2023-2024 School Plan for Student Achievement (SPSA)

SPSA Year:

X2023-24

School Name and School Code	Dolores Huerta International Academy 36 67710 0133371		SSC Approval Date: May 3, 2023
School Address	17777 Merrill Avenue, Fontana, CA 92335-8110		Local Governing Board Approval Date: Pending approval June 21, 2023 Original
Name of Principal	Sandra Loudermilk	Phone # and Email	(909) 357-5070, Sandra.Loudermilk@fusd.net
Name of SSC Chairperson	Rosio Merino	Phone # and Email	(909) 833-2738, ROSI_16@yahoo.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP ATSI			

School Plan Overview	
VISION AND MISSION	Developing internationally educated and globally minded scholars through rigorous, innovative, multilingual, and intercultural education Desarrollar académicos con educación internacional y mentalidad global a través de una educación rigurosa, innovadora, multilingüe e intercultural. Our students, parents and staff embrace the following CORE values: • Dedication to thrive academically as open minded, knowledgeable and lifelong learners Dedicación para prosperar académicamente como aprendices de mente abierta, informados y de por vida. • Harmony through a respectful and open-minded school environment that celebrates global diversity by promoting cooperation and equity within our community Armonía a través de un entorno escolar respetuoso y de mente abierta que celebra la diversidad global al promover la cooperación y la equidad dentro de nuestra comunidad. • Innovators who are creative, principled and knowledgeable and use technology to inquire, reflect, and communicate in order to be effective problem solvers. Innovadores que son creativos, tienen principios y están bien informados y usan la tecnología para investigar, reflexionar y comunicarse con el fin de resolver problemas de manera efectiva • Academic activism to inspire and empower compassionate, reflective, risk-taking thinkers who embrace multiculturalism with an open mind. Activismo académico para inspirar y empoderar a pensadores compasivos, reflexivos y arriesgados que abrazan el multiculturalismo con una mente abierta. As a school dedicated to creating a safe, respectful learning environment, we ensure equal access and opportunity for all with respect, tolerance and empathy; we celebrate the diversity of our community's cultures; and we uphold accountability of our school community. "Every minute, a chance to change the world." Dolores Huerta
SPSA HIGHLIGHTS (bullet points)	Dolores Huerta International Academy focused on academic instruction with an emphasis on Positive Behavior Interventions and Supports (PBIS) last year. We are proud to have accomplished the following:

School Plan Overview	
	• Teachers were given planning time to develop Teacher Clarity, IB Planners/Units, and to continue to work on the writing program • Scholars read over 100 million words as documented by the Accelerated Reader program • Tutoring was available for scholars • ASL classes were offered to students in grades K-6 • Lessons and supports were provided to implement the PBIS expectations • Dolores Huerta International Academy will continue to improve our PBIS implementation • Dolores Huerta International Academy will host a variety of family nights and events to promote family and community engagement
INCREASED OR IMPROVED SERVICES (bullet points)	• Provide IB training for staff, Category 1 for new staff and Category 2 and 3 for current staff • Provide GLAD part 2 training for staff • Improve access to a third language through an extended learning day • Increase access to Spanish software, books and supplemental materials • Increase release time for educators for professional learning communities to align standards, lessons, and assessments • Improve ELA, SLA, ELD and math intervention for scholars who need more support • Provide paid hours for teachers to develop IB units/planners, teacher clarity, and vertical alignment • Provide extended learning opportunities that are engaging to students

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
639	**71.5%**	**39.9%**	**0.5%**
Total Number of Students enrolled in Dolores Huerta International Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	255	39.9%
Foster Youth	3	0.5%
Homeless	9	1.4%
Socioeconomically Disadvantaged	457	71.5%
Students with Disabilities	60	9.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.6%
American Indian		%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	1	0.2%
Filipino		%
Hispanic	615	96.2%
Two or More Races	2	0.3%
Pacific Islander		%
White	11	1.7%

School and Student Performance Data

Overall Performance

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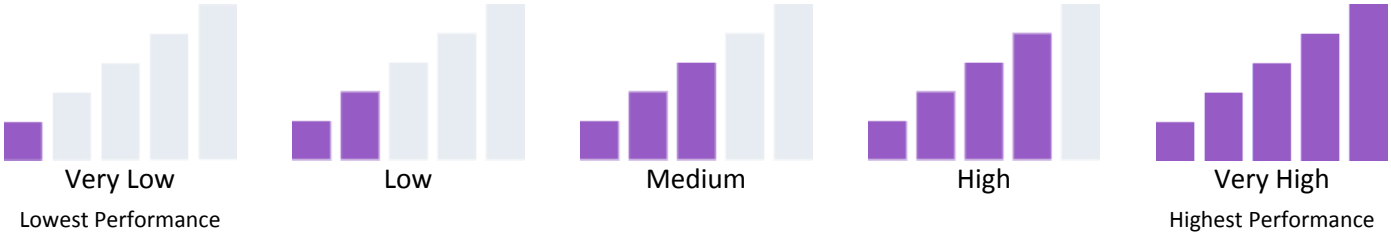

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: High		

School and Student Performance Data

Academic Performance
English Language Arts

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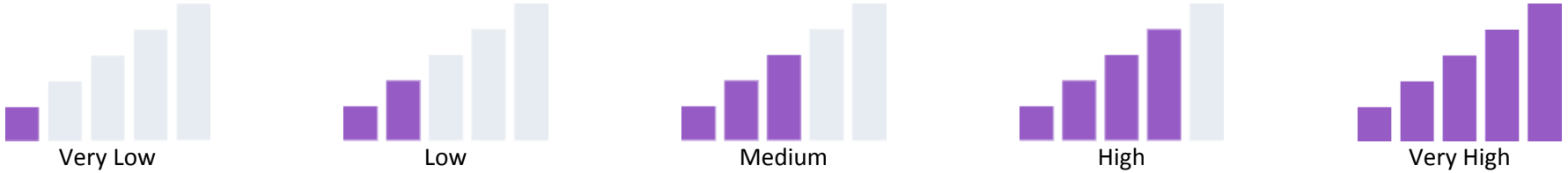


This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

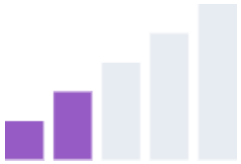
All Students

Low

23.5 points below standard

344 Students

English Learners



Low

31.4 points below standard

174 Students

Foster Youth

No Performance Level

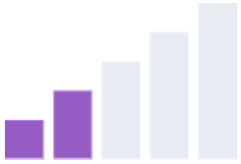
1 Student

Homeless

No Performance Level

5 Students

Socioeconomically Disadvantaged

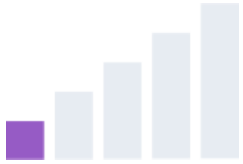


Low

28.2 points below standard

248 Students

Students with Disabilities



Very Low

104.9 points below standard

35 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level 8 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 25.2 points below standard 326 Students	 No Performance Level 1 Student		 No Performance Level 9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.0 points below standard	47.7 points above standard	26.4 points below standard
115 Students	59 Students	154 Students

School and Student Performance Data

Academic Performance
Mathematics

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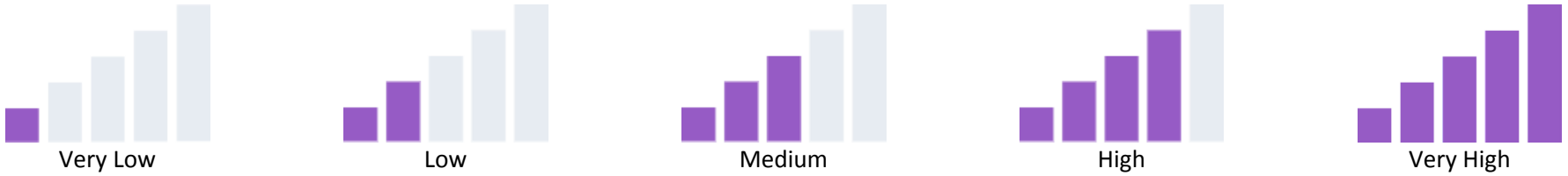


This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

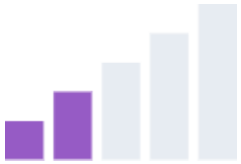
All Students

Low

60.8 points below standard

344 Students

English Learners



Low

65.0 points below standard

174 Students

Foster Youth

No Performance Level

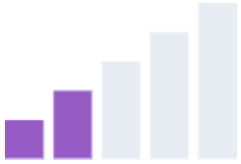
1 Student

Homeless

No Performance Level

5 Students

Socioeconomically Disadvantaged

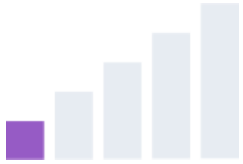


Low

67.5 points below standard

248 Students

Students with Disabilities



Very Low

133.5 points below standard

35 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level 8 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 61.7 points below standard 326 Students	 No Performance Level 1 Student		 No Performance Level 9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.2 points below standard 115 Students	1.7 points above standard 59 Students	67.1 points below standard 154 Students

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

59.7 making progress towards English language proficiency

Number of EL Students: 186 Students

Performance Level: 4

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.5%	25.8%	1.1%	58.6%

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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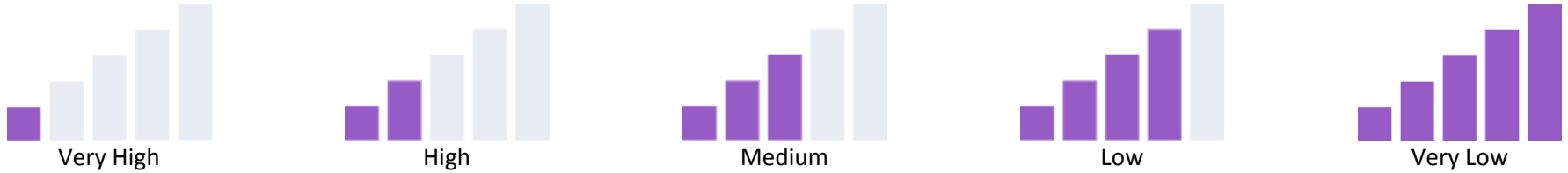


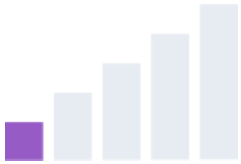
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
3	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

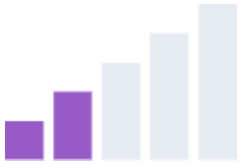


Very High

21% Chronically Absent

647 Students

English Learners



High

16.5% Chronically Absent

291 Students

Foster Youth

No Performance Level

Less than 11 Students

3 Students

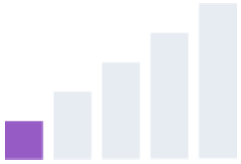
Homeless

No Performance Level

Less than 11 Students

9 Students

Socioeconomically Disadvantaged

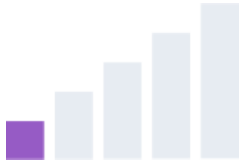


Very High

22.5% Chronically Absent

462 Students

Students with Disabilities



Very High

22.5% Chronically Absent

71 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

10 Students

American Indian

Asian

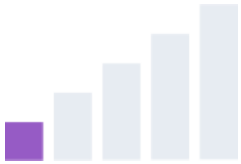
No Performance Level

Less than 11 Students

1 Student

Filipino

Hispanic



Very High

20.9% Chronically Absent

623 Students

Two or More Races

No Performance Level

Less than 11 Students

2 Students

Pacific Islander

White

No Performance Level

36.4% Chronically Absent

11 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

School and Student Performance Data

Conditions & Climate
Suspension Rate

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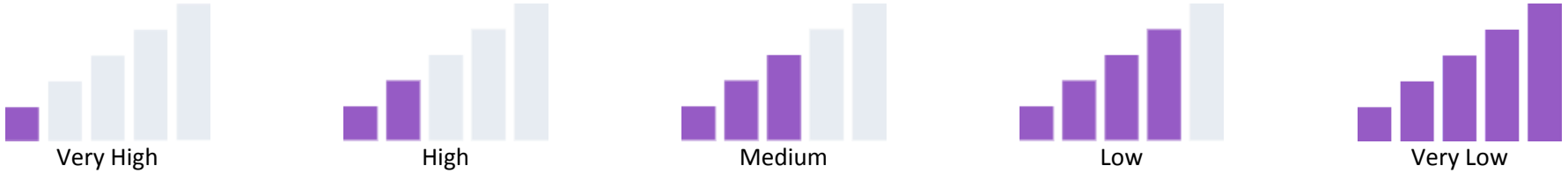

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0% suspended at least one day

649 Students

English Learners

Very Low

0% suspended at least one day

292 Students

Foster Youth

No Performance Level

Less than 11 Students

3 Students

Homeless

No Performance Level

Less than 11 Students

9 Students

Socioeconomically Disadvantaged

Very Low

0% suspended at least one day

463 Students

Students with Disabilities

Very Low

0% suspended at least one day

71 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

10 Students

American Indian

Asian

No Performance Level

Less than 11 Students

1 Student

Filipino

Hispanic

Very Low

0% suspended at least one day

625 Students

Two or More Races

No Performance Level

Less than 11 Students

2 Students

Pacific Islander

White

No Performance Level

0% suspended at least one day

11 Students

Analysis of Qualitative Data: Surveys

Analysis Of Qualitative Data: Surveys			
School Metrics/Indicators	**Previous Year Outcomes**	**Current Outcomes**	**Future Expected Outcomes**
Student Fall SEL Survey: Participation Rate for Grades 3-12	87%	88%	80%
Family Climate Survey: Household Participation Rate	48%	19%	25%
Student Climate Survey: Participation Rate for Required Grade Levels (5, 7, 9, 11)	85%	84%	95%
Student Climate Survey: Participation Rate for Optional Grade Levels (3, 4, 6, 8, 10, 12)	33%	0%	N/A – Participation for optional grade levels is not expected. Participation rate is only included to provide additional context for the interpretation of results.

Student Fall SEL Survey	
Grade levels that participated:	Grades 3-6
Strategies or challenges that contributed to participation rate:	Checked completion rate and notified teachers which students still needed to complete their survey.
Areas where growth was evident from previous year:	Self-efficacy, growth mindset and grit went up significantly (6 points) in grades 3-5. We had growth in all areas for our 6th graders but the two areas with the most growth are self-management and emotion regulation.
Areas of strength identified:	Although supportive relationships went down one point in grades 3-5, it is our strongest area with 90% in grades 3-5 and 88% in 6th grade.
Areas where growth is needed:	Although emotion regulation increased this year for all grades, emotion regulation is the area where the most growth is needed.

Student Climate Survey	
Grade levels that participated:	Grade 5
Strategies or challenges that contributed to participation rate:	Checked completion rate and notified teachers which students still needed to complete their survey. Many parents opted their child out of participation.

Student Climate Survey	
Areas where growth was evident from previous year:	Supportive relationships and sense of belonging are the areas that show the most growth from last year. Students responded better that they have a friend at school who they can turn to and that others understand them.
Areas of strength identified:	Our strength is supportive relationships.
Areas where growth is needed:	Student voice is an area of need.

Family Climate Survey	
Strategies or challenges that contributed to participation rate:	We had a new community aide take over who is not as familiar with this process.
Areas where growth was evident from previous year:	Parent support and family and school communication had substantial growth.
Areas of strength identified:	Facilities and student interactions.
Areas where growth is needed:	Family engagement is an area of need.

Site-Based Surveys	
Describe formal and informal methods for gathering input about stakeholder needs (teachers/staff, families, students).	The staff met during the summer and listed areas of need for professional development. Our Leadership Team met and listed a variety of focus areas that they saw as a need for school. They took those focus areas to their grade level teams. We met again and determined that writing was an area of focus for our instructional rounds.
Describe the key areas of need identified through your formal and informal feedback methods with teachers/staff, families, and students.	The areas for professional development were GLAD training, Thinking Map training, and writing training. Our Leadership Team determined writing is an area of focus for our instructional rounds.

Analysis of Qualitative Data	
Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	Teachers participate in instructional rounds to visit each other's classrooms and learn from each other. The focus continues to be writing but other areas such as math are also being addressed. Classroom Observations are also conducted weekly. We are looking at our IB program and ensuring that Learning Targets and Success Criteria are being posted. Learning Targets are posted 90% of the time and all teachers are implementing their IB unit planners. GLAD strategies are also evident during our classroom observations as well as small group instruction and group work.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability	
Use of state and local assessments to modify instruction and improve student achievement (ESEA)	Assessments such as STAR Reading, Measurement of Academic Progress (MAP), IStation's Indicators of Progress (ISIP), grade level common assessments, and supplemental program assessments are used to gather and analyze data. This data analysis is used to inform instructional practices to improve student achievement. Students' needs are identified and addressed during targeted instruction. Students may be identified as needing assistance during the school day via our Response to Intervention (RTI) groups, referred for assistance with our Intervention Specialist Teacher (IST) or referred to the Student Intervention Team (SIT) as a result of this data.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	State and local assessments, including ELPAC, ELPI, and SBAAC data, are used to identify student needs in the area of language development and academic progress for our English Learners and our English only students. Our academic program includes integrated and designated ELD where applicable as a Dual Immersion School. We also focus our Designated ELD lessons on specific language tasks based on our students' needs. Explicit vocabulary instruction is one of our priorities as a Dual Immersion school. Data analysis provides information that drives instruction in order to improve student achievement for our English Learners.
Process for monitoring implementation of the School Plan and annually evaluating progress toward accomplishing the goals.	As data became available it was shared with SSC and ELAC. Formal progress monitoring was conducted in January and March to review implementation and outcomes.
Process for monitoring implementation and annually evaluating progress toward accomplishing EL program goals for addressing the needs of at-promise ELs.	English Learner progress is analyzed and monitored by the EL Site Monitor and administration. Grade level PLC meetings are facilitated by the EL Site Monitor and administration to support teachers in analyzing this data and developing targeted instruction that addresses the needs of our low achieving ELs in order to close the achievement gap.

Staffing and Professional Development	
Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored. Staff will need professional development in the following areas this year: Writing, Thinking Maps, and GLAD Training. IB Category 1 training will be offered to an new teachers.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Ongoing professional development will continue in the area of Dual Immersion, International Baccalaureate, PBIS, and parent engagement.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Regular planning time will be provided for teachers to meet in their PLC groups for IB Unit development, Data Analysis, Planning, and creating common formative assessments. Additional time will be provided for teachers to align standards to lessons and assessments, to analyze data, and to plan appropriate interventions for students who need additional support.

Teaching and Learning	
Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science: TK-5th grade My Math, McGraw Hill 6th grade Big Ideas TK-5th grade Wonders, McGraw Hill 6th grade Study Sync TK-6th Social Studies Alive! TCI TK-6th Twig Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching. Teachers utilize differentiated instructional groups both during class and during Response to Intervention Time in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, WonderWorks, and Lexia. Alignment occurs during planning sessions. Teachers are given opportunities to plan IB units using state standards and adopted curriculum. Supplemental materials are also provided through a variety of teacher resources.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.District adopted curriculum is

Teaching and Learning	
	standards based and provides instructional materials for the different student groups. We also have a variety of online tools that can be used to supplement instruction for students with differing needs.

Opportunity and Equal Educational Access	
Services provided by the regular program that enable underperforming students to meet standards (ESEA)	Dolores Huerta International Academy provides quality first instruction and response to intervention during the regular school day. Teachers provide assistance to underperforming students during their RTI time in their classrooms. In addition, we have an Intervention Specialist Teacher (IST) on campus who works with students struggling in the area of Language Arts. There is also a full time Resource Specialist and a classroom aide who work with students with disabilities. We have a part time math intervention specialist who provides additional support for math in grades K-3. Teachers also provide tutoring after school.
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	The SPSA actions and services met the needs of most students. Although the 2021-2022 SPSA did not meet the needs of students with disabilities in math, ELA, and chronic absenteeism, our current attendance data shows we have closed the gap in Chronic absenteeism. Our MAP data indicates that it is likely that we will shrink the gap in math and ELA. The 2022-2023 SPSA data demonstrates that our English Learners are making progress in Language Proficiency, with an increased number of students meeting reclassification criteria.

Resource Inequities	
Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.	Through our needs assessment, the following resource inequities were revealed: We are a dual language immersion school. We currently do not have a Spanish supplemental assessment or materials for our 6th graders. Students with disabilities need more engaging and rigorous lessons.

Parental Engagement	
Resources available for families to support their child(ren's) education and assist under-achieving students.	Student Intervention Team meetings were held for students who are underperforming. Parents were provided information on interventions that were available during the school day, tutoring opportunities outside of the school day, and resources to support learning at home. Parents also participate in School Site Council, ELAC meetings, and regularly scheduled family nights such as Math Night, Literacy Night, and Steam Night. In addition, administration also schedules parent informational nights on topics such as PBIS, CAASPP, and IB.

Educational Partner Involvement	
Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.	Principal provides monthly updates with expenditures and progress on planned actions and services. In February and April, School Site Council performed progress monitoring on the SPSA actions and services. In April School Site Council, with input from ELAC, determined which actions to continue, modify or discontinue based progress monitoring and the anticipated needs of students.

Educational Partner Involvement	
	In May School Site Council reviewed and approved the 2023-2024 SPSA.

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section. We need to improve our integrated ELD implementation. Our data indicates fifteen percent (15%) of English Learners declined one ELPI level, which is one percentage higher than the previous year. Students need more integrated ELD across curriculum areas by incorporating lessons that bridge the two languages. This has been measured through classroom observations and lesson plans.
Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section. Twenty five percent (25%) of our English Learners maintained their ELPI level which is higher than last year by 4% and fifty nine percent (59%) made progress this year. Designated ELD has been implemented effectively. Teachers provide designated ELD daily and most classes have a different teacher for ELD. Teachers incorporate lessons across curricular areas and often tie their ELD lessons with their IB units. The STEAM teacher is also providing designated ELD to classes in grades K-3.
What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc. Our teachers will continue with Guided Language Acquisition Design (GLAD) training to help them deliver academic content and language lessons. A focus is necessary on our EL students and their particular areas of need. Teachers will continue to be guided on how to look at their students' ELPAC results and how to group their EL students according to their domain need. Our students' areas of need are Reading and Writing. Teachers will assign English reading and develop Learning Targets and Success Criteria for writing. EL students will be monitored to ensure they are making progress.

SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	**DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT**	**TIMEFRAME(s)**
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Teaching staff will participate in professional development of Thinking Maps to ensure quality first instruction. Staff requires professional development in order to plan and deliver quality first instruction that is aligned with the rigor of CCSS, DLI instruction, and the IB program. Teachers will create standards-based lessons and assessments, analyzing data, and planning for interventions and enrichment opportunities. Teachers will have collaboration time to reflect and refine IB units which incorporate the CCSS. GLAD training will continue with part two for teachers.	Professional Development Teacher Clarity-Monthly August-May Collaboration Time Twice monthly August -May GLAD-Part two in fall 2023
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	Teachers will continue to expand their knowledge by attending additional IB Category 2 and 3 training opportunities. Before and after school tutoring will also be offered for students who may need additional support with meeting the grade level expectations. Extended learning opportunities will be offered to help develop EL students' language proficiency and comprehension. Enrichment opportunities and clubs will be offered.	IB Professional Development in October, January, and June Extended Learning Opportunities Eight weeks per cycle September - May Extended Learning Opportunities for EL students-Eight weeks per cycle September -May
Address the needs of students at risk of not meeting the challenging State academic standards.	Multiple opportunities will be provided for informal and formal (CFAs, summative) assessments. Data from these assessments will be analyzed in order to provide intervention and/or acceleration opportunities. Teachers will analyze data and set goals with students and families to close the achievement gap.	Progress Monitoring-quarterly August -May RTI-daily August through May Walkthroughs- daily for admin August -May

	Students who are at risk of not meeting the academic standards receive intensive small group support during Our Response to Intervention time (RTI), from our Instructional Specialist Teacher, and/or before or after school tutoring. Class walkthroughs will be conducted to ensure and measure engagement and effectiveness of instruction.	

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.			
School Metrics/Indicators	**Previous Year Outcome**	**Current Outcomes**	**Future Expected Outcomes**
Smarter Balanced Assessment ELA (ALL): Average Distance from Standard (DFS)	• 7 (2018-2019)	• 24.1 (2021-2022)	-9.1
Smarter Balanced Assessment Math (ALL): Average Distance from Standard (DFS)	• 23.2 (2018-2019)	• 61.6 (2021-2022)	-46.6
Fall MAP Growth Reading (ALL): Average Distance from Norm (DFN)	KN: -2.7 1st: -4.6 2nd: -5.3 3rd: -6.3 4th: -5.2 5th: -3.7 6th: -5.2	KN: -2.4 1st: -8.3 2nd: -8.3 3rd: -7.6 4th: -8.4 5th: -3.2 6th: -0.4	KN: -1.9 1st: -7.8 2nd: -7.8 3rd: -7.1 4th: -7.9 5th: -2.7 6th: 0.1
Fall MAP Growth Math (ALL): Average Distance from Norm (DFN)	KN: -1.2 1st: -3.9 2nd: -6.6 3rd: -9.4 4th: -6.8 5th: -8.5 6th: -9.5	KN: -0.8 1st: -6.1 2nd: -9.5 3rd: -8.2 4th: -7.2 5th: -6.6 6th: -4.5	KN: -0.3 1st: -5.6 2nd: -9 3rd: -7.7 4th: -6.7 5th: -6.1 6th: -4
MAP Growth Reading (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	-0.44 (Excludes K-2 due to invalid Fall 2020 results)	-0.23	>= 0

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.			
MAP Growth Language (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	-0.49	0.06	>= 0
MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	-1.02 (Excludes K-2 due to invalid Fall 2020 results)	-0.13	>= 0

CAASPP Data Analysis (Distance from Standard) – ALL Students
Achievement Trends:
Our CAASPP data indicates that the distance from standard fared the worst than any other grade level in ELA. Our 6th graders were actually above distance from standard, +5.4 in English Language Arts. In math, our fifth graders showed the greatest distance from standard (-79.8) than any other grade level. Our students with disabilities had the greatest distance from standard in both areas followed by our English Learners.
Growth Trends:
N/A due to no CAASPP testing in 2020 or 2021.
Identified Areas of Strength:
An area of strength is ELA. We strongly promote literacy. We will continue to promote literacy and set and monitor goals more closely this year to continue growth in literacy. A third-grade strength is listening, 81% of the students were at or above meeting standard. Over 80% of our sixth graders scored at or above standard in writing, listening, and research/inquiry. In math, 72% of our students scored at or above meeting standard in communicating reasoning.
Identified Needs (Areas for Growth):
Our CAASPP data indicates that math is an area of need. We will strengthen our focus in this area with our MISA (Math Instructional Support Aide) and provide tutoring in this area. Concepts and Procedures is the greatest area of need as 47% of our students are below standard. Our greatest area of need is in writing with 30% of our students scoring below standard. However, in the 6th grade, the area of need is in reading.
List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):
Our data indicates that we need to focus on our English Learners and our students with disabilities.

MAP Data Analysis – ALL Students
Achievement Trends:
Overall, 46% of our scholars scored in the high average or above on reading and 44% scored in the high average or above on math.

MAP Data Analysis – ALL Students
Growth Trends:
Our 4th, 5th, and 6th graders demonstrated growth in Reading. Our 3rd, 5th, and 6th graders demonstrated growth in math.
Identified Areas of Strength:
Our identified area of strength is 5th and 6th grade math.
Identified Needs (Areas for Growth):
Two areas for growth are 4th grade math and 3rd grade reading. Our scholars are still receiving most of their instruction in Spanish (70% in 3rd grade and 60% in 4th grade).
List Student Groups in Need of Targeted Support (underperforming compared to the All-Student group):
Our students with disabilities need the most targeted intervention.

CA Dashboard Analysis (Academic Indicator) - ALL Students
English Language Arts Performance
All student group is low in English Language Arts with a DFS of -23.5.
Math Performance
All student group is low in math with a DFS of -60.8.
List Student Groups in Need of Targeted Support (underperforming compared to the ALL-Student group)
Socioeconomically Disadvantaged students Dolores Huerta International Academy has been designated for Additional Targeted Support and Improvement (ATSI) status under ESSA requirements for the Students with Disabilities student group for the 2023-2024 school year.
Problem Statements
The students with disabilities student group has very low academic achievement in ELA. The students with disabilities student group has very low academic achievement in Math The students with disabilities student group has very high absentee rates.
Root Cause Analysis for CSI/ATSI Student Groups

CA Dashboard Analysis (Academic Indicator) - ALL Students
There is a lack of time for teachers to develop learning activities at the various DOK levels to build stamina. There is a lack of time to build lessons that utilize tools and resources for students with disabilities. There is no roadmap (structure and/or protocols) that includes accountability for students and teachers.

Site-Specific Measures
Description of Site-Specific Data Collected for Progress-Monitoring
Classroom visit data, Fall Winter MAP Data, ISIP data, pre and post tests (tutoring program) Student surveys, teacher surveys
Identified Areas of Strength:
Scholars showed significantly more growth in reading. Student writing is improving, based on classroom observations and learning walks, reading is improving based on AR results, Grades 4, 5, and 6 all showed growth on the winter MAP scores in both reading and math. Parent participation at family events and pep rallies is high.
Identified Needs (Areas for Growth):
Third grade reading and math need support. Based on ISIP data and classroom observations, we need to focus on small group instruction and interventions in Spanish. We need to vertically align our writing program.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	• We will continue to work on Building Thinking Classrooms, small group differentiated instruction • GLAD, Calibration and vertical alignment to improve writing • Literacy workshops for parents • Professional development in GLAD strategies, Thinking Maps, IB, and analyzing data. • Enrichment opportunities (STEAM) and expose our students to a foreign language as an IB school • Effective implementation of instructional technology • Continue implementation of PBIS strategies such as CICO and PBIS Rewards

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
1A Provide Differentiated Instruction to close the achievement gap in reading	Classroom visit data Software data	Grades K-6, particularly 3rd	Teachers Principal	29,000	1500

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
comprehension, vocabulary development, language development, and Math • Supplemental instructional materials (English and Spanish) • Instructional Technology (hardware) laptops, headphones, stylus, mice • Instructional Software/subscriptions • Supplemental Printing • Hourly pay for SIT Coordinator • Hourly pay for Instructional Coordinator • Classroom and library books • Bookshelves and organizational supplies • Certificated/Classified hourly (Literacy Club) • Contract services	Fall to Winter iReady Data	grade reading and math, 4th grade math, and 6th grade reading	Assistant Principal Librarian		
1B Provide before or after school tutoring for at-promise students to close the achievement gap in SLA, ELA, and Math • Certificated hourly pay • Classified hourly pay • Contracted services	Pre and Post tests	Grades 1-6 particularly students with disabilities and English Learners	Teachers Principal Assistant Principal	1300	1000
1C Provide extended learning opportunities to support real world experiences, literacy and multilingualism • Certificated hourly pay	Teacher created assessments Pre and post tests	Grades K-6 particularly students with disabilities	Foreign Language Teacher	500	1000

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
• Classified hourly pay • Contracted services • Instructional materials/printing • transportation • entrance fees					
1D Provide professional development and planning time to strengthen lesson design, develop a roadmap with calibration and vertical alignment to strengthen instruction and engagement in all academic content areas, STEAM, and wellness. • Contracted services and materials • Certificated/Classified hourly pay • Substitute pay • Conference-related fees and travel • IB Membership fees (district paid)	Fall to Winter iReady Data Classroom Visit Data Teacher Surveys	All students particularly students with disabilities	Teachers Assistant Principal Principal	9000	
1E Conduct informational meetings and parent workshops on a variety of educational topics and needs such as, but not limited to, Family Nights, College and Career, Readiness, Literacy, Safety, Bullying, Student report cards, California State Testing, IB programs, PBIS, Dual Language programs and Language Acquisition, and building effective home-school partnerships • Childcare will be provided • teacher hourly pay • classified hourly • Conference-related fees and travel • books and materials/print • certificated/classified training	Sign in sheets Registrations Surveys	All Students particularly students with disabilities	Administration Counselor Teachers TOA Community Bilingual Aide	3000	1000

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
1F Continue with the implementation of school-wide PBIS program: • Provide a CICO Coordinator with hourly pay to monitor students on CICO • Purchase PBIS student awards and certificates • Purchase student incentives including attendance incentives • Certificated and classified hourly • Conference-related fees and travel	TFI Results	K-6 students particularly students with disabilities	Principal Counselor PBIS Team		6487
1G Provide campus beautification opportunities • Purchase school murals and signs that will promote a positive school climate and promote school connectedness • Purchase school benches to provide designated areas in shaded areas for students to rest and read • student led garden	Student surveys	All students particularly students with disabilities	Principal Secretary		1800
Goal 1H Promote physical education through a variety of activities to promote school connectedness. • Consultant services and materials • Athletic equipment and installation	Student and parent survey results	K-6 students	Principal Assistant Principal Secretary		1000
Goal 1I New Action Provide time for teachers and staff to align standards to assessments, to collaborate, and to analyze data. • teacher hourly pay • classified hourly	Common formative assessments	All students particularly students with disabilities	Teachers Assistant Principal Principal	2848	1000

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:				45,648	14,787

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of Els: English Learners in the DLI program and English program will demonstrate improved academic growth and achievement in Reading through the use of Academic discourse structured with response frames.			
School Metrics/Indicators	**Previous Year Outcome**	**Current Outcomes**	**Future Expected Outcomes**
Smarter Balanced Assessment ELA (EL): Average Distance from Standard (DFS)	• 19.8 (2018-2019)	• 73.1 (2021-2022)	-58.1
Smarter Balanced Assessment Math (EL): Average Distance from Standard (DFS)	• 31.4 (2018-2019)	• 99.8 (2021-2022)	-84.8
Fall MAP Growth Reading (EL): Average Distance from Norm (DFN)	KN: -3.4 1st: -9.3 2nd: -7.7 3rd: -14.9 4th: -10.0 5th: -13.1 6th: -16.3	KN: -4.0 1st: -10.6 2nd: -15.3 3rd: -15.4 4th: -18.9 5th: -10.6 6th: -7.8	KN: -3.5 1st: -10.1 2nd: -14.8 3rd: -14.9 4th: -18.4 5th: -10.1 6th: -7.3
Fall MAP Growth Math (EL): Average Distance from Norm (DFN)	KN: -1.8 1st: -6.6 2nd: -8.7 3rd: -16.1 4th: -9.9 5th: -15.0 6th: -18.6	KN: -2.4 1st: -7.7 2nd: -17.1 3rd: -14.0 4th: -14.4 5th: -11.5 6th: -10.9	KN: -1.9 1st: -7.2 2nd: -16.6 3rd: -13.5 4th: -13.9 5th: -11 6th: -10.4
MAP Growth Reading (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-0.52 (Excludes K-2 due to invalid Fall 2020 results)	-0.36	>= 0

LEA/School GOAL 1a Academic Needs of Els: English Learners in the DLI program and English program will demonstrate improved academic growth and achievement in Reading through the use of Academic discourse structured with response frames.			
MAP Growth Language (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-0.64	-0.05	>= 0
MAP Growth Math (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-1.51 (Excludes K-2 due to invalid Fall 2020 results)	-0.22	>= 0

CAASPP Data Analysis – EL Students
How does the EL Student Group achievement compare to the ALL-Student Group?
Our ELA CAASPP data indicates that our English Learners are 73.1 points from standard and our ALL student group is 24.1 points from standard. This indicates a gap of almost 50 points. Our Math CAASPP data indicates that our English Learners are 99.8 points from standard and our ALL student group is 61.6 points from standard. This gap is roughly 38 points.
How does the EL Student Group growth compare to the ALL-Student Group?
N/A due to no CAASPP testing in 2020 or 2021
Identified Areas of Strength:
Overall, our ALL student group and our English Learners are doing better in ELA than in Math. Listening is an area of strength with 76% scoring near or above standard whereas the district average is only 68%. In math an area of strength is communicating reasoning with 61% of our students scoring near or above standard where only 50% of the district students scored near or above standard.
Identified Needs (Areas for Growth):
The gap between the ALL student group and EL group is greater in ELA than in Math. However, our scores indicate a bigger distance from standard in Math and ELA. Math is a greater area of need in particular in concepts and procedures where 68% scored below standard. In ELA the greatest area of need is in writing where 46% of our students scored below standard.

MAP Data Analysis – EL Students
How does the EL Student Group achievement compare to the ALL-Student Group?
Our English Learners are scoring significantly lower than our ALL-student group. In Reading, only 13% of Els are projected to meet or exceed SBA Performance whereas 36% of the ALL-school group is projected to meet or exceed SBA Performance. In Math it is only 12% who are expected to meet or exceed SBA Performance as opposed to 27% of the ALL-School group.
How does the EL Student Group growth compare to the ALL-Student Group?

MAP Data Analysis – EL Students
The difference in growth is not as dramatic as between the EL student group and the All-student group. In the area of reading, 40% of English Learners met of exceeded the projected RIT/Growth from fall 2021 to fall 2022 whereas 44% of the All-student group met or exceeded the projected RIT/Growth from fall 2021 to fall 2022. In math, 44% of English Learners met or exceeded the projected RIT/Growth from fall 2021 to fall 2022 whereas 48%% of the All-student group met or exceeded the projected RIT/Growth from fall 2021 to fall 2022.
Identified Areas of Strength:
Our RFEP student group is demonstrating the most growth of all our subgroups in both reading and math. Our ELs are making more progress in math than in reading.
Identified Needs (Areas for Growth):
Our area of need is reading with our English Learners.

CA Dashboard Analysis (Academic Indicator) – EL Students
How does the EL Student Group English Language Arts performance compare to the ALL-Student Group?
Our EL Student Group has a DFS of -31.4 and the All-Student Group has a DFS of -23.5.
How does the EL Student Group Math performance compare to the ALL-Student Group?
The gap is smaller in math, our EL Student group has a DFS of -65 and the All-Student Group has a DFS of -60.8.

Site-Specific Measures
Description of Site-Specific Data Collected for Progress-Monitoring
Fall to Winter MAP, pre and post tests (tutoring).
Identified Areas of Strength:
The conditional growth index is positive, .17 for our ELs in reading. Tutoring focus areas are supporting growth in the classroom.
Identified Needs (Areas for Growth):
Our ELs need extra support in math. Our English Learners are showing growth however we still have 42% in the lowest band in reading and 51% scoring low in math.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	• Additional targeted instruction • Professional Development, lesson design, and development of a roadmap

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
Goal 1a. Action 1 Provide professional development and planning time in lesson design and strategies for our EL students with disabilities. • Hourly pay for certificated and classified staff • Contracted services • travel and conference	PLC Agenda and teacher feedback Fall to Winter iReady Data Classroom walkthroughs	EL Students, particularly students with disabilities	Principal Assistant Principal Teachers EL Site Monitor MPS TOA		5,604
Goal 1a. Action 2 Provide tutoring for EL students in the areas of vocabulary development, writing, and literature circles in English. • Instructional software and materials • Hourly pay for certificated and classified staff • Contract outside tutoring company • Student awards will be provided for those students reaching their goals. • Printing costs	Pre and post tests Fall to Winter iReady Data	EL Students Reclassified students who are not meeting grade level standard, particularly students with disabilities	Principal Teachers EL Site monitor SAI Teacher		5,000
			Total Estimated Cost for This Goal:		10,604

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of Els: **English Learners in the DLI program and English program will demonstrate English language proficiency growth in their productive language by developing their writing skill with an emphasis on explicit vocabulary development.**			
School Metrics/Indicators	**Previous Year Outcome**	**Current Outcomes**	**Future Expected Outcomes**
% by ELPI level	coming soon	Level 4: 17% Level 3H: 23% Level 3L: 24% Level 2H: 16% Level 2H: 9% Level 1: 10%	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPI Change: % Made Progress	coming soon	59.7%	62.7%
% by ELPAC Level	Level 4: 22% Level 3: 41% Level 2: 30% Level 1: 7%	Level 4: 19% Level 3: 46% Level 2: 26% Level 1: 9%	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPAC Listening Domain: % by Performance Level	32% - Well Developed 63% - Somewhat/Moderately Developed 5% - Beginning Development	32% - Well Developed 62% - Somewhat/Moderately Developed 6% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPAC Speaking Domain: % by Performance Level	60% - Well Developed 34% - Somewhat/Moderately Developed 6% - Beginning Development	53% - Well Developed 39% - Somewhat/Moderately Developed 9% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPAC Reading Domain: % by Performance Level	10% - Well Developed	4% - Well Developed	N/A - Progress cannot be measured with changes in ELPAC

LEA/School GOAL 1b Language Needs of Els: English Learners in the DLI program and English program will demonstrate English language proficiency growth in their productive language by developing their writing skill with an emphasis on explicit vocabulary development.			
	69% - Somewhat/Moderately Developed 21% - Beginning Development	69% - Somewhat/Moderately Developed 27% - Beginning Development	performance, but rather are measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	11% - Well Developed 67% - Somewhat/Moderately Developed 22% - Beginning Development	17% - Well Developed 67% - Somewhat/Moderately Developed 17% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels

ELPAC Data Analysis – EL Students
Achievement Trends (ELPAC):
Schoolwide our scholars are performing better in Oral Language than in Reading. Most of our scholars are at a level 3 or 4 for performance with the exception of 1st grade.
Growth Trends (ELPAC and ELPI):
The percentage of students that made progress in 2022 over 2021 in writing increased at all grade levels except in first and third grade. Overall, 84% of our scholars maintained or made progress on their ELPI in 2022. 100% of our first graders made progress on their ELPI and 92% of our fifth graders also made progress on their ELPI.
Identified Areas of Strength:
Speaking is a relative strength for all scholars.
Identified Needs (Areas for Growth):
45% of Second graders decreased on their ELPI levels. The greatest area of need is in the Reading domain.
List Grade Levels and ELPI Levels in Need of Targeted Support (underperforming compared to schoolwide ELPAC or progressing at a lower rate compared to schoolwide ELPI):
Grades 2, 3, and 4 need more targeted support so they make progress on ELPI. We will target scholars in ELPI level 1. This will prevent them from becoming long-term ELs.

ELPAC Data Analysis – EL Students

CA Dashboard Analysis (English Learner Progress Indicator) – EL Students
ELPI Performance
Status on the English Learner Progress Indicator is "high" with a 59.7% of students making progress.

Site-Specific Measures
Description of Data Collected for Progress-Monitoring
Classroom observations, pre and post tests (tutoring), ELD curriculum assessments
Identified Areas of Strength:
Our reclassification rate is improving, students are active participants in their learning-, and there are a lot of student led discussions based on classroom observations.
Identified Needs (Areas for Growth):
Students with disabilities need supports with developing language acquisition.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	Language proficiency data including ELPAC and CFAs reveal that EL students need to work on their reading, vocabulary development, and writing and the ability to transfer these skills across the curriculum and performance tasks.

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
Goal 1b. Action 1 Incorporate GLAD strategies into lesson design • Contracted services and materials • Hourly pay for certificated staff • Classified hourly pay	Curriculum embedded assessments Classroom Observations/Instructional Rounds	English Learners, particularly students with disabilities	Principal Assistant Principal Teachers MPS TOA SAI Teacher	1,000	

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
Goal 1b. Action 2 Provide small group differentiated instruction to build receptive language through a focus on academic vocabulary through extended learning opportunities • Hourly pay for certificated and classified staff • Printing costs • Contracted services	Pre and post assessments	English Learners particularly students with disabilities	Principal Assistant Principal Teachers		
Total Estimated Cost for This Goal:				1,000	

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.			
School Metrics/Indicators	**Previous Year Outcome**	**Current Outcomes**	**Future Expected Outcomes**
Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	40.8% (2018-2019)	25.9% (2021-2022)	= 28.9%
Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS)	• 24.1 (2018-2019)	• 58.5 (2021-2022)	-43.5
MAP Growth Reading: Average Fall-to-Fall Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -0.74 Fall 3rd to Fall 4th: -0.52	Fall Kinder to Fall 1st: -0.99 Fall 1st to Fall 2nd: -0.48 Fall 2nd to Fall 3rd: -0.32 Fall 3rd to Fall 4th: -0.35	>= 0 for each grade level
Fall MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 43% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 42% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 43% 24-25 3rd Gr. Cohort (21-22 Kinder): 27%	21-22 3rd Gr. Cohort (22-23 4th Gr): 41% 22-23 3rd Gr. Cohort: 40% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 53% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 51% 25-26 3rd Gr. Cohort (22-23 Kinder): 22%	22-23 3rd Gr. Cohort(23-24 4th Gr.): 30% 23-24 3rd Gr. Cohort (23-24 3nd Gr.): 43% 24-25 3rd Gr. Cohort (23-24 2nd Gr.): 41% 25-26 3rd Gr. Cohort (23-24 1st Gr.): 12%

CAASPP Data Analysis (Standard Met/Exceeded) – 3rd Grade ELA
Achievement Trends:
Overall, we had only 25.9% of our students score at or above meeting standard. In 2019 we had 40% of our scholars meeting or exceeding the standard.
Identified Areas of Strength:

CAASPP Data Analysis (Standard Met/Exceeded) – 3rd Grade ELA
We are a 90/10 Dual Language Immersion school, and the majority of instruction is in Spanish at the lower grades. One of our teachers in third grade had 45% of her students meeting or exceeding the standard. We will take a closer look this year at what she did last year. The percentage of English instruction is 30% in 3rd grade, 40% in 4th grade, and 50% in grades 5 and 6. More students met or exceeded the standard in grades 4 (37.6%), 5 (49.4%), and 6 (47.5%).
Identified Needs (Areas for Growth):
Our greatest area of need is writing where 47% of our students scored below standard. Our EL students were at 62% below standard.

MAP Data Analysis – Kinder through 3rd Grade Reading
Achievement Trends:
In overall Reading, 43% of our scholars scored average or above.
Growth Trends:
As expected in a 90/10 Dual Immersion Program, our 4th, 5th, and 6th grade scholars are making more growth than our lower grades where the majority of their instruction is in Spanish.
Identified Areas of Strength:
An area of strength is informational text, 47% of our third graders are performing at average or above in this area.
Identified Needs (Areas for Growth):
Our scholars need to improve in the area of literary text. Only 44% of our third graders scored at average or above in this area.

Site-Specific Measures
Description of Data Collected for Progress-Monitoring
STAR, Accelerated Reader, and ISIP Data.
Identified Areas of Strength:
Students are reading significantly more throughout the school year.
Identified Needs (Areas for Growth):
For K-3 students, the greatest area of need is reading comprehension.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	Literacy circles

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
Goal 2 Action A Incorporate literacy circles to improve students' early literacy skills. • classified and certificated hourly	Software data Classroom visit data	K-3 Students particularly students with disabilities	Teachers Principal Assistant Principal	1,000	
			Total Estimated Cost for This Goal:	1,000	

LEA/School GOAL 3: All students will benefit from programs, services, and partnerships designed to engage cohesion between school, home, and community.			
School Metrics/Indicators	**Previous Year Outcome**	**Current Outcomes**	**Future Expected Outcomes**

CAASPP Data Analysis (Standard Met/Exceeded) – 11th Grade ALL/EL Students
Achievement Trends (ALL Students):
Identified Areas of Strength (ALL Students):
Identified Needs (Areas for Growth) (ALL Students):
How does EL Student Group achievement compare to the ALL-Student Group?
Identified Areas of Strength (EL Students):
Identified Needs (Areas for Growth) (EL Students):
List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):

CA Dashboard Analysis – CCI & Graduation Rate ALL/EL Students
College/Career Indicator Performance – ALL-Student Group
Graduation Rate Indicator Performance – ALL-Student Group
How does the College/Career and Graduation Indicator performance for the EL Student Group compare to the ALL-Student Group?
List Student Groups in Need of Targeted Support (underperforming compared to the ALL-Student group)

Other Relevant Measures – ALL/EL Students
A-G Completion Rate – ALL-Student Group
AP/IB Pass Rate – ALL-Student Group
How does the EL Student Group A-G Completion and AP/IB Pass Rates compare to the ALL-Student Group?
List Student Groups in Need of Targeted Support (underperforming compared to the ALL-Student group)

Site-Specific Measures
Description of Site Level Data Collected for Progress-Monitoring
Identified Areas of Strength:
Identified Needs (Areas for Growth):

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	

2023-24 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2023-24 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:					

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1C Provide extended learning opportunities through real world experiences, hands on learning, and/or tutoring to support literacy and multilingualism. • Certificated hourly pay • Classified hourly pay • Contracted services • Instructional materials/printing	ALL Students	104,000	Principal, Librarian
Goal 1H Promote physical education through a variety of activities to promote school connectedness. • Consultant services and materials • Athletic equipment and installation • Playground equipment and installation	At promise students (attendance and behavior)	30,000	Principal
Goal 1a. Action 2 Provide tutoring for EL students in the areas of vocabulary development, writing, and literature circles in English. • Instructional software • Hourly pay for certificated and classified staff • Contract outside tutoring company • Student awards will be provided for those students reaching their goals. • Printing costs	EL Students Reclassified students who are not meeting grade level standard	10,000	Principal
1A Provide Differentiated Instruction to close the achievement gap in reading comprehension, vocabulary development, language development, and Math • Supplemental instructional materials (English and Spanish) • Instructional Technology (hardware) laptops, headphones, and printers to support all	Teachers Principal Assistant Principal Librarian	18,555	Principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
programs • Instructional Software for ELA, Math, IB, DLI • Supplemental Printing • Hourly pay for SIT Coordinator • Renaissance Learning software/subscription • Classroom and library books • Certificated/Classified hourly (Literacy Club)			
1B Provide before or after school tutoring for at-promise students to close the achievement gap in SLA, ELA, and Math • Certificated hourly pay • Classified hourly pay	At Promise students	12,384	Principal
1D Provide professional development on Common Core aligned strategies (teacher clarity, writing, IB unit development, IAB implementation, mathematical practices, Dual Language, GLAD strategies, data analysis to improve teacher efficacy and clarity) • Contracted services and materials • Certificated/Classified hourly pay • Substitute pay • Conference-related fees and travel • IB Membership fees (district paid)	All Students	15,000	Principal Teachers Assistant Principal
Goal 1b. Action 1 Provide professional development in GLAD Strategies to develop students' language proficiency to support the writing process. • Consultant agreement and materials • Hourly pay for certificated staff	All students	1,711	Principal

Programs Included in this Plan

Federal Programs		Allocation
X	**Title I, Part A: Allocation** Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	$47,648
X	**Title I, Part A: Carryover**	
X	**Title I, Part A: Parent and Family Engagement** Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$1,952
X	**Supplemental Concentration (SUPC) Allocation** Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	$25,391
X	**SUPC Carryover**	
Total amount of state and federal funds allocated to this school		73,039
Total amount of state funds spent (SUPC)		25,391
Total amount of federal funds spent (Title I)		47,648
Total amount of state and federal funds spent		73,039
Balance		0

School Site Council Membership

The SSC shall be composed of
1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
2) Parents of pupils attending the school/community members (selected by such parents).
3) Parity between the two groups is required.
4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Sandra Loudermilk	Principal	Not-Applicable	Not-Applicable	1
Loyda Mena	Teacher	2 years	May 2023	1
Marlin Garcia	Teacher	2 years	May 2024	1
Donaji Guzman	Teacher	2 years	May 2024	1
Yesenia Lepe	Other Staff Member (Specify): Counselor	2 years	May 2024	1
Rosio Merino	Parent/Community Member	2 years	May 2023	1
Leticia Diaz Lechuga	Parent/Community Member	2 years	May 2024	1
Gabriela Nabor	Parent/Community Member	2 years	May 2024	1
Guadalupe Noya	Parent/Community Member	2 years	May 2024	1
Kareem Gongora	Parent/Community Member	2 years	May 2023	1

RECOMMENDATIONS AND ASSURANCES

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/03/2023.

Attested:

Principal, Sandra Loudermilk on
SSC Chairperson, Rosio Merino on

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Signature	Committee or Advisory Group Name
5/10/23	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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Attested:

Principal, Sandra Loudermilk on 5-10-23

SSC Chairperson, Rosio Merino on 5-11-23