;C 2000-2999</p> <p>\$5,500.00 LCFF S&amp;C 3000-3999</p>
<p>Technology: The school provides all students with enriching learning experiences that includes the use of technology and technological devices to access digital tools, online curriculum, improve learning outcomes for all students, improve technology/digital literacy skills and prepare students for online assessments. A tech liaison at each campus supports and manages the 1:1 chromebook program.</p> <ul style="list-style-type: none"> <li>i. Purchase Chromebooks to ensure a 1:1 Student to Device ratio.</li> <li>ii. iPurchase 5 technology carts and 5 projectors.</li> <li>iii. Subscription to web-based curricular and curriculum management programs including Hapara and Go Guardian order to better support low income students.</li> </ul>	<p>\$38,585.00 LCFF Base 4000-4999</p>	<p>\$1,834.00 LCFF S&amp;C 4000-4999</p> <p>\$1,684.00 LCFF S&amp;C 5000-5999</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Esperanza had various successes throughout the implementation and execution of providing high quality instruction, academic interventions, and ensuring that a college & career environment was being continuously promoted. Esperanza achieved the completion of this goal by certifying that 100% of all students had access to all curriculum by a 1:1 chromebook program model. Students had the support of receiving weekly check-in's through advisory to ensure chromebooks were working properly, and any issues were resolved immediately. Students that did not have access to the internet were also further supported with a hotspot. The structure of this model allowed for the feasibility of going virtual when the pandemic occurred and transition to a 100% virtual learning environment as all students had been issued a chromebook.

Esperanza executed its succession of high quality instruction through first ensuring that students were present consistently in their classes. Attendance for students is crucial year round in order to have a high quality instruction environment, students need to be present even more so when the environment was changed to 100% virtual. The pandemic presented extreme challenges when it came to ADA. In order to achieve success, Esperanza created a team of 4 staff members that spent a large amount of time calling students that were not present (by period). Esperanza relied heavily on the relationships that had been built throughout the years with families for engagement, and were successful in achieving an average of 95% attendance at the end of semester 1. This success contributed to another Esperanza victory of accomplishing 100% accessibility to the ACT College and Career Readiness Standards (CCRS), Common Core standards, and aligned instructional materials. As a network, Ednovate schools effectively developed along three main pillars: Personalization, Purpose and Community. Esperanza utilized these frames in reflecting upon areas of strength and programmatic needs. The academic drivers of Esperanza's personalized academic model included courses aligned to the A-G curriculum and CCRS standards. These elements have continued to be the pillars of the virtual learning model as well in the Covid-19 Pandemic. In the area of personalization, Esperanza's traditional school setting is built upon the strong foundations of personalized classroom instruction and a customized daily schedule for each student. In the instructors' classrooms, teachers are applying innovative technology to enhance the instructional practices through programs such as IXL Learning, Albert.io, and Academic Achievement for live student practice and data feedback. In addition, Canvas Learning Paths are developed to create personal learning paths for students based on diagnostics and assessment scores, and Nearpod is operated to create interactive lectures with active engagement for students. Because of this adaptive technology, Esperanza has been able to achieve both traditional college prep and Honors-level college prep courses within the same class period for 50% of the core classes, thereby ensuring that all students receive the scaffolds and rigor they need. The class remains a strong community where all students can provoke each other's thinking as well as work collaboratively. Furthermore, in the regular classrooms, teachers provide different physical environments, such as traditional desks,

standing desks, comfortable floor seating, and individual/pair/group seating to match the different instructional moments present in the class at any point in time. This then continues the successful usage of the structured small group time, in which students have a daily PLP (Personalized Learning Program Block, or “Ponte Las Pilas” Block) four times per week. One to two days per week (depending on which grade level), students self-enroll in “Joy Blocks,” where they participate in two of 15 different extracurricular enrichments and clubs. In the virtual learning environment, PLP has been adapted to take place all day on Fridays, so rather than scheduling small group instruction and joy blocks daily, it is scheduled for 4 blocks of intensive academic support and joy all on Friday. On Fridays as grade level teams during our weekly team meetings, the teachers assign students to their PLP block “Mastery Blocks” where students receive small-group instruction for targeted remediation or extension. Instructors utilize weekly formative and summative class data around our CCRS skills and knowledge to create these adaptive, personal, and daily schedules for students. Esperanza staff also apply this time to provide Designated English Language Development classes and more intensive Special Education services as needed so students do not miss core instructional time. After school staff also offer daily office hours for students who need additional time, help, or support, and these office hours are mandatory for students below a 2.5 GPA.

Additionally, in the continuance of accomplishing high quality classroom instruction and curriculum that promoted college and career readiness was the usage of positive multigenerational change journeys (PMC). In the area of Purpose, Esperanza has transitioned from Performance Tasks to PMC Journeys. PMC Journeys are different from Performance Tasks in that they are rooted in disrupting historic inequities and actively combating system oppression in society. In these Journeys, students are called to a deeper sense of community analysis and empathy, and challenged to focus more on the process of identifying an issue, gathering research and perspective, and pressure-testing solutions, rather than just creating an end product. These Journeys enhanced student reflection and choice over topics. The Journeys are rooted in the yearly themes of Know Yourself (9th), Know Your Community (10th), Know Your Nation (11th), and Know Your World (12th), as well as our Critical Thinking Rubric for assessment. The senior class then embarked on the inaugural Senior Capstone which exposes the students to the rigorous environment of higher education. The Capstone project has three pathways chosen by students: Senior Thesis, Community Action Project, or Activism through Art. Seniors work through this thesis while they complete their senior year coursework and apply to college.

Esperanza also attained a college and career ready environment by certifying that 100% of students were taking and passing standards-aligned courses that satisfied the UC/ CSU A-G entrance requirements. This led to the victorious achievement of 100% of the Esperanza Class of 2021 being CSU/UC eligible. As the founding class for Esperanza, these students have paved the way for future classes by setting the standard. The administrative team and teachers have worked vigorously to ensure that all students had the opportunity to access the A-G curriculum. If a student did not pass a course with a C or better, the student then was enrolled in a credit recovery course to make up the class. This ensured that 100% of Esperanza students had the ability to apply to a CSU upon application season.

Nevertheless, some of the struggling encounters Esperanza faced in this goal were in dedicating instructional time and/or teachers for the English Language Learners. Currently, ELL students only receive 2x 60 minute pull out blocks with the Assistant Principal and Instructional Aides outside of the instructional blocks. In order for the English Language learners to access the high quality A-G curriculum, they require additional support for English language acquisition. The data shows that the current time allotted is not sufficient, and these students are in high need of additional resources such as a dedicated staff member solely for our EL students.

## Goal 2

Goal: Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities:

1  
3  
6

### Annual Measurable Outcomes

Expected	Actual
Maintain suspension rates <10%	Esperanza had a suspension rate of 12.7% in the 2019-2020 school year.
At least 80% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey.	97% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey.
At least 80% of parent respondents will be satisfied with the school's program as measured in the quarterly parent surveys.	97% of parent respondents will be satisfied with the school's program as measured in the quarterly parent surveys.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All staff will implement a clear and consistent Tiered Behavior System school wide. All students will participate in the Tiered Behavior System. All students earn merits for exuding positive behavior and exemplifying the school's core values, which come with public recognition, prizes, and raffles. All students earn demerits by not meeting our shared expectations; demerits will be given respectfully and discreetly, and will be accompanied by a moment of behavior coaching and reflection from a staff member.	\$64,263.00 LCFF S&C 1000-1999	\$91,047.00 LCFF S&C 1000-1999
	\$14,529.00 LCFF S&C 2000-2999	\$15,940.00 LCFF S&C 2000-2999

	\$15,758.00 LCFF S&C 3000-3999	\$21,307.00 LCFF S&C 3000-3999
	\$2,500.00 5000-5999 LCFF S&C	\$6,000.00 5000-5999 LCFF S&C
<p>The school will maintain a safe environment by:</p> <ul style="list-style-type: none"> <li>- Investing in full-time janitorial services to maintain a clean and safe school site. In addition, the school ensures facilities repairs/maintenance are documented and completed.</li> <li>- All staff will utilize Deans List to provide additional behavior management support.</li> <li>- The School will run sports, clubs, college field trips, activities and art programs to drive towards high student engagement.</li> </ul>	<p>\$26,727.42 LCFF S&amp;C 5000-5999</p> <p>\$13,711.00 LCFF S&amp;C 4000-4999</p>	<p>\$30,643.00 LCFF S&amp;C 5000-5999</p> <p>\$13,300.00 LCFF S&amp;C 1000-1999</p> <p>\$16,561.00 LCFF S&amp;C 4000-4999</p> <p>\$11,183.00 LCFF S&amp;C 5000-5999</p>
<p>The school will host the following events, organized and lead by the Principal, Assistant Principal and the Office Team, for parents to be involved in the school and give input on decisions:</p> <ul style="list-style-type: none"> <li>- Report cards pick-ups (parent-teacher conferences) will take place 4 times/year</li> <li>- The school will host monthly Coffee with the Principal to address schoolwide topics including but not limited to issues generate by parent requests, LCAP and character development.</li> <li>- The school will organize and promote SSC meetings to address the school's Title I program and the academic support programs to increase ELA &amp; Math student academic achievement.</li> <li>- The Parent Advisory Committees are</li> </ul>	<p>\$8,648.00 LCFF S&amp;C 1000-1999</p> <p>\$76,696.00 LCFF S&amp;C 2000-2999</p> <p>\$17,069.00 LCFF S&amp;C 3000-3999</p> <p>\$4,527.00 LCFF S&amp;C 5000-5999</p>	<p>\$20,501.00 LCFF S&amp;C 1000-1999</p> <p>\$76,225.00 LCFF S&amp;C 2000-2999</p> <p>\$21,241.00 LCFF S&amp;C 3000-3999</p> <p>\$6,584.00 LCFF S&amp;C 5000-5999</p>



composed of parents who work in a support capacity with the Principal and Parent Engagement Coordinator. The purpose of the PAC is for all members to work together to enhance student learning and development, and to enrich the educational experience of all students by increasing family and community involvement through strong working relationships among parents, teachers and schools. This can include recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events, planning teacher appreciation activities, fundraising and much more.

- The school will host English Language Advisory Committee (ELAC) meetings to address the school's ELL Program. ELAC addresses the ELD program and develops methods to support ELL students.
- Parents will have access to Illuminate to check on student progress.
- The school will use translation services to better serve ELL students and Spanish-speaking families.

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Engaging parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn is crucial at any point in time of a student's academic success. Therefore, in order to achieve this goal Esperanza has successfully continued to implement a more caring and accountable behavior system. Esperanza has increased its focus on positive behaviors, as all staff members are encouraged to look for behaviors aligned with the school's values. This focus on positive actions and the reinforcement of these behaviors has allowed Esperanza to also employ a number of positive behavior interventions to minimize negative actions that may have led to suspensions in previous years. Furthermore, Esperanza has focused heavily on building community and relationship building with students. For example, at the beginning of the school year, the grade level teams dedicated an entire week to community building activities. This



ensured the students felt welcomed, and safe to engage in virtual learning, this best practice also continued to occur at the beginning of semester 2 as well. The advisory program is also another support system for the students. Students start their day with their advisor to help set them up for success on a daily basis. The Dean of Culture checks in with advisors biweekly to ensure metrics are being met, and offering support where needed. Most of the behavior issues occurred at the beginning of the school year, but no behavior issues required suspensions. These effective strategies of support is what led Esperanza to maintain a suspension rate of less than 10%, this also continued to the achievement of Esperanza's decrease in suspension rate from 7.3% to 0% within a year.

These successful strategies have led to the overwhelming positive data result in which at least 91% of student respondents agreed that the school provided a safe learning environment as measured in the annual student survey. In the virtual setting, it was very important for Esperanza to make sure that the students felt connected to the school community. Therefore, Esperanza administered biweekly surveys to the student body to obtain continuous feedback, and effectively reach this goal.

Another area Esperanza accomplished in contribution to this goal was the maintenance and consistent focus on attendance. At the end of the 1st quarter of the year, Esperanza became aware that close to 100 students were failing at least one class. This then led Esperanza to begin conducting home visits, and further investigate the root cause of the chronic absenteeism as well as why students were not engaging with virtual learning. After the 1st and 2nd quarter of conducting visits, the semester 1 data results showed that 84% of the overall student population felt connected to their peers, and 92% felt connected to a staff member. In further achievement, of these accomplishments a highlighted area was the students with disabilities data results showed that 100% of students felt safe, and connected to their teachers, and the ELL population results showed 98%.

Esperanza's school climate was successful not only with its students but in engaging parents as partners well as part of the school community. The highest-leverage community builders continued to be the advisory programming and parent/community involvement. For advisory, in addition to last year's structures of 2x daily academic and socio-emotional needs check-ins, Esperanza added the development in advisory programming including lesson and activities based on the schools values, suicide prevention and awareness, drug abuse and awareness, body image issues, goal-setting, community-building, college access, and more. Therefore, this allowed for the parent and community engagement to continue to grow which continued even through the virtual learning pandemic. In addition, at each monthly Cafecito con la Directora, Esperanza attained, and maintained a consistent attendance of 40-50 parents, as well as this included the parent committees who meet on different weekdays to provide further family support. Moreover, in the 2018-2019 school year, Esperanza hosted 2 major community events with over 700 families and community members in attendance. The Dia de los Muertos celebration and Posada Navideña, included dance and music performances, crafts and activities for families and students; food, and culture were beautiful examples of the Esperanza community coming together in growth and celebration. Another engagement activity for Esperanza was the hosted event of an end of year sold out Folklorico performance in 2019; in which all students participated in the program, which is rooted in the culture and values of the Esperanza community and resulted in the triumph of over 1,300 people in attendance. These approaches to involving parents as partners were exceedingly successful as past of the Esperanza's program was to conduct quarterly parent surveys which resulted in at least 80% of parent respondents communicated being satisfied with Esperanza school program, 91.6% of parents shared that they felt supported and communicated by Esperanza, and lastly 92.7% of parents shared that they were satisfied with the coffee with the principal monthly meetings, and the resources as well as information consistently shared.

### Goal 3

Goal: Develop an infrastructure for ongoing analysis of data including: student achievement, performance data, and demographics to measure program efficacy and ensure maximization of physical, human, and fiscal resources.

State and/or Local Priorities addressed by this goal:

State Priorities:

1  
4

### Annual Measurable Outcomes

Expected	Actual
70% of students will meet or exceed the benchmark scores for the ELA SBAC Assessment. 30% of students will meet or exceed the benchmark scores for the Math SBAC Assessment.	CAASPP was not administered in the 2019-2020 school year.
80% of students will meet or exceed grade level ACT benchmarks as an indicator of college preparedness. (priority 4) 9th Grade: 14 10th Grade: 16 11th Grade: 18 12th Grade: 21	22% of students met or exceeded grade level ACT benchmarks as an indicator of college preparedness. (This data reflects Pre-ACT results only, Post ACT was not administered due to transition to virtual learning)
Maintain 20% annual CELDT reclassification rate.	Esperanza reclassified 13.3% of English Learners in the 2019-2020 school year.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Curriculum: The school provides every student with access to ACT CCRS/ California State/ ELD/ Next Generation Science standards aligned curriculum, which supports our school's educational program that includes: i. Blended learning (online, self-paced) with Canvas and IXL	\$108,000.00 LCFF S&C 1000-1999	\$135,946.00 LCFF S&C 1000-1999

ii.	Project-based learning	\$21,600.00	
iii.	Performance tasks	LCFF S&C 3000-3999	\$27,189.00
			LCFF S&C 3000-3999
		\$1,428.00	
		LCFF S&C 4000-4999	\$4,626.00
			4000-4999 LCFF S&C
		\$2,000.00	
		5000-5999 LCFF S&C	
<p>Assessments: The ACT will be used as a summative assessment for all students to measure student progress in addition to monitoring and measuring growth targets. The school will use results to measure program efficacy. Quarterly interim assessments, aligned to the ACT, will be given as a formative assessment to monitor student progress. In addition, the school's Administrative Team, in collaboration with teachers, will disaggregate, review, analyze and monitor assessment results to inform and improve instructional practice, identify each student's areas of strength; and growth. An ACT boot camp is held each year to provide additional support in student preparation for the exam.</p>		\$108,000.00	
		LCFF S&C 1000-1999	\$135,946.00
			LCFF S&C 1000-1999
		\$21,600.00	
		LCFF S&C 3000-3999	\$27,189.00
			LCFF S&C 3000-3999
		\$1,428.00	
		LCFF S&C 4000-4999	\$4,626.00
			4000-4999 LCFF S&C
		\$2,000.00	
		5000-5999 LCFF S&C	
<p>The school will implement a program to ensure all English Learners (ELs) are provided with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum, with appropriately credentialed teachers (BCLAD/CLAD Certified). The school will ensure students are assessed and monitored closely to ensure all EL growth targets and measurable outcomes are met. Within the classroom setting, teachers will use the specifically designed academic instruction in English (SDAIE) approach to teach academic content with additional scaffolding so students can access the content.</p>		\$6,481.00	\$9,480.00
		LCFF Base 1000-1999	LCFF S&C 1000-1999
		\$1,296.00	\$1,896.00
		LCFF S&C 3000-3999	LCFF S&C 3000-399

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Esperanza focused on the development of an infrastructure for ongoing analysis of data that is attributed to student achievement, performance data, and the measurement of program efficacy. Esperanza achieved multiple successes in various areas of this goal. Esperanza provided every student with access to ACT CCRS/ California State/ ELD/ Next Generation Science standards aligned curriculum, which supported the school's overall educational program model. 80% of students met or exceeded grade level ACT benchmarks as an indicator of college preparedness. Ednovate utilizes an assessment system which includes full-length, official ACT exams at the beginning, end, and middle of the year, with formative quarterly interim assessments in between. Esperanza has opted to display internal Pre- and Midyear-ACT data because it provides nationally normed, valid, and reliable test results, which enabled Esperanza to measure the growth of the students year over year. (Note: Note that due to the COVID-19 pandemic as well as the continued racial injustices that ignited protests across our country in early June, Ednovate opted to not move forward with the Post-ACT exam as it traditionally would.) As a result, the most reliable data is the midyear data; Esperanza projects that even stronger results would have been visible in the Post ACT had it been able to move forward with the Post-ACT as originally planned.

The midyear data demonstrated strong overall results. 52% of the overall student body demonstrated proficiency in English, and 71% in Math. The biggest strength was in support of the ninth grade students, across both Math and English, Esperanza saw the largest growth in the percentages of students reaching proficiency between the beginning and middle of the year. Secondly, Esperanza saw overall trends in the right direction for all student groups for ELA - it is not only the students who were meeting the benchmark who are now exceeding it, but also that students who were previously not meeting the benchmark have moved up to meeting/nearly meeting, as well. This demonstrates that Esperanza is serving students across performance levels and supporting all students to succeed. This is true for Math as well, with the exception of tenth grade performance, which has remained stagnant. In reviewing the data, Esperanza saw tenth grade students were not making gains as high as the ninth and eleventh grade students. Esperanza reviews results of the internal ACT exams by content area, as well as reviews them within grade level teams. The teams work together to review and analyze the data, as well as identify any whole grade strategies that may need to be put into place to give students the support they need to be successful. This was a trend across the Ednovate network, and, as a result, a lot of collective focus on supporting this grade level. Although Esperanza performed well as compared to the network, there is still opportunity for growth in this grade level. In reflecting on this, Esperanza believes a contributing factor to this was the split campus last year. The tenth graders were located at the Dozier campus down the street from the main Humphreys building, where the ninth and eleventh graders were. Although administrators were splitting their time across campuses, the culture at Dozier was ultimately not as strong as it was at Humphreys; therefore Esperanza believes this contributed to the overall challenging performance of this grade.

Another area of achievement for Esperanza was the maintenance of 20% annual CELDT reclassification rate. The school's English Learner Progress Indicator (ELPI) data indicates the school's performance level was 28.4% of English Learners making progress towards English proficiency. By comparison, the state's performance level was 48.3% of English Learners making progress towards English proficiency. The 2019 school year was a year of intense growth for Esperanza. The student population nearly tripled while the

English Learner population more than quadrupled. Additionally, this was the first year both the teaching staff and students interacted with the ELPAC exam after the transition away from the CELDT. In navigating both of these transitions, the response and training for integrated English language development and designated English language development did not adequately meet the needs of the student population. Furthermore, the instructional leadership team needed to internalize the ELPAC exam further to truly understand the demands and rigors of the exam and skills required. While Esperanza utilized Kate Kinsella's English 3D during designated ELD time twice per week, building on top of SDAIE strategies during integrated ELD time in all classes, Esperanza found three shortcomings to the ELD instructional programming. First, the teachers were trained in the ELD standards, but not integrating them effectively into lessons and needed further training. Second, the ELD instructors needed further training in d-ELD practices and instruction. Lastly, the students were largely disengaged in the English 3D curriculum and content matter as it was unrelated to the classroom content. In the following school year, Esperanza took extensive measures to improve student outcomes, and were truly excited for the students to tackle the ELPAC in the spring of 2020. Given the COVID-19 Pandemic, the scholars were unable to test. Therefore, Esperanza took actions such as instructional leaders attending roughly 24 hours of ELD instructional training to better internalize the California ELD standards and ELPAC exam, hosted by the Orange County Department of Education. Next, Esperanza designated ELD instructors attending more than 7 hours of professional development for essential ELD instructional practices, hosted by the Orange County Department of Education. In addition, the retraining all instructional staff on high-school appropriate SDAIE strategies, and aligning these strategies to appropriate classroom environments, activities, and content as well as backwards planning lessons utilizing the CA ELD Standards. Esperanza also adapted Kate Kinsella's English 3D Core routines, procedures, and instructional exercises and expectations to appropriate grade level and subject content so that students felt less of a disconnect between their D-ELD time and their I-ELD content. Lastly, Esperanza practiced explicit speaking and listening exercises aligned to the rigor and fluency of the ELPAC exam as well as co-teaching and instructional coaching for D-ELD instructors.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Protective equipment	\$10,119	\$15,010.53	N

Cleaning/disinfecting services	\$21,171	\$5,292.35	N
Social Worker support	\$19,211	\$18,937.20	Y
Culture Team support	\$38,700	\$41,098.80	Y
Clubs	\$10,000	\$2,250.00	Y
PE equipment allowing for social distancing	\$10,000	\$0	N
Learning software	\$6,104	\$2,984.92	Y
Teacher salaries	\$104,657	\$97,811.55	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The only substantive differences between the planned actions and budgeted expenditures for in person instruction were the cleaning/disinfecting services and PE Equipment. In the initial planning of instruction for the 2020-2021 school year, Esperanza anticipated a transition back to in-person instruction early in the year, however, due to the pandemic, we remained remote the entirety of the school year. Therefore, funds were not exhausted in these anticipated areas as the time budgeted was much less. Apart from this, there were no material differences in Total Budgeted Funds and Estimated Actual Expenditures.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Esperanza College Prep was entirely virtual for the majority of students for the 2021-2022 school year to ensure the safety of students and staff.

As it began to get safer in the Spring, Esperanza started an in person pilot for teachers to begin teaching from their classroom. Students still logged on from home. This pilot allowed teachers to have access to their classroom supplies and materials to provide a better online learning experience for the students. Additionally, the staff pilot helped to ensure our safety, access, and building processes were clear and effective in preparation for a student return.

At the beginning of quarter 4, Esperanza successfully identified a small group of 53 students to participate in in-person learning which began on April 29, 2021. Students were identified based on a formula that weighted various criteria aligned to the highest needs. These factors included attendance, failing more than 3 classes, English Learner designation, having an IEP, having a unique home challenge, and receiving a “disengaged student” label. This label indicated that the student attended class but did not participate or submit assignments. Students were still accessing their courses via their computers, but were doing so in the school building where they have



a safe space to work and access to staff support. We saw a lot of success with our student pilot and continued to expand it as safety regulations enabled us to do so. The pilot helped students to become more engaged with their school work and ensured they had a stable connection. It also helped to continue to build a stronger community, as students had not been physically together in over a year. It has led to stronger engagement and results for these high needs students who were not finding success in virtual learning.

The largest challenge of piloting small, in-person learning is that we do not have the staffing to allow for those students to receive true, in-person instruction. Students had to continue to access their classes via Zoom, even when on campus so instructors could support all students equitably. This will be an important challenge to continue to consider and we head into the 2021-2022 school year.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mifi devices for students without internet	\$26,311	\$14,387.06	Y
Zoom licences	\$1,597	\$1,202.44	Y
Academic software	\$18,311	\$8,954.75	Y
Distance Learning Working Group	\$10,624	\$10,256.65	N
Culture Team support	\$116,100	\$123,296.40	Y
1:1 support for unduplicated pupils	\$156,985	\$195,623.10	Y
1:1 social-emotional support	\$209,313	\$260,830.80	Y
College Counselor support	\$57,600	\$50,611.20	Y
Increased responsibility for school administrators	\$224,806	\$223,132.61	Y
Targeted Professional Development for Distance Learning	\$18,989	\$27,729.36	Y
Special Education support	\$11,454	\$10,614.60	Y
Special Education services	\$6,474	\$18,000.00	Y
Social Emotional programs	\$46,106	\$45,449.28	Y
Additional supports for Students with Disabilities	\$26,957	\$24,232.32	Y



Chromebooks	\$47,500	\$59,320.56	Y
Specialized tech for students with special needs	\$360	\$0	Y
Staff technology to facilitate distance learning	\$0	\$3,950.88	N
Diversity Equity and Inclusion training	\$6,389	\$1,666.67	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were substantive differences between the planned actions and budgeted expenditures across multiple categories for distance learning. In the initial planning of the 2020-2021 school year, Esperanza anticipated that students would only be learning remotely for a portion of the year, and allocated some funds to support a transition to in-person learning. In actuality, however, the school operated remotely for the entire year. To address this, we reallocated funds originally designated for in-person supports to support virtual learning to best align budget with need.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Esperanza was able to navigate over a year of virtual instruction with no prior experience in this model. We are proud of the Distance Learning program we have built. We describe the successes and challenges below.

**Continuity of Instruction:** Esperanza was able to continue instruction with little to no interruption, given the existing hybrid learning model in place. This model which already leverages technology allowed staff to facilitate distance learning in a way that felt similar to what students would have been receiving in the classroom. Students worked through an online curriculum using the Google Classroom platform at their own pace, within class instruction to support over a video conferencing platform. Esperanza's schedule incorporated times of synchronous and asynchronous instruction. Students who needed additional support received tutoring directly after class, at the end of each day as well as additionally on Friday for office hours. Esperanza ensured the online learning schedule included multiple opportunities throughout the week for smaller group support and intervention. Teachers utilized data such as mastery data, and gradebook analysis data to identify students that required participation in smaller groups. Teachers then prioritized students who were on the cusp of passing the class, therefore once the group of students was passing, they then identified the next group of students to support. Esperanza was able to incorporate student and parent feedback which had a strong response in satisfaction. The biggest challenge in continuity of instruction was in finding ways to connect with students and families who were disengaged and/or

non-responsive. Although protocols were in place to intervene when students were not online, it was sometimes extremely challenging to communicate with families to understand and address challenges.

**Access to Devices and Connectivity:** Esperanza was very successful in ensuring access and connectivity for all students. Students all successfully received school-issued chromebooks, and are able to communicate daily with their advisor about the condition of their device both informally during daily check-ins, and formally through a biweekly survey. If a student's device is not working, students are able to return their device to the school campus, and receive a replacement device, if needed. If the student or family are unable to travel to the school campus, a school team member will deliver a replacement device to the student's home. Similarly, in the case of internet needs, Esperanza provided MiFi devices in the same manner to all students who needed support. These devices have enabled students to effectively use online learning tools, which help our teachers understand progress, performance, and gaps. One big challenge of supporting technology in a virtual learning context is the turnaround time required for fixes and the impact on the student's ability to access learning while the device is being fixed. Supporting students with tech issues, fixing chromebooks, or replacing devices can take up to a day, whereas in person the support or solution could have been delivered immediately. We are also seeing reduced Chromebook life spans due to the heavier usage of these tools in a virtual learning context. This again leads to time away from learning while students pick up new devices or get replacements delivered. Finally, some students have also used personal WiFi devices to access school, which, when capacity was exceeded, needed replacement - a task that also took time away from instruction. Although we were able to distribute and support students with technology and connectivity needs immediately, the maintenance of these devices and supports has been a challenge.

**Pupil Participation and Progress:** To engage pupils, Esperanza has focused heavily on building community and relationship building with students. For example, at the beginning of the school year, the grade level teams dedicated an entire week to community building activities. This ensured the students felt welcomed and safe to engage in the virtual instructional environment. Given its success, this practice was repeated at the beginning of Semester 2. The advisory program is an added support system for students, and has been a critical pillar in virtual learning. Students begin their day in advisory, where they are set up for success for the day to come. The Dean of Culture checks in with advisors biweekly to ensure metrics are being met, and offering support in the highest areas of need. These highlighted strategy have led to student satisfaction - in particular, over 80% of student respondents agreed that Esperanza has provided a safe learning environment as measured in the annual student survey; more precisely, our EL population results showed 98% satisfaction. Esperanza has created trackers for attendance, work submissions, and student engagement. All trackers are updated in close-to-real time for attendance, and weekly for assignments and student engagement. These combined processes have enabled Esperanza to track each student's participation, attendance, work submission, and engagement not only daily but weekly as well. This has contributed to the achievement of ensuring that all students are receiving, on average, 240 minutes of instruction per day. The continued area of focused growth for student participation and progress has been to get students engaged in their learning. With consistent calls home to students, the majority of them attend class, however, a portion of students remained consistently disengaged while in class. During Q4 of the school year, we began piloting small student cohorts on campus, and prioritized this group of students to try to get them back on track.

**Distance Learning Professional Development:** Esperanza was also able to maintain successful implementation of Professional Development by creating opportunities to meet in teams, plan for struggling students, learn more about engaging English Learners and students with learning differences, as well as reflecting upon holistic and schoolwide data through quarterly strategic analysis PDs.

From a Network level, Ednovate had Summer PD, Quarterly PDs, and Mini PDs. A critical focus of these PDs was around what successful instruction looks like in a distance learning environment. This year, we also launched Mid-Quarter Huddles focused on content collaboration across schools. This has been especially helpful since teachers are given a chance to collaborate with others in their content area. In addition, Esperanza conducts weekly PDs on Fridays that cover the most relevant topics staff and admin identify as being critical to student success. In addition, staff receive regular instructional coaching and observation from a leader on their campus. Providing Professional Development in the scope of distance learning has been a challenge for Esperanza, given the fact that it was a new and constantly evolving environment for all. The challenge of building a plan of something that has never been done before was a uniquely difficult struggle, but Esperanza was able to take an approach of continuous improvement, iterating and learning along the way.

**Staff Roles and Responsibilities:** There were several shifts to roles and responsibilities at Esperanza both to meet the social emotional needs of students, and due to the fact that certain roles could not be performed in a remote environment. Esperanza's culture team members, whose roles include setting a strong foundation for culture, had a difficult time executing the responsibility of that task remotely. Therefore, the role was shifted to follow up with students and families who were not attending daily remote instruction. The culture team member dedicated time to discover and understand the reasons students were not engaging in remote learning, as well as how the school might support the family. This has allowed the culture staff to create strong bonds with students, and encourage a higher attendance through this practice. Their responsibility also included having them visit virtual classrooms to ensure teachers had the support needed to manage the online classrooms. This was especially helpful in the case of substitute teachers who were new to school routines. Teachers' roles have been altered to continue to provide synchronous instruction, alongside some asynchronous assignments. In addition, students continue to meet with their advisors daily to check in on the progress, and social emotional needs of students as well as in individual check-ins. The wellness team continues their shift to primarily work with students struggling with isolation, depression, and other mental health needs due to the Covid-19 pandemic. The greatest challenge in Esperanza roles and responsibilities has been the need to remain flexible at all times during the pandemic. There are jobs needing to be done that never existed before, and we have taken an "all hands on deck" approach in ensuring that all of the roles are executed properly and at full capacity. In addition to the struggles of flexibility in roles & responsibilities, there are additional, new critical tasks that need to be executed, such as the delivery of devices, supporting students through calls to ensure proper connectivity, etc. Although the Esperanza staff has been incredibly flexible and adaptable to all needs, this year has been a trying time where we have asked all to be comfortable in an ever-changing and ambiguous environment.

**Support for Pupils with Unique Needs:** Esperanza was able to successfully continue to support students with unique needs by continuing to offer Specifically Designed Academic Instruction for English Learners in the distance learning program. Esperanza implemented the Rosetta Stone platform for newcomers and Springboard platform for English Learners to ensure they are receiving strong instruction in supporting reading, writing, speaking, and listening in English. Additionally, small groups and 1:1 appointments were utilized for English Learners requiring additional support. The Special Education teacher has continued to provide specialized academic support by pushing into synchronous classes, and providing small group sessions on Zoom each week. Esperanza has continued to contract out to external services to support students needing Occupational Therapy, Physical Therapy, Language and Speech Therapy, etc. These service providers were able to successfully continue to provide services for our students and families. We have ensured all students in foster care, and/or students experiencing homelessness were immediately enrolled to ensure they have access to learning. Additionally, breakfast and lunch have been provided once a week to all families. Acknowledging the challenges this

year has wrought for all students, staff have been trained on trauma-informed practices to understand and proactively support the emotional needs of all students and recognize the need for additional accommodations or further external support. Esperanza students, staff and families have been informed of who on campus is the Homeless Liaison to provide additional support, as needed. The school wellness staff member has been able to continue to provide community resources to families and individualized consultations for students and families. We have tried to leverage as many communication channels as possible to connect students and families to what they need.

The biggest challenges Esperanza has faced in supporting students with unique needs has been with getting students to log on for their additional services. Additionally, there are some families with whom communication is a challenge - particularly for our students experiencing homelessness. We have multiple staff members engaged in outreach and support to engage these students.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost to administer assessments	\$6,900	\$6,383.25	Y
Scaffolding, parent engagement, lesson planning	\$251,176	\$391,246.20	Y
Real time student group data analysis	\$2,980	\$3,885.00	Y
Personalized support for Foster or Homeless students	\$500	\$500.00	Y
In-depth student group guided analysis and training	\$9,883	\$8,027.55	Y
ELD curriculum	\$8,602	\$5,565.80	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The areas of significant difference between the planned actions and budgeted expenditures for pupil learning was in the area of parent engagement. Due to the increased time of the pandemic Esperanza's estimated Budgeted Funds were significantly exceeded as funds had to be reallocated to invest more in parent engagement tools/channels of communication as well as platforms for participation. Therefore, estimated actuals are significantly higher in comparison to the Budgeted funds.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Esperanza has achieved multiple highlights in addressing Pupil Learning Loss throughout the academic year. Esperanza was able to achieve 90% parent participation for report card pick-ups in Q1 and Q2. The high level of parent engagement allowed for exceedingly effective communication with parents regarding their students' academic grades, progress, and opportunities for growth including all ACRI's (academic college readiness indicators) which are tracked regularly. This contributed to another success for Esperanza to be able to successfully continue supporting students with learning differences in addressing pupil learning loss as well. Students with learning differences were supported through the implementation of breakout rooms, one on one conferences, and after-school tutoring sessions as well.

Although 93% of Esperanza students passed all of their classes in the first semester of virtual learning, 7% of the students are making up courses and have made little to no progress towards passing their failed classes for semester 1. There will also be students who fail classes in the following semester as well. Therefore, adding to the overall pupil learning loss that has occurred throughout this pandemic and will continue to be addressed and assessed in summer school. Additionally, this year through the Title III fund Esperanza was able to invest in both support for instructional coaches to support English Learners and as well as tutors to work directly with the English Learners. Both supports were very successful in developing standards such as mastery in English Learners. Furthermore, Esperanza is engaging in a pilot program with tutor.com to support all subjects for students. If the partnership is effective, it will then be further developed into direct tutoring resources to all students, particularly those with unique needs.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Esperanza successfully continued to implement a more caring and accountable school culture. Esperanza increased its focus on positive culture building, as all staff members were encouraged to develop, empower, and exemplify the school communities values. The focus on these positive actions and the reinforcement of these culture indicators empowered Esperanza to also employ a number of positive community builders, and strategies to minimize the negative climate that may have led to further negative cultures in the previous years. In addition, Esperanza invested instructional time on building community and relationship building with students. Various teams dedicated, developed, and implemented community building activities at the beginning of classes. This ensured the students felt welcomed, and safe to engage in virtual learning. The advisory program was another area that was used to further elevate support systems for Esperanza students in daily interaction with their advisor, to establish a comfort, and routine for success. The Esperanza culture staff successfully monitored communication with advisors, every other week to track metric parameters that were



constantly progressing, and troubleshoot where it was needed which ultimately achieved 80% of student respondents agreeing that the school provided a safe learning environment in the annual student survey as well as the bi-weekly surveys.

However, the continued challenges for Esperanza were the levels of emotional support ever changing as this community was one of the highest affected areas of Covid 19 in Los Angeles county. Many of Esperanza families and students were diagnosed with Covid, as well as experienced job loss, and homelessness. Families have continued to share experiences of domestic violence, and drug/alcohol abuse as well. Therefore, this is an area Esperanza will continue to monitor, and ensure support is further elevated upon the return of in person instruction, along with the support of the Ednovate Network to provide the appropriate counseling, resources, partnerships, and training for the Esperanza community.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Some of the achievements that Esperanza accomplished in Pupil and Family Engagement and Outreach were highlighted consistently in the high level of engagement not only with students, but with parents as well throughout the year. Esperanza was able to achieve consistent communication with parents via bi-weekly emails that were sent to families which includes school updates, upcoming events, and resources such as job fairs for those families in need. Moreover, to continue to support and engage families as partners throughout the pandemic, Esperanza provided all families without internet, free wifi ports to use at home (complementing the 1:1 student:laptop ratio already existing prior to the pandemic). In addition to these consistent communication channels Esperanza was also successful in making daily attendance calls to parents, as well as weekly calls with updates regarding their individual students' needs. These weekly calls consisted of either positive praises, accomplishments and progress of their students or also calls to further support the student outside of attendance, and the immediate focus or need. This year presented unique areas of opportunity and growth when it came to ADA. In order to achieve success, Esperanza created a team of 4 staff members that were designated in calling students that were not present after every class. Esperanza relied heavily on the relationships that had been built throughout the previous years, and the foundational development of community with families for engagement, and were triumphant in attaining an average of 95% attendance. Furthermore, in the area of community, the highest-leverage community builders for Esperanza continued to be the advisory programs and parent/community involvements. For advisory, in addition to the prior year's structures of 2x daily academic and socio-emotional needs check-ins, Esperanza developed advisory programming to include lessons and activities on the targeted schools values, suicide prevention and awareness, drug abuse and awareness, body image issues, goal-setting, community-building, college access, etc. Next, the parent and community engagement has continued to grow even throughout the pandemic, at each monthly Cafecito con la Directora, Esperanza has achieved regular attendance of 40-50 families between the morning and evening sessions, including 2-3 parent committees who met on different weekdays to provide further family support. Lastly, Esperanza was also able to achieve 90% parent participation for report card pick-ups in the first semester. This allowed for an overwhelming amount of opportunity for parent communication regarding their students' academic grades, progress, and opportunities for growth including all ACRI's (academic college readiness indicators) which are tracked regularly.

Unfortunately, the greatest struggle and challenge for Esperanza in student and family engagement was the manpower required to attain the 95% goal completion of attendance. It required many hands on deck, that required time management, and rearranging of areas of constant need and prioritization as well.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Esperanza was successful in establishing food distribution once a week for a week's worth of meals to families, including breakfast and lunch. This was accomplished through communicating with families through emails, text messages, or individual phone calls regarding days and times of meal distributions. Meal distributions were executed in accordance with safety guidelines, to ensure Esperanza families safety upon meal distributions. However, some of the challenges encountered in the execution of School Nutrition was the amount of meals served, the lack of consistency, and frequency of family pick-ups. This allowed for approximately 80 families to be serviced weekly. Esperanza was also able to successfully provide some sort of transportation or delivery of meals to families who were unable to pick up at the school for distributions. Lastly, Esperanza achieved the award of 47 CareCrops cards (Via the CareCorps fund and Sunshine funds) for families who were able to receive monetary support during the pandemic (\$100 gift card or higher).

Unfortunately, due to transportation challenges many families were unable to pick up the large boxes of food, and transport back to their homes as many families utilize public transportation. This then led to decreasing results in the amount of families serviced. Also, meals became repetitive which caused some families to stop coming as well as the struggle of meals being frozen, versus fresh produce.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meal distribution services	\$9,683	\$7,965.85	N
School Nutrition	Meal distribution planning and logistics	\$2,428	\$2,061.62	N
School Nutrition	Meal distribution support	\$500	\$0	N



Mental Health and Social Emotional Well Being	Wellness support and trainings	\$7,684	\$7,574.88	Y
Pupil and Family Engagement and Outreach	Stakeholder involvement and surveys	\$2,471	\$2,006.89	Y
Pupil Learning Loss	Student attendance and academic progress support	\$122,616	\$122,291.10	Y
Distance Learning Program	Cleaning supplies	\$1,000	\$0	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Esperanza has been able to continue its successes regardless throughout this difficult year, as well as learned various opportunities for growth that are needed now more than ever after the pandemic. Some of the continued areas of growth that Esperanza will continue to focus on in the upcoming LCAP cycle will be in focusing on mental health support for students, staff, and families as they are crucial for these communities. Families are a critical part of the students success, and continuing to engage them, support them will continue to remain of the utmost importance. In alignment with engaging parents as partners Esperanza will continue to enhance and expand the communication between the home and school, and maintain it as a high priority as the significant impact has been highlighted now more than ever. Some of the lessons Esperanza learned were that Large synchronous cohort classes (90 plus students) were not effective. After the first quarter, more than 50% of students were failing one class or more. This launched a change of course in student scheduling for the 2nd quarter, which led to smaller class sizes (less than 30) were more effective. Second learning was that High school students do not like to turn on their cameras. Esperanza teachers tried various approaches and found little to no success. Therefore, teachers approached engagement in a different way, which Nearpod proved to be the most successful for the highest level of engagement. Next finding was measuring mastery must be done during synchronous time. Staff learned that students need to submit while they are online with the teacher, vs. submitting later in the day during async time. Another area of growth was to utilize current and active scoreboards per grade level to maintain data. Staff found that having one place to house all data (goals measured and tracked) was the most effective. Lastly, with the foundational relationship Esperanza has created throughout its inception to really leverage the strong advisor to advisee relationships when students do not attend class, in partnership with the admin team who also

know the families as well. Esperanza staff continually communicates when a student does not show up to a specific period, synch time is monitored and communicated with families.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Esperanza will continue to address pupil learning loss needs that need to be assessed and addressed in the new LCAP through the continued strong systems created to monitor, and address attendance; as well as the analyzing of data in according to subgroups to close the academic achievement gaps and identify any trends that will enlighten, and focus on addressing pupil learning loss. Esperanza will continue to track learning loss using multiple assessments in the fall such as the benchmark ACT exams to compare the students to historical Ednovate students. Additionally, Esperanza will be implementing iReady exams to allow Esperanza to get both Lexile and math placement of students when the year begins. Esperanza will continue to seek innovation, progress, and growth through the years to come in continuing to assess, and address the pupil learning loss occurring especially for students with unique needs and ensure that there is a positive multigenerational change.

Second, Esperanza is also adopting a computer-adaptive assessment for the 2021-2022 school year that will allow more specific understanding of potential learning loss for all students, particularly for those with unique needs. Esperanza has found that the personalized learning modalities, particularly the use of Chromebooks and online programs that help with supporting student skills (ie. IXL) allow for Esperanza students to keep up with the lesson of the course while also engaging in individualized skill building. Additionally, this year through the Title III fund Esperanza was able to invest in both support for coaches to support English Learners and tutors to work directly with our English Learners. Both were very helpful in developing standards mastery in English Learners, and are now engaging in a pilot with tutor.com to support all subjects. If this is effective, Esperanza will bring direct tutoring resources to all students, particularly those with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Esperanza focused heavily on the distance learning model of instruction, pupil learning loss, family outreach and engagement as well as nutrition. Dedication was given to ensure that the students received the same attention in these areas of need as they would have received in an in person year. Esperanza was successful in many areas, as well as continued to troubleshoot in the challenging areas. Esperanza reflected as a school community in order to plan for the future in providing the highest quality instruction regardless of the model in goal 1 in the new LCAP. An area to continue growth in is the distance learning model, and to continue to overcome the challenges faced this year due to providing instruction synchronously and asynchronously. In alignment with growing in the asynchronous and synchronous learning model, to continue to grow the successful engagement of parents and students as well as the difficulty to involve parents in a virtual learning model, Esperanza will continue to assess strategies to engage families as partners for the schools efforts and success in goal 3 of the new LCAP. Lastly, Esperanza also would like to continue to focus on developing efficient procedures for frequent analysis of all areas of work as a school in student achievement, performance data and demographics to maintain fidelity and integrity in the innovative growth of Esperanza in goal 2 of the LCAP.

Esperanza would like to note that as a Network, there is commitment to build an Anti-Racist organization by focusing on the three specifics area: Caring and Accountable culture, Academics, and hiring practices. As a school, Esperanza has created an Anti Racist committee to dismantle any practices that can interfere with the comfort and safety of the students. The committee is providing ongoing professional development with staff. This committee will be specifically looking at how to grade for equity, and honor all the cultures that make up our school. Furthermore, our Caring and Accountable culture will change as we enter SY22.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.



- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
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