2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Almond Elementary School 36 67710 0100347		SSC Approval Date: May 3, 2022
School Address	8172 Almond Avenue, Fontana, CA 92335-3020		Local Governing Board Approval Date: Pending Board approval on 6/8/2022 Original
Name of Principal	Tim McCaffrey	Phone # and Email	909-357-5130, Tim.McCaffrey@fusd.net
Name of SSC Chairperson	Kayla Markoff	Phone # and Email	909-357-5130, MarkKB@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION	The vision and mission of Almond Elementary School is to promote scholar centered learning by becoming critical thinkers, problem solvers, collaborative, effective communicators, creative, and innovative. Our vision is to create an atmosphere that promotes a growth mindset, living with intention, and becoming elite readers. Everyday we seek out and pursue our scholars with a relentless love that captivates their heart to live with purpose each day. Our Almond culture includes parents and the surrounding community as partners in education with school staff in order to provide authentic and relevant experience for our scholars each day.
SCHOOL AND COMMUNITY PROFILE	The Almond campus resides within proximity to the Auto Club Speedway in Fontana. Almond Elementary School became the "Home of the Pacers" when the school opened its doors for the first time in July 2003. To ensure scholars are always on the right track to the best education possible, the school staff continues its commitment to involve all individuals at school and at home in the learning community. Located in the central, northwest corner of Fontana Unified School District, the student demographics consist of 88.7% Latino, 4.2% African American, 2.9% Caucasian, and 2.5% Asian and other ethnic groups. Almond has a student enrollment of approximately 450 students in grades Pre-Kindergarten through sixth which includes full inclusion and one SDC Kindergarten class. Almond also serves 58 students receive special education services. Eighty-seven point five percent of Almond scholars come from low-income households, and currently operates under a school-wide, Title I program, qualifying all students to participate in the free National School Lunch program. Almond has an active PTO with dedicated parents and community members that support and fundraise for our school.
SPSA HIGHLIGHTS (bullet points)	The following are the key features of this school year's SPSA: • Cultivating a love of reading in every scholar. We call this Almond's Reading Revolution. • Tier 1 PBIS framework • United2Read program for grade K-3 • Parent workshops relating to our schools literacy focus • Delivering targeted differentiated small group instruction in mathematics and literacy • Extended learning opportunities and interventions to promote academic and language growth for all EL scholars
INCREASED OR IMPROVED SERVICES (bullet points)	• Targeted and differentiated small group instruction in mathematics and literacy with College Tutors • Ample Professional Learning Community time to plan and deliver high levels of instruction • Building the compacity of our parents to work with their children around literacy • Increasing student's growth mindset/character development through intentional activities and recognitions • Employment of United2Read program in grades K-3 to meet individual scholar needs through small group differentiated instruction • Targeted resources and instruction during English Language Development time

SCHOOL BACKGROUND
MOONSHOT

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Student Population

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
487	**89.1**	**34.7**	**1.0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	169	34.7
Foster Youth	5	1.0
Homeless	3	0.6
Socioeconomically Disadvantaged	434	89.1
Students with Disabilities	52	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.5
American Indian or Alaska Native	1	0.2
Asian	9	1.8
Filipino	2	0.4
Hispanic	440	90.3
Two or More Races	5	1.0
Native Hawaiian or Pacific Islander		
White	18	3.7

These data points indicate:

1. Eighty-nine percent of Almond Elementary's population are socioeconomically disadvantaged. National statistics show that the ratio of books per child in low-income neighborhoods is 1 age-appropriate book for every 300 children. As a result, our scholars will need substantial literacy resources and tools. All Staffulty at Almond are committed to creating a love for literacy in every scholar and having them become elite readers.

2. Almond Elementary has a significant English Learner population (34.7%) which will require a thorough analysis of our scholars academic and language needs. Meeting these needs will be our top priority as we put in place research based strategies meeting our scholars receptive and productive language. This data reveals that a robust integrated and designated English Language Development (ELD) program must be put in place with ongoing progress monitoring.

3. Nearly 11% of Almond's population receives special education services including RSP and one SDC TK/K class. It will be imperative that all SPED teachers and service providers continues to work closely together to make appropriate instructional decisions through the IEP process.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

These data points indicate:

1. Our English Language Arts performance indicated we are 35 points below standard and we declined 7.7 points from the previous year. Our student groups (English Learners, Hispanic, and Socioeconomically Disadvantaged) continue to score below standard as well. An increase in the achievement gap tells us we need to reevaluate our current English Language Arts practices and replace them with research based strategies. The data shows we also need to progress monitor our various student groups regularly to determine, if the practices we have in place are effective or not.

2. The CA Dashboard performance data indicates that all Almond scholars maintained from the previous state assessment in mathematics. Overall, we scored 59.8 points below standard which is slightly better than the districts average (63.7) and higher the states overall average (33.5). Our data indicates a need for targeted professional development in mathematics giving our teachers the tools and knowledge needed to deliver effective instruction. Another consequence of this data is the need to meet the wide range of our scholars needs through targeted differentiated small group instruction.

3. Almond Elementary continues to build relationships with scholars which shows in our declined suspension rate of 0.7%. Given we declined by 0.9%, the data tells us we need to continue to implement and train all staff in the use of restorative practices. We also see that the beginning implementation stages Positive Behavior Intervention and Supports (PBIS) is having a positive effect on our suspension rate.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

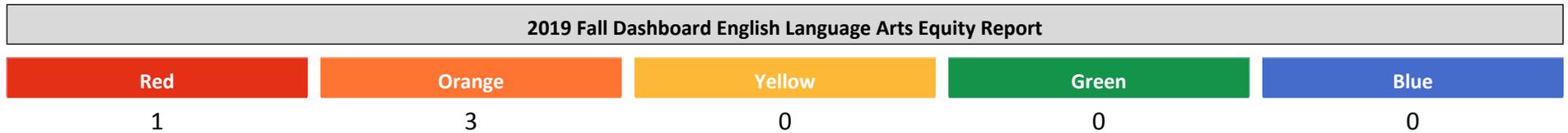| Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
35 points below standard	39.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.7 points	Declined -8.5 points	1
255	154	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	41.1 points below standard	96.4 points below standard
1	Declined -12.2 points	Declined -5.6 points
	222	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8		4	3

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
36.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.9 points	1		6
233			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.4 points below standard	27.9 points above standard	32 points below standard
Maintained -1.6 points	Increased ++10 points	Declined -10 points
108	46	98

These data points indicate:

1. Our English Language Arts performance indicated we are 35 points below standard and we declined 7.7 points from the previous year. Our student groups (English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged) continue to score below standard as well. Our data

shows a need to reevaluate our ELA practices and ensure we are utilizing research based practices. Additionally, the data speaks to the need for a strategic RTI model ensuring our scholars needs are being met.

2. Our Scholars who are Reclassified English Learners do exceptionally well on the English Language Arts Assessment. They are 27.9 points above standard and increased 10 points from the previous year. This student group makes up nearly 10% of our total population. The data shows resources and a strategic plan needs to focus on our EL learners and not our reclassified EL learners. Nevertheless, continual monitoring their progress will be just as important.

3. SBAC English Language Arts data indicates that scholars with disabilities scored 96.4 below standard and declined 5.6 points from the previous year. This indicates we need to reevaluate our SPED practices. The data indicates that our scholars with disabilities achievement gap continues to widen and are in need of differentiated targeted

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
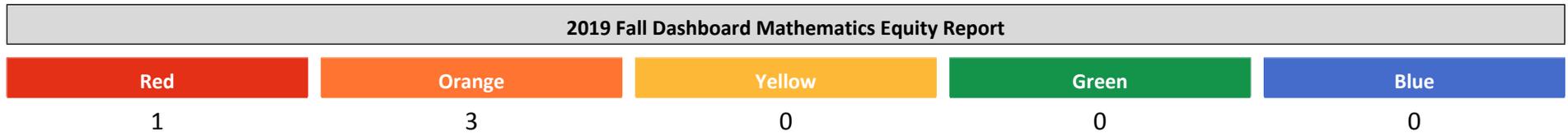
| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
59.8 points below standard	64.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.8 points	Maintained ++1.2 points	1
254	153	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	64.7 points below standard	133 points below standard
1	Maintained -2.6 points	Declined -8.6 points
	221	35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8		4	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		No Performance Color
60.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.1 points	1		6
232			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.3 points below standard	17.2 points below standard	55.1 points below standard
Increased ++8.3 points	Increased ++11.2 points	Maintained ++1.2 points
107	46	98

These data points indicate:

1. The CA Dashboard performance data indicates that all Almond scholars maintained from the previous year on the mathematics assessment. Overall, we scored 59.8 points below standard which is comparable to the districts average (63.7) and below the states overall average (33.5). Mathematics

continues to be a challenge for our scholars which indicate that targeted differentiated small group instruction is necessary to meet the needs of our scholars during mathematics learning.

2. SBAC Mathematics data indicates that scholars with disabilities scored 133 points below standard and declined 8.6 points from the previous year. The data clearly indicates the need for additional professional development for all our teachers to implement most effective research based mathematical strategies. In addition, due to the wide range of gaps in our scholars learning, integrating targeted small group instruction will be essential to close the achievement gap.

3. Our Scholars who are Reclassified English Learners do exceptionally well on the Mathematics Assessment compared to the school as a whole. They are 17.2 points below standard and increased 11.2 points from the previous year. This student group makes up nearly 10% of our total population.
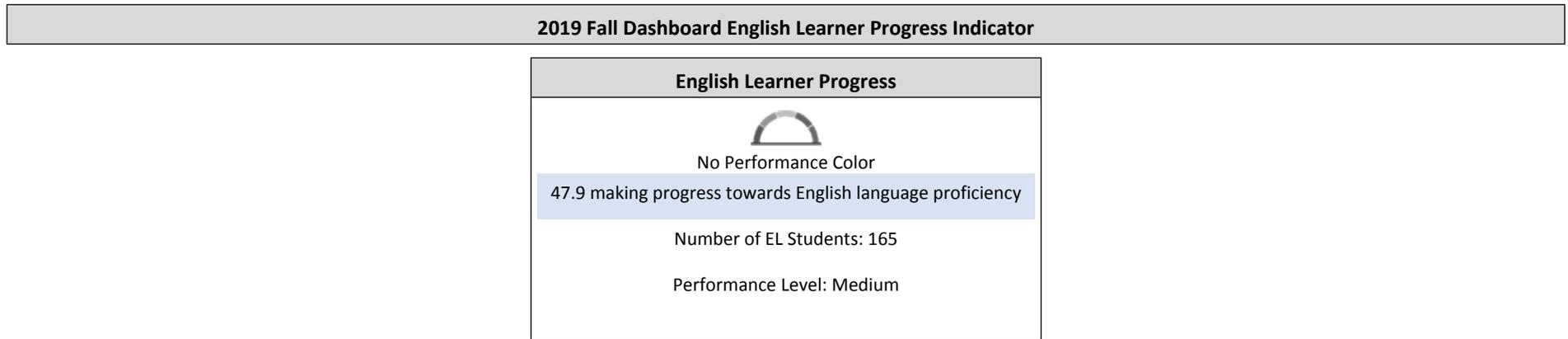
School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
47.9 making progress towards English language proficiency
Number of EL Students: 165
Performance Level: Medium

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.

2019 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
24.8	27.2	0.6	47.2

These data points indicate:

1. The 2019 Fall CA Dashboard data indicates that 165 scholars at Almond Elementary are English Language Learners. Out of these, 47.9% made progress towards English language proficiency. This is comparable to the district level (47.6%) and state (48.3%). Our data indicates that we have about half of our scholars that are not making progress towards English language proficiency. Therefore, a strategic plan and resources will be poured into our English Development program.

2. The 2019 Fall CA Dashboard English Learners Progress Indicator shows that 24.8 percent of Almond scholars decreased one ELPI level, which is comparable to the district (21.3 percent) and state level (20.1 percent). The need to continually monitor our scholars who have decreased one ELPI will be essential and make adjustment to the skills we are teaching the scholars.

3. The 2019 Fall CA Dashboard data indicates that 75 percent of EL scholars maintained or made progress towards at least one ELPI level. This data indicates a need for continual monitoring of all our EL learners to ensure they are making progress towards English language proficiency.

School and Student Performance Data

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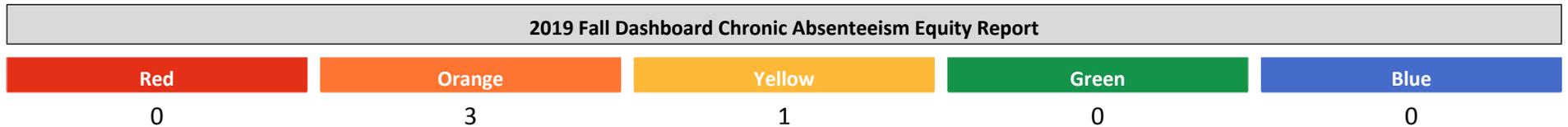
A review of the following data informs the comprehensive needs assessment.

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
10.1	7.8	9.1
Increased +0.7	Increased +1.9	Increased +1.9
535	218	11

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
30.8	9.1	18.8
Increased +30.8	Maintained 0	Increased +9.6
13	439	69

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
10.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.6	1	9	4
19			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
10.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.4
Increased +0.6	5	0	Increased +5.9
484			13

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	497	56	11.4
Female	237	30	12.8
Male	260	26	10.2
American Indian or Alaska Native	1	0	0.0
Asian	9	0	0.0
Black or African American	12	2	16.7
Filipino	2	0	0.0
Hispanic or Latino	450	50	11.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	5	2	40.0
White	18	2	11.1
English Learners	180	16	9.0
Foster Youth	7	1	16.7
Homeless	7	2	28.6
Socioeconomically Disadvantaged	446	53	12.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	55	7	12.7

These data points indicate:

1. Our chronic absenteeism rate for 2020-2021 was 11.4% which was slightly higher than our pre-pandemic rate of 10.1%.

2. Although these groups are relatively small, they have disproportionately high rates of absenteeism: African-American, Foster, Homeless, Students with Disabilities, Socioeconomically Disadvantaged and Two or More Races. There is a need to progress monitor these groups to keep these students engaged in learning.

3. While students with disabilities continue to have high rates of chronic absenteeism, they showed improvement from 18.8% to 12.7%. English Language Learners slightly increased from 7.8% to 9%.

School and Student Performance Data

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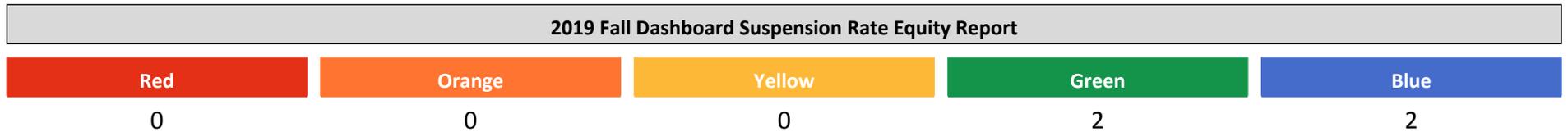
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate
Suspension Rate

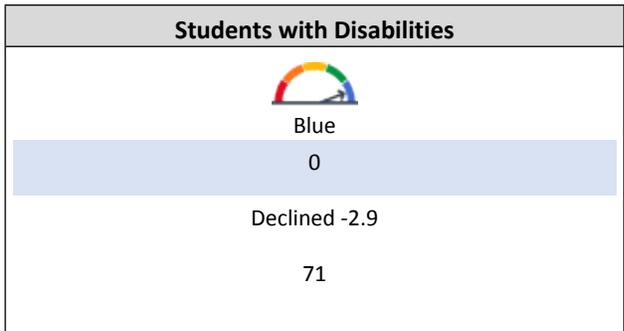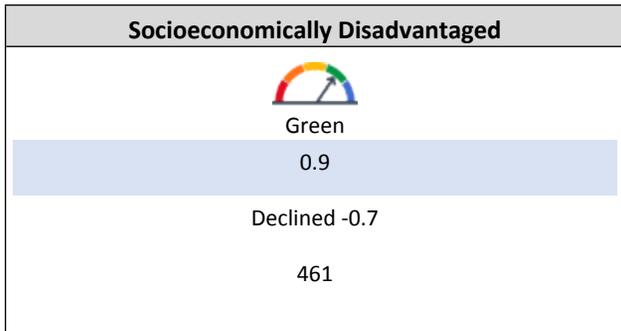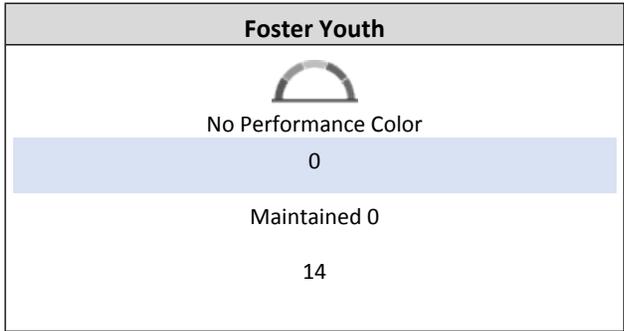The performance levels are color-coded and range from lowest-to-highest performance in the following order:
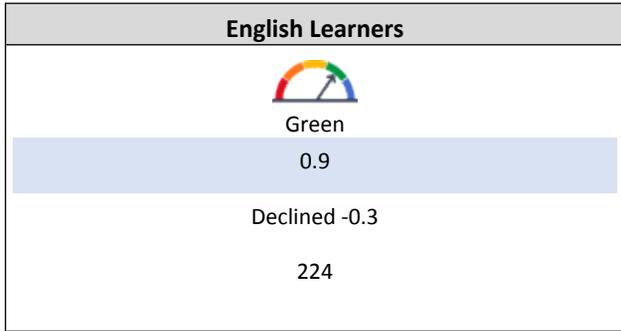
Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
0.7	0.9	0
Declined -0.9	Declined -0.3	Maintained 0
569	224	14
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Blue
0	0.9	0
Maintained 0	Declined -0.7	Declined -2.9
16	461	71
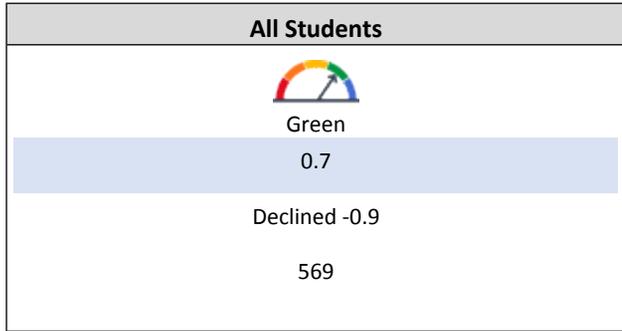
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
4.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.8	1	10	4
21			

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		No Performance Color
0.6	Less than 11 Students - Data Not Displayed for Privacy		0
Declined Significantly -1	8		Declined -4.3
511			14

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	0.7

These data points indicate:

1. Almond Elementary School's suspension rate continues to improve as we have decreased 0.9 percent giving us overall suspension rate of 0.7 percent. We are in the beginning stages of implementing PBIS which will result in continued improvement. The 0.7 percent suspension rate in 2019 is below the district level (3.2 percent) and the state level (3.4 percent).

2. Less than one percent (0.9 percent) of our English Language Learners were suspended and decreased by 0.3 percent. The 0.9 percent suspension rate in 2019 is below the district level (2.9 percent) and the state level (3.1 percent). We will continue to engage our EL scholars with multi-tiered culture building activities. For instance, we use our yearly theme: Together We Can Become Superheroes as a foundation to increase scholar participation.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.56 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.99
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.08 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: STAR Reading Assessment: Fall (December) 2021 Average Grade Equivalent (GE) Reading Level	2nd Grade: 1.4 GE 3rd Grade: 2.4 GE 4th Grade: 3.3 GE 5th Grade: 3.9 GE 6th Grade: 4.3 GE
Site Specific Measures: Percent of classrooms demonstrating effective use of Write from the Beginning and Thinking Maps	66% (TK-6)

These data points indicate:

The CGI data indicates that on average scholars are below the expected conditional growth index of >=0 (i.e. scholars did not achieve one years growth in one years time). The biggest area of need for all Almond scholars is in language arts and mathematics. It is our personal mission that all scholars are reading at or above grade level before they leave us. The STAR Reading Assessment data shows that the gap between grade level equivalency increases as the grade level increase (2nd Grade: 1.4 GE, 3rd: 2.4 GE, 4th: 3.3 GE, 5th: 3.9 GE, and 6th, 4.3). 6th grade is nearly two years behind.

Eighty percent our K-6 scholars scored high on the Reading MAP Assessment in the Fall of 2021-2022. Kindergarten has the highest percentage of scholars scoring in the high range of 16% followed by 1st grade and 4th grade of 10% of our scholars scoring in the high range in Reading. Sixty-four percent of our scholars in 2nd grade in the low range in Reading followed by 3rd grade at 48%. Our RFEP Scholars continue to do well with 42% of them scoring High Average or High in Reading. Our African American population scored comparable to the overall school reading data.

Mathematics continues to be challenge for our scholars. For instance, the percentage of scholars who scored in the Low range on the 2021-2022 Fall Mathematics data was Grade 2: 70%, Grade 3: 60%, Grade 4: 63%, Grade 5: 60%, Grade 6: 58%. Our most challenging scholar populations who had a significant percentage of students score in the low range include Homeless 70%, Scholars with disabilities 64%, and English learners 67%. This is compared to our school Mathematics data for K-6 with 55% of our scholars scoring low on the 2021-2022 Mathematics MAPs assessment.

The Fall 2021 STAR Reading Assessment data indicates that on average scholars are below grade level. For instance, at the time the assessment was given, scholars should be reading at their grade level plus 0.5. For instance, 2nd grade scholars who are on track should test at 2.5 and 4th grade scholars who are on track should test at 4.5. The distance from at grade level to average grade equivalent reading level starting from 2nd to 6th is: 1.1, 1.1, 1.2, 1.6, 2.2. This data suggests an increase in targeted small group instruction around meaning focus activities is needed. Additional training for the teacher and college tutor is needed to meet the needs of the scholars.

After conducting classroom visits, 66% of teachers were effectively using Thinking Maps and/or Write From the Beginning in their classroom. This data included purposeful use of wall space such as having the Thinking Maps graphic organizers displayed. Teachers who were utilizing the maps to teach the writing process were included in the 66% of teachers effectively using the materials. Our next step is to provide continual support during grade level PLCs around Thinking Maps and Write From the Beginning.

Academic Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.51 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.2
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.25 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Pre/Post assessment from after school tutoring	Data not available.
Site Specific Measures:	

These data points indicate:

The CGI data indicates that EL scholars are below the expected conditional growth index of >=0 in all content areas. EL scholars made more growth reading than they did in Language and Mathematics where they increased the gap with the All Student group. Our data is telling us we need to strengthen small group targeted instruction in the areas of foundational mathematical concepts using concrete, representational, abstract sequence of instruction. Additionally, the data shows we need to strength our Professional Learning Communities to build their capacity to analyze data, create meaningful interventions, and extended learning opportunities for scholars in the area of reading and writing.

Seventeen-percent of EL scholars have scored Hi or Hi Average on the Fall 2021 MAPs mathematics assessment compared to only 11% of the entire school population. However, 67% of EL scholars scored Low compared to 55% of the school population scoring Low on the Fall 2021 MAPs mathematics assessment. The reading Fall 2021 MAPs assessment indicates that 8% of EL scholars are scoring Hi or Hi Average compared to 17% of the entire school population. Nevertheless, 55% of EL scholars have scored Low on the same assessment compared to 43% for the entire school population. Since over 25% of our scholars are English Language learners, significant strategic planning needs to be put in place based on the scholars MAPs performance and growth assessment results. The learning continuum will be a significant resource utilized when planning and implemented targeted instruction.

After school tutoring data is unavailable due to lack of staffing to fill that need.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
2020-2021 % by ELPAC Level	Level 4: 7% Level 3: 42% Level 2: 37% Level 1: 13%
2020-2021 ELPAC Listening Domain: % by Performance Level	25% - Well Developed 66% - Somewhat/Moderately Developed 10% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	31% - Well Developed 59% - Somewhat/Moderately Developed 10% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	7% - Well Developed 55% - Somewhat/Moderately Developed 38% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	7% - Well Developed 66% - Somewhat/Moderately Developed 28% - Beginning Development
Site Specific Measures: Percentage of teachers actively utilizing the Listenwise Software	4%
Site Specific Measures: Pre/Post assessment from after school tutoring	Data Not Available

These data points indicate:

The 2021 Fall CA Dashboard data indicates that 34.7% of our scholars at Almond Elementary School are English Language Learners. Out of these scholars, 30% made progress towards English Language proficiency by increasing one or more ELPI levels. This unfortunately, is a decrease from the prior year of 40%

making progress towards English Language proficiency. The English Learner Progress Indicator also shows that 33% of Almond EL scholars decreased one ELPI level, which is 8% higher from the prior year. Furthermore, 37% of EL scholars maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.

Nearly half (49%) of our English Learners (Els) are level 3 and 4. Our scholars continue to do well in the listening and speaking domain. Ninety-one percent of our scholars are well developed or somewhat/moderately developed in listening and 90% of our scholars are well developed or somewhat/moderately developed in speaking. Reading and writing continues to be our targeted focus for our ELs. For instance, the percentage of scholars who scored "Beginning Development" in Reading for grades Kinder, 1st, 2nd, 3rd, 4th, & 6th has increased over the past three years. We have seen a similar pattern with writing in grades Kinder, 1st, 2nd, 3rd, 4th, 5th & 6th. Grade levels that have risen to 40% or more that are classified as Beginning to Develop are 1st (Reading), 6th (Reading), Kinder (Writing), 1st (Writing), and 2nd (Writing). Our EL Scholars with Disabilities have stagnated with only 3%, 8%, and 5% earning "Well Developed" in Reading over the past three years.

As a result of these findings, the implementation of scheduled school wide designated English Language Development time continues to be a focus to meet the scholar's receptive and productive language needs. Further professional development will be needed in the area of Thinking Maps and Write From the Beginning.

The percentage of teachers actively utilizing the Listenwise software is 4%. This software is intended to be used during English Language Development to increase proficiency in the listening and speaking domain. After gaining feedback from the teachers on why this resource is not being utilized, it was determined that learning the platform was the first challenge and needing time to plan lessons was the second challenge. Therefore, additional admin time will need to be given to teachers to learn the platform and become familiar with it's functions. Secondly, utilizing our Instructional Coach to assist each grade level will be essential to see this resource implemented.

It has been a challenge to obtain personnel who are able to stay after school and conduct tutoring with our EL scholars. As a result, no after school tutoring was provided for our EL scholars.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	8%
Site Specific Measures: Number of parents participating in literacy workshops	Literacy Workshops (EL and Non EL): Data Not Available
Site Specific Measures: Number of books provided to families to foster literacy in the home	Mobile Library Events (2): Approximately 800 books Reading Revolution Event: 6,600 books total (12 books/scholar)

These data points indicate:

Almond Pacer families have historically responded overwhelmingly positive to the annual Parent/Family Climate Survey with at least 75% of households participating. However, we have recently faced challenges as our last household participation rate fell to only 8%. Not only is this far below our schools norm but we did not reach the district goal of 25%. We will continue to reach out to our parents via Parent Square, Calls, Emails, Text Messages, and sending home paper copies to increase our participation in this important survey.

The Almond Reading Revolution is our response to the call to ensuring all scholars can read at or above grade level. We have partnered with our parents to help them create a love of literacy in their homes. For instance, our mobile library went out into the neighborhoods two times during first semester. We have two additional trips planned for second semester. In the fall, we held two Reading Revolution events where parents received books at their children's accelerated reading level.

It has been challenging securing teachers to lead in the literacy workshops for our parents. Nevertheless, we have one literacy workshop planned for each month from February - May.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading: Average Fall 2020-to-Fall 2021 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: -1.30 Fall 3rd to Fall 4th: -0.65
Fall 2021 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: 52% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 70% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 57% 24-25 3rd Gr. Cohort (21-22 Kinder): 18%
Site Specific Measures: % of Weekly School Wide Accelerated Reader Usage (1st Grade - 3rd Grade) % of Scholars meeting their Accelerated Reading Monthly Goal	100% of Scholars use Accelerated Reader in Grades 1-3 September - 32.5% October - 45.3% November - 33.9% December - 39.5% January - 34.9%

Site Specific Measures: % of Scholars "On Track" or "Approaching Target" to meet their Target Outcome goal from the A2I Assessment	Kinder: 20.37% 1st Grade: 22.22% 2nd Grade: 31.88% 3rd Grade: 37.74%

These data points indicate:

According to Almond's Fall 2020-to-Fall 2021 K-6 Reading MAP results, the only two reportable grade levels (2nd and 3rd) show inadequate growth being made (-1.30 and -0.65 respectfully). Fall 2021 MAP Growth Reading data indicates an alarming percentage of our scholars not on track to being a grade level reader by 3rd grade. For instance, 70% of our current 2nd grade scholars are not on target to read proficiently by 3rd grade. Similarly, 57% and 52% of our 1st grade and 3rd grade scholars are not on track. The data shows the percentage of scholars not on track increasing each school year (K: 18%, 1st: 57%, and 2nd: 70%).

Generally, overall primary grades (K-3) are making better growth this school year than last year in reading. However, the grade levels except 2nd grade are not making adequate growth to reach grade level expectations. The Fall 2021 to Winter 2021 MAPs reading data showed 2nd grade making expected growth with a CGI of 0.42.

Roughly one-third of our scholars are reaching their personal reading goal every month. Each week the scholars meet with their teacher to discuss their progress towards their personal Accelerated Reading (AR) goal. In addition, once a month scholars and teachers meet to set a customized AR goal. Our next step is to ensure weekly teacher check-ins to progress monitor their goals and the scholars have access to high engaging and high interest literacy.

According to our A2i assessment data, the following percentage of scholars are on track to becoming grade level readers by the end of the school year: Kinder: 20.37%, 1st Grade: 22.22%, 2nd Grade: 31.88%, 3rd Grade: 37.74%. Our school wide goal is for all scholars to be at grade level readers by the end of 3rd grade. This continues to be a challenge and is deeply concerning. Our next steps include additional professional development and coaching around the implementation of targeted and differentiated teacher managed and child managed small group instruction.

Behavior	
School Metrics/Indicators	**Current Outcomes**
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

Behavior	
Site Specific Measures:	

These data points indicate:

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.

The 2019 Fall CA Dashboard data indicates that 165 scholars at Almond Elementary are English Language Learners. Out of these, 47.9% made progress towards English language proficiency. This is slightly higher than the district level (47.6%) and comparable to the state (48.3%). The CGI data from MAPs indicates that EL scholars are below the expected conditional growth index of >=0 in all content areas. The biggest area of need for EL scholars is in language arts.

Based on these findings, our integrated ELD program needs to be strengthened in the areas of reading comprehension and writing. Each teacher scheduled time to address all EL scholars with designed ELD. Our next step to evaluate the effectiveness of the resources and learning experiences the scholars are receiving during this time. Our strategic plan will include a wall-to-wall implementation of Thinking Maps and Write from the Beginning curriculum. Most of the teachers at Almond have been trained in the past but will receive additional training and support from administration and the EL TOA.

During distance learning, all teachers implemented Thinking Maps to reach the needs of EL scholars.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

The 2019 Fall CA Dashboard data indicates that 160 scholars at Almond Elementary School are English Language Learners. Out of these scholars, 47.9% made progress towards English language proficiency by increasing one or more ELPI levels. This is slightly higher than the district level (47.6%) and comparable to the state level (48.3%). The English Learner Progress Indicator also shows that 24.8% of Almond EL scholars decreased one ELPI level, which is comparable to both the district (21.3%) and state level (20.1%). Furthermore, 27.8% of EL scholars maintained an ELPI level of 1, 2L, 2H, 3L, or 3H. All grade levels (K-6) showed that oral language acquisition is a strength with a total average of 80% of scholars earning a level 3 or 4. Consequently, all grade levels (K-6) showed that written language is an area of need with a total average of 35% of scholars earning a level 3 or 4.

Based on these findings, our designed ELD program needs to be strengthened in the areas of receptive and productive language by implementing Thinking Maps and Write from the Beginning across all grade levels. Teachers will continue to provide effective integrated and designated ELD, while our bilingual aide will provide strategic interventions and supports through small group differentiated instruction. The EL TOA will also collaborate with teachers to identify scholars who decreased ELPI levels to provide additional resources and services to encourage their growth in written language. Lastly, we will address our English Learner needs by implementing the software program Listenwise. This will support our scholars individualized needs.

During distance learning, all teachers designated time in their instructional schedule for designated ELD. During this instructional time, scholars would engage in activities to help them with language development while other scholars completed independent work.

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.

For integrated ELD, our English Learners will demonstrate improved academic growth and achievement in reading comprehension using visualized graphic organizers that will enhance organizational skills and will help scholars comprehend what they read. We will do this by:

- Implement a robust system where all teachers are utilizing Write from the Beginning and Thinking Maps to address the written language deficit of our EL scholars.
- Scholars will receive extended learning opportunities provided by the bilingual aid.

For designated ELD, our English Learners will demonstrate English language proficiency growth in their productive language (writing skills) and receptive language (reading skills) by developing their writing and reading skills through visualized graphic organizers. We will do this by:
- Scholars will receive differentiated small group instruction from the bilingual aide during extended learning opportunities.
- Scholars who have very limited English Language skills will receive personalized instruction via online digital program.
- Scholars will receive language rich scaffolds to build literacy and listening comprehension.
- Professional development on designing effective language objectives to improve effective designated ELD instruction.

Comprehensive Needs Assessment

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)]

    (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])

    (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data

Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).	The Annual Student Survey was administered to our 3rd and 5th grade scholars in the Fall of 2021. Eighty-eight percent of our scholars completed the survey; our goal was to reach at least 95% completion. Identified strengths include: • Ninety-one percent of scholars felt supported from their relationships with their friends, family, and adults at school. • Eighty percent of scholars stated that adults on campus help them resolve conflict and that they are taught to take responsibility for their own actions. • Ninety-one percent of scholars stated that when they feel like giving up, their teacher will encourage them to keep trying. • Eighty-seven percent of scholars said their teacher always encourages them to do their best. • Eighty-eight percent of scholars stated they felt greatly supported by their teachers. Overall scholars have supportive relationship with adults on campus, they feel included and valued, have high expectations placed on them, and find school to be interesting, important, and useful. Identified areas of improvement include: • Sixty-three percent of scholars said they sometimes, occasionally, or almost never are given a chance to help decide class activities or class rules. • Fifty-seven percent of scholars indicated they sometimes, frequently, or always feel said during the past year. • Fifty-five percent of scholars stated they are extremely or quite sure they can do the hardest work assigned to them or they can understand complicated ideas discussed in class. Some of our next steps is to improve the autonomy of our scholars by providing meaningful opportunities for them to have a

Analysis of Qualitative Data

voice in their learning opportunities and to implement daily check-in to ensure all scholars social emotional needs are being met.

The Student Social-Emotional Survey was administered in the Fall of 2021 to grades 3-5 scholars. Our goal was to have at least 80% of our scholars participate; we nearly missed our goal with a completion rate of 78%. This survey gave us great insight into our scholar's emotion regulations, grit, growth mindset, self-efficacy, self-management, sense of belonging, and supportive relationships. Identified strengths include:

- Ninety-two percent of scholars have a teacher or other adult from Almond who they can count on for help, no matter what. Similarly, 91% of scholars have a family member/adult and a friend from school who they can count on for help, no matter what.
- Ninety-three percent of scholars feel respected towards their teacher and 85% would be excited to have their teacher again.
- Eighty-one percent of scholars stated they felt completely or quite a bit connected to Almond.

Overall Almond scholars have positive teacher-scholar relationships and have a genuine sense of belonging at Almond. This is critical and foundational if any meaningful learning is going to take place. Through this survey we also learned of areas of growth which included the following:

- Only 40% of our scholars felt they had the capacity to pull themselves out of a bad mood. Also 41% felt they were able to control their emotions when needed to.
- Just over half (52%) of the scholars stated they were extremely or quite sure they could learn the topics taught in class.
- Four out of every ten scholars stated they were able to stay focused and work on one goal for at least three months.

Overall, our next step is to increase our scholar's emotional regulation skill set. In addition, we need to equip our scholars to engage in the rigorous classwork they are being taught every day. Lastly, we need to focus on helping our scholars to be goal oriented and progress monitor them.

Almond Pacer families have historically responded overwhelmingly positive to the annual Parent/Family Climate Survey with at least 75% of households participating. However, we have recently faced challenges as our last household participation rate fell to only 8%. Not only is this far below our school's norm but we did not reach the district goal of 25%. In review, some of our strengths and areas of improvement include:

- One hundred percent of our parents indicated that tobacco and vaping/e-cigarette products are not allowed on school grounds.
- Nine out of ten parents agreed that Almond believes in every scholar's ability to excel academically. Also, 95% of our parents felt that our school encourages scholars to care about one another.
- Over 90% of our parents agreed and strongly agreed that Almond is clean and in good condition.

Analysis of Qualitative Data

- Virtually all parents who participated in the survey (96%) stated that Almond does not have a problem at all with drugs.
- When parents were asked, "now unsafe does your child feel at school?" Ninety-two percent of parents stated, 'not at all unsafe' and 'slightly unsafe.'
- Only 8% of parents stated they have been involved with a parent group at Almond. Also, 15% of parents have helped at Almond in the past year.

There is much to celebrate and areas to improve in. Notably, parent involvement is considerably low. Our next step is to explore other options to make opportunities readily available for our parents to be involved in their child's education and school.

The Instructional Leadership Team has provided informal feedback about teacher PD and support needs at our monthly meetings. For instance, each grade level needs are indicated below:

1st Grade:
- Writing and phonics
- Prep centers for targeted and differentiated small group instruction
- Thinking maps and writing process; Creating sentences.

2nd Grade:
- Writing and building their skills and Phonics
- Implementing Literacy Circles

Grade 3:
- Make and take small group phonics activities
- Guided Reading – early readers

Grade 4:
- Small group make and take (Basic skills) 4th grade level stuff

Grade 5:
- Targeted math intervention via small groups.
- Implementing screeners and multiple data points to focus intervention
- Systematic writing process
- Lit circles for at grade level or advanced readers

Grade 6:
- Systematic writing process

Analysis of Qualitative Data	
Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	Targeted and differentiated small group instruction has been one of the key instructional practices at Almond Elementary School in conjunction of the Reading Revolution. This year we created a school wide Response to Intervention schedule guaranteeing each scholar to get the intervention/enrichment needed in reading/writing. We have aligned all our resources during this targeted time including college tutors, bilingual aide, SPED aide, RSP Teacher, and Instructional Support Teacher. Our goal is all scholars will read at or above grade level before leaving Almond. Site administration has observed classrooms once every two weeks. A summary of the observations include: • Space(s) for small group teacher led instruction • Space(s) for student center activities • Classroom materials are organized, and all scholars have access during small group instruction • Group procedures & expectations have been clearly communicated to scholars and are evident in the classroom • Designated work group areas have been established • Devices are appropriately utilized by scholars (Connect Ed, Lexia, Moby Max, Learning Ovations, Star Fall, and Learning.com) • Teacher managed and scholar managed stations are implemented • All forms of reading instruction are taking place (code and meaning) Mathematics focused observations also were conducted monthly as well to give all grade level teachers feedback on instruction. Our goal is all Almond scholars will think deeply about mathematical concepts and have a repertoire of tools to figure out problems. A summary of observations include: • Scholar centered activities and hands on learning • Teachers providing activities that support conceptual understanding. • Teachers supporting scholars through small group differentiated instruction • Challenging activities are provided to scholars allowing scholars to struggle and persevere. • Teachers developing productive disposition in each scholar The findings from observing the above elements show that our greatest need is to (1) plan and implement consistent cycles of Key Instructional Practices, (2) engage in peer visits and reflection, and (3) engage in instructional rounds. This survey focused on the practices we have put in place to ensure all teachers skills are being developed.

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)	Teachers collaborated around local district assessment (MAP) to determine student deficits and plan instruction. Teachers in K-3 utilized the Assessment to Instruction (a2i) data to determine student instructional groups and provide scaffolds and supports for below grade level students. All students in a2i classrooms are grouped by instructional level and provided differentiated instruction. The grade level teams collaborated around common formative assessments (CFA). This allowed us to look thoroughly at data and learn from our students thinking and to create an action plan in response to the data. We used the following CFA analysis protocol: 1. Teachers calibrated with each other on how they evaluated the evidence of student learning. 2. Student results were reviewed based on each standard and question. 3. Questions were explored: a. Did we get the results we were expecting? b. What teaching practices or strategies led to these results? c. What worked/didn't work? d. What Universal Tools and Designated Supports did students use during instruction and for testing? How did these resources impact the results? e. What insights does the data provide for our student groups? 4. Miscues and misconceptions were explored and addressed. 5. Decision on how and with what will the needs be addressed The CFA analysis protocol had us look at all students including students with disabilities. As a result the small group instruction the RSP teacher and RSP aid became more targeted because they were made aware of the assessment data. Since the CFA analysis was conducted multiple times throughout the year, we made various adjustments to instruction including: • Targeted differentiated small group instruction • Backwards planning using the CFA as a model of the type of thinking we want students engaged in • Present tasks that are cause students to use higher order thinking skills • Provide opportunities for students to teach one another • Use of manipulatives to connect abstract concepts with the concrete.

	Standards, Assessment, and Accountability
Use of state and local EL academic performance and language development data to determine EL student and program needs.	The 2019 Fall CA Dashboard data indicates that 165 scholars at Almond Elementary are English Language Learners. Out of these, 47.9% made progress towards English language proficiency. This is slightly higher than the district level (47.6%) and comparable to the state (48.3%). We will built on this success by implementing a school wide reading program. Some of the facets include influencing our families to build a culture and love of reading, school wide competitions, personalized reading goals, and intra-district competitions. The 2019 Fall CA Dashboard English Learners Progress Indicator shows that 24.8 percent of Almond scholars decreased one ELPI level, which is higher than the district (21.3 percent) and state level (20.1 percent). The EL TOA will collaborate with teachers to identify students in order to provide additional resources and services to encourage scholar progression of at least one ELPI level for our English Language Learners. The 2019 Fall CA Dashboard data indicates that 27.2 percent of EL scholars maintained an ELPI level of 1, 2L, 2H, 3L, or 3H. The EL TOA will communicate with families to provide resources and parent workshops to increase EL student achievement. Teachers will continue to provide effective integrated and designate ELD, while bilingual aides provide strategic interventions and supports through small group differentiated instruction.

The CGI data indicates that EL scholars are below the expected conditional growth index of .=0 in all content areas. The biggest area of need for EL scholars is in language arts. Almond Elementary will continue to strengthen small group targeted instruction in the areas code focus, phonics, and meaning. Professional Learning Communities will focus on data analysis, interventions, and extended learning opportunities for scholars in the area of reading and writing.

The 2019 Fall CA Dashboard data indicates that 160 scholars at Almond Elementary School are English Language Learners. Out of these scholars, 47.9% made progress towards English language proficiency by increasing one or more ELPI levels. This is slightly higher than the district level (47.6%) and comparable to the state level (48.3%). The English Learner Progress Indicator also shows that 24.8% of Almond EL scholars decreased one ELPI level, which is comparable to both the district (21.3%) and state level (20.1%). Furthermore, 27.8% of EL scholars maintained an ELPI level of 1, 2L, 2H, 3L, or 3H. All grade levels (K-6) showed that oral language acquisition is a strength with a total average of 80% of scholars earning a level 3 or 4. Consequently, all grade levels (K-6) showed that written language is an area of need with a total average of 35% of scholars earning a level 3 or 4. As a result, we will build on the strength of our oral language by implementing Thinking Maps across all grade levels. Teachers will continue to provide effective integrated and designated ELD, while our bilingual aide will provide strategic interventions and supports through small group differentiated instruction. The EL TOA will also collaborate with teachers to identify scholars who decreased ELPI levels in order to provide additional resources and services to encourage their growth in especially written language.

Data from the ELPAC is utilized to provided targeted small group instruction from our bilingual aid and college tutor. For instance, each grade level showed that we were much stronger in the oral language than the written language. As a result, when small group instruction is conducted, the EL learners work towards demonstrating English language proficiency in their productive language and receptive language by developing their writing and reading skills through visual graphic organizers (eg Thinking Maps). Common formative assessment results are utilized to reteach standards that are not mastered. These results also shared with the college tutor and bilingual aid to reteach standards that were not mastered.

English Language Learner Needs:

• Build on the strength of scholars oral acquisition and transfer it to the written language |

	Standards, Assessment, and Accountability
	• Opportunities for reading and writing practice through productive partnering strategies • Decoding skills with explicit instruction in phonics and phonological awareness Program Needs: • EL Teacher on Assignment (TOA) to integrate training into admin designated professional development days as well as paid after school opportunities of professional learning, focusing on integrated/designated ELD as well as strategies on building reading & writing proficiency. • Site trainers of trainers of Write from the Beginning and Thinking Maps to retrain teachers on these practices during admin designated professional development days as well as paid after school opportunities. • A comprehensive plan of action integrating Write from the Beginning and Thinking Maps in all subjects taught • EL TOA to collaborate with teachers to monitor our current and reclassified ELs to provide additional resources and instructional supports • EL TOA to communicate with families and provide resources and parent workshops to increase EL scholar achievement • Integrated and designated ELD instruction as outlined within the master schedule • Bilingual aides to provide strategic interventions and supports through small group differentiated instruction
Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.	At Almond we following the research proven protocol to ensure continual improvement and success of all scholars: Plan, Do, Check, and Act. Plan: All stakeholders including parents, teachers, classified, and the principal collaborate to analyze state and local assessment data to determine strengths and areas of need. All identified needs are addressed with research-based strategies/programs. Do: The principal oversees the implementation of the actionable steps to address the needs of the scholars. This includes providing professional development to teachers, continual follow up, running reports, and frequent classroom visits. Check: All stakeholders meet once a month to review the implementation data provided by the principal to monitor the progress the plan. Adjustments are made, if needed. Act: As a result of the monthly stakeholder meetings and generating feedback from teachers and analyzing frequent data, next steps are taking to ensure the plan is successful. The SPSA Actions/services are monitored by SSC bi-monthly as data become available to determine if Actions are effective. A determination is also made regarding the degree of implementation and when needed, SSC adjusts Actions and related

Standards, Assessment, and Accountability	
	expenditures. SPSA Actions are evaluated in spring and a determination is made whether to continue, modify or discontinue services for the upcoming school year.
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	The EL program is monitored through monthly meetings where school, district, and state assessment data is shared and analyzed. Teachers regularly examine EL data through PLC collaboration and results are shared with stakeholders. Parents, staff and administration work together to evaluate the program and services initiated with Title I funds to guide decisions that address the needs of low-achieving EL scholars. All stakeholders complete strengths and needs assessments throughout the year to evaluate the effectiveness of each goal within the program.

Identified Needs based on Findings:

Establish a SPSA Action Implementation Team to closely monitor all Actions, outcomes, and regularly report to SSC and ELAC.

Staffing and Professional Development	
Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	All teachers engaged in structured PLC time to complete Common Formative Assessment (CFA) planning & data analysis in both ELA and Mathematics with a neighboring elementary school. This rich time was fruitful for staff development in going through the CFA Data Analysis Protocol: 1. Calibration 2. Objective Evaluation 3. Reflective Inquiry 4. Interpretive Analysis 5. Decision Process All teachers have begun the work around teacher clarity. For instance, all grade levels have identified essential standards utilizing documents provided by the districts Teaching and Learning department, unpacked many of the standards, adjusted pacing, and began the work of developing learning targets and success criteria. Teaches have received personalized professional development from a leading expert in the field of teacher clarity while getting personalized feedback on developed learning targets and success criteria. K-2 teaches received extensive training from our Common Core Literacy Coach around implementing United 2 Read. For instance, training was conducted on guided reading and utilizing the program software to created scholar managed groups.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Instructional assistance and support was provided for teachers in the following areas:

Staffing and Professional Development

	• Teacher Clarity - Kristin Anderson, leading expert in teaching clarity, provided professional development to all teachers and received personalized feedback and learning targets and success criteria created in PLC. • Teacher Clarity – the Instructional Leadership team received training from the district office and in turn presented the "Why" of teacher clarity to all the staff. As a result, a long-term plan of action was developed and implemented at all grade levels. • Mathematics Instruction – in collaboration with the categorical department, a mathematics specialist presented a hands-on professional development for all K-2 teachers on utilizing manipulatives in mathematics. • Literacy – All Kindergarten, 1st grade, and 2nd grade teachers received extensive support from the Common Core Literacy Champion in areas of implementing United 2 Read, differentiated small group instruction, teacher managed stations, scholar managed stations, and guided reading. • Instructional Technology – Throughout the year instructional tools such as Microsoft Teams, Nearpod, Flipgrid, Sway, Steams, and OneDrive is explored by all staff during admin professional development time. • Interim Assessment Blocks – Grades 3-6 received various trainings on implementing IAB's as a formative assessment tool to meet the rigorous mathematics standards. The training included implementing an IAB, analyzing the data, creating a plan to address the needs, implement, and analyze post data.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teacher collaboration by grade level include the following: • All TK-6 teachers collaborated every other Wednesday during pull out time and stored all agendas and files in Microsoft Teams • Agenda demonstrated collaboration with respect to: o Unwrapping standards to develop Targets and Success Criteria o CFA planning 7 data analysis in both ELA and mathematics o Teacher managed stations, scholar managed stations, code/meaning focus, and guided reading o SIT process o Grade level planning

Identified Needs based on Findings:

• According to the walk through data teachers need consistent, thorough, and on-going professional development in the areas of differentiating small group instruction
• According to teacher needs survey, teachers need additional professional development in peer visits and reflection. This will consequently, directly impact our mathematics practices and building early literacy skills.
• Grade level lesson plans indicate teachers need designated time for consistent PLC meetings in order to lesson plan and analyze student data. In addition, teachers need additional time to collaborate and plan highly effective lessons.

Staffing and Professional Development
• Teachers need additional professional development in utilizing Thinking Maps and Write from the Beginning

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 TK-5th grade Wonders, McGraw Hill TK-5th Social Studies Alive! TCI *Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum. 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 and counselor utilize the Character Strong curriculum to meet our scholars social-emotional needs through character development. Alignment of instruction to content and performance standards include: • Scholar centered activities and hands on learning • Teachers providing activities that support conceptual understanding. • Teachers supporting scholars through small group differentiated instruction • Challenging activities are provided to scholars allowing scholars to struggle and persevere. • Teachers developing productive disposition in each scholar • Space(s) for small group teacher led instruction • Space(s) for student center activities Alignment of materials to content and performance standards include: • Instructional manipulatives • Consumable math/ELA workbooks
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.

Teaching and Learning

Identified Needs based on Findings:

- Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.
- Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.
- Teachers need to continue to build expertise in creating learning targets and success criteria.

Opportunity and Equal Educational Access	
Services provided by the regular program that enable underperforming students to meet standards (ESEA)	Services provided by the regular program that enable underperforming scholars to meet standards include: • PBIS • Small group differentiated instruction • Book Buddies (5th/6th grade reading with K/1st) • Accelerated Reader • Read Aloud with AVID scholars from Sequoia AR data reflects an average of 88% weekly school usage throughout the school year. All Grade 1 – Grade 6 teachers utilized AR to engage scholars in literacy. Scholars were rewarded monthly for meeting their AR reading goal. The following services are provided to our scholars to improve reading skills: • K-3 Teachers are fully implementing the United to Read program. Within this program scholars receive instruction and practice skills in meaning and code focus. • Guided reading groups are conducted with the teacher • Small group differentiated instruction is implemented by skill level • Our upper grades (5th/6th) are paired with a primary grade class (K/1st) to read with scholars • AVID scholars from Sequoia Middle School read with scholars after school • All scholars reading is monitored through the Accelerated Reader program The following services are provided to our scholars to improve writing skills: • Utilization of Thinking Maps and Write from the Beginning. This year we are retraining all teachers to implement this with fidelity. • Visualized graphic organizers are utilized to scaffold the writing process. The graphic organizers are also used to speak in complete sentences as well. The following services are provided to our scholars to improve math skills: • Clear mathematics learning targets are provided in each lesson • Desks are arranged in groups

Opportunity and Equal Educational Access

	• The Concrete-Representational-Abstract model is implemented which is an intervention for mathematics instruction that enhances performance of scholars with learning disabilities. For instance, o Concrete: The teacher begins instruction by modeling each mathematical concept with concrete materials (e.g., red and yellow chips, cubes, base-ten blocks, pattern blocks, fraction bars, and geometric figures). Students manipulate the hands on concrete objects to model the math concept/skill. o Representational: The teacher transforms the concrete model into a representational (semi-concrete) level, which may involve drawing pictures; using circles, dots, and tallies; or using stamps to imprint pictures for counting. Students draw pictures that represent the concrete objects previously used. o Abstract: The teacher models the mathematics concept at a symbolic level, using only numbers, notation, and mathematical symbols to represent the number of circles or groups of circles. The teacher and students use operation symbols (+, -) to indicate addition, multiplication, or division.
Student groups for whom there exist disparities in achievement and summary of the root causes.	Disparities in achievement among specific student groups consist in the following groups: • English Learners • Foster • Homeless • Scholars with disabilities The root cause of these disparities include: • Students lack foundational skills in ELA and mathematics • Students start school with low level language skills • Students and families are lacking connection to our school Based upon the needs assessment, The SSC and ELAC groups identified the following inequities: • The root cause of this disparity is related to the lack of implementation of mathematics manipulatives. It is imperative scholars learn mathematics through the Concrete-Representational-Abstract (CRA) model. In addition, if this model was not introduced in primary grades, scholars conceptual understanding of mathematics is lost quickly. • Our African American scholars have higher-than-average chronic absenteeism. One root cause is our lack of connecting with these families and making them feel part of our school community. The African American suspension rate is the highest ethnicity group to be suspended.
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.	For the most part, SPSA Actions are meeting the needs of all students. Our English Learners' needs are not completely met with existing Actions, or due to partial implementation of effective Actions.

Opportunity and Equal Educational Access

Identified Needs based on Findings:

- The Reading and Writing domains need additional focus, and teachers need training on effective writing strategies, such as Thinking Maps and Write From the Beginning.
- Teachers need additional time to create meaningful designated ELD lessons, using timely data and high quality materials.
- Scholars need strategic intervention to address the linguistic needs of our English Language Learners
- Scholars need strategic intervention to address the academic needs of our Reclassified English Learners in both ELA and Mathematics
- School site needs to develop and employ an Attendance Outreach Team to provide tiered interventions that decrease chronic absenteeism for all scholar groups.
- School site needs to continue with the implementation of PBIS tiered interventions to maintain a positive and safe learning environment for all scholars.
- Scholars need strategic intervention for all scholar groups in the area of Reading, Writing, and Mathematics.
- Teachers need additional teacher hourly to provide scholars with integrated STEAM enrichment.

Parental Engagement	
Resources available for families to support their child(ren)'s education and assist under-achieving students.	Resources include the following: • Pacer Production Morning Announcements • Incentives for parent attendance at all stakeholder meetings • Back to School Night • SSC and ELAC • Reading Revolution Family Events • Parent-Teacher conferences • Teacher communication via Parent Square • "For Parents" resources on fusd.net/almond • One-on-one assistance in front office • PTO sponsored fall festival and drive-thru literacy extravaganza • Community Aide provides families with relevant and timely information regarding school events and opportunities to participate. Access to community resources is also provided to families.

Identified Needs based on Findings:

Parents need workshops that focus on the following topics:
- Strengthen the school website "For Parents" section
- Increase parent volunteers
- Establish Dads of Great Students (D.O.G.S.) Committee
- Positive Behavior Interventions and Supports (PBIS) and Parent Empowerment

Parental Engagement
- Building a love of literacy in the home   - Supports for developing early literacy at home   - Strategies for EL scholar achievement   - Increase parent connectedness with their child(ren's) education and school events

Funding	
Services provided by state and local funds that enable underperforming students to meet standards.	Services provided by state and local funds (SUPC and General) include: - Small group differentiated instruction - Access to technology equipment and supplies - Recognition for scholar's academic achievements - Extended learning and interventions for EL scholars from our Bilingual Aide - Positive Behavior Interventions and Supports - Meeting students' needs with Individual Educational Plans with the use of a RSP teacher - Small group and one-on-one instruction from our college tutors
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Services provided by federal categorical funds (Title I) include: - Expansion of library resources to support literacy across content areas - Small group differentiated instruction - Extended learning opportunities for all student groups - Professional Development in EL strategies and Write from the Beginning - Time for PLC collaboration - Events and meetings to increase parental engagement and involvement - Intervention services provided by the Instructional Support Teacher - Standards based tutoring by college tutor - Small group and one-on-one instruction from our college tutors - After school tutoring for level 1 & 2 English Language Learners

Identified Needs based on Findings:

- School site needs state, local and federal funds to enable underperforming students to meet standards
- Extended learning opportunities after school and over the weekend via Paper
- Targeted small group instruction via college tutors
- Professional development in small group instruction for teachers in ELA and Mathematics

Funding
• Workshops and parent meetings to support scholars access to academic content standards • School site needs to provide structured PLC time during administrative directed days to decrease allocation for substitute costs

Stakeholder 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.	In March School Site Council performed progress monitoring on the SPSA actions and services. We have had great success implementing what we call the Almond Reading Revolution. For instance, our scholars Stop.Drop.Read everyday and take Accelerated Reading quizzes to earn points. The Scholars compete with other classes as well as other schools in Fontana. We have experienced great success implementing targeted and differentiated small group instruction. In March ELAC reviewed the progress of the EL program and constructed recommendations for SSC to be included in the SPSA. Since we have partially implemented Goal 1A and 1B, the ELAC team would like to see the current actions and services continued in 22/23. In April School Site Council determined which actions to continue, modify, or discontinue based on the progress monitoring and anticipated needs of students. The SSC team has found that having additional personnel conducting targeted small group instruction is very beneficial. The Reading Revolution has been a big hit this year. The team wants to see additional professional development around literacy. In May School Site Council approved the 22-23 SPSA.
Identified Needs based on Findings: • Continue to offer parents virtual or in person options to participate in the development, monitoring, evaluation of the SPSA.	

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	In order to meet all our students needs and effectively implement research-based strategies, teacher compacity will be built through regular PLC time and through Administrator directed time. On-site coaching will be implemented through the Common Core Teacher on Assignment and English Learner Teacher on Assignment. Technology training will be implemented to enhance instructional practices. The Instructional Leadership Team will play a vital role in building each grade level team compacity through PLC time and whole group professional development. College tutors will be trained to appropriately work with a small group of students on the targeted skill they are working on. We will provide opportunities for all children, including each of the student groups, to meet the challenging state academic standards. Targeted differentiated small group instruction will meet the diverse needs of the students at Almond. Specifically, students will be placed in groups utilizing the Assessment to Instruction (A2I) data and strategic small group activities will meet each of their needs. Professional Learning Community time has been built into the teachers schedule for the entire school year on Wednesday pull out days and during admin directed time on minimum days in order to plan for the targeted instruction. The A2I is taken every 6-8 weeks by the students allowing them to move from group to group based on their individual needs. EL TOAs will provide increased teacher access to professional development on designated and integrated ELD instruction during admin directed times and in-class coaching. Targeted differentiated small group instruction will also be the focus during mathematics learning. Specifically, subitizing, number talks, Add+Vantage MR, and board approved My Math core curriculum resources will be strategically implemented according the students' needs.	PLC's: Bi-weekly August 2022- May 2023 TOA Coaching: Daily August 2022- May 2023 ILT: Monthly August 2022- May 2023 College Tutors: Daily August 2022- May 2023 Differentiated Instruction: Daily August 2022- May 2023 A2i Assessment: 6-8 weeks August 2022- May 2023 PLC's on Admin Wednesdays August 2022- May 2023 EL TOA: Once Weekly August 2022- May 2023 Small Group Differentiated Instruction (Mathematics): Daily August 2022- May 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	We will strengthen the academic program at Almond by focusing on literacy, English Language Development, teacher clarity and research-based mathematics practices. In literacy, teachers will learn to: • Utilize literacy manipulatives to deepen scholars learning of reading • Facilitate the learning process implementing Thinking Maps	Professional Development/TOA;s on Effective Instructional Practices: Monthly September 2022 - April 2023

courses necessary to provide a well-rounded education	• Connect the writing process from Thinking Maps to Write From the Beginning Almond's Reading Revolution focuses on transforming our scholars lives and family tree by building the culture of literacy. We believe this is a game changer and is essential to our scholar's living out their purpose. We are increasing literacy access to online and hard copy books. For instance, scholars have thousands of online books at their finger tips by their Lexile level. We are providing literacy throughout the neighborhoods by taking the first Mobile Library to the community and placing "Little Free Libraries" around the homes. In English Language Development, teachers will learn to: • Utilize Thinking Maps to helps scholars speak in complete sentences, use academic vocabulary, and guide them in the writing process • Implement Thinking Maps and Write from the Beginning to develop scholars receptive and product language. In Mathematics, teachers will learn to: • Establish mathematics goals to focus learning • Implement tasks that promote reasoning and problem solving • Use and connect mathematical representations • Facilitate meaningful mathematical discourse • Pose purposeful questions • Build procedural fluency from conceptual understanding • Support productive struggle in learning mathematics • Elicit and use evidence of student thinking The United to Read implementation will be embedded in grades K-3 with a goal of all students reading at grade level by 3rd grade. Lastly, the planning, analyzing, and responding to Interim Assessment Blocks, NWEA, and CFA's will target our instruction and ensure all students are making progress towards the academic state standards.	United to Read: Daily August 2022 - May 2023 Interim Assessments: Triennially August 2022 - May 2023 Reading Revolution: Daily August 2022 - May 2023
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards	In order to meet the needs of those scholars who are below standard: • Provide targeted small group differentiated instruction in all K-3 classrooms. Scholars will receive meaning and code focused instruction according to their need by each classroom teacher. • Provide targeted small group differentiate instruction from the Instructional Support Teacher.	Differentiated Instruction/IST Services : Daily August 2022 - May 2023 After School Tutoring September 2022 - April 2023

	• Scholars who are below grade level in reading in grades 4-5 receive targeted instruction from the Read 180 program • English Language learners will receive targeted instruction daily to develop receptive and productive language • Provide after school targeted instruction in English Language Arts and Mathematics	

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	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-35.8	>= -20.8
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-59.8	>= -44.8
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.56 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.99	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.08 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	8%	>= 25%

Identified Need(s):	
	• SBAC ELA and MAP Reading CGI data show our scholars need increased practice in reading comprehension and fluency (1A) • SBAC ELA and SBAC Math data indicates Teachers need designated time for consistent PLC meetings to prepare standard aligned lessons while preparing for distance learning (1B) • SBAC ELA and SBAC Math data shows a need for differentiated instructional across literacy and Mathematics to address meaning focus, code focused, and number sense skills(1C) • According to the Parent/Family Climate Survey out parents need support with engaging their children in early literacy (1D) • The Parent/Family Climate Survey indicate our scholars need additional social emotional support especially during school closure (1E) • The Parent/Family Climate Survey show that nearly a quarter of our parents speak only Spanish. Therefore, parents who are learning English need interpretation services during parent workshops. Feedback from parents shows a need to offer workshops on supporting their children with academic achievement (1F)

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1A. Cultivate a culture of literacy to increase ELA achievement. Expenditure: Digital and Hardcopy Books Digital Resources Instructional and Assessment Software Instructional Materials	Software Data Library Circulation Data Winter MAP	All Students	Principal Librarian	9,548.83	
1B. Utilize technology to increase access to instruction and engagement, and deliver small group, differentiated instruction. Expenditure: College Tutor/Paraprofessional Hourly Certificated Hourly Instructional Materials and Organizational Supplies Digital Resources and Instructional Software Projectors/Document Cameras, stylus pens, and related instructional technology Television Monitors and hardware/software Flexible Seating	Walkthrough Data Pre/Post Reading Assessment Pre/Post Math Assessment	All Students	Staff Providing Small Group Instruction Teachers	22,839.33	10,389.54
1C. Provide parents with classroom level parent workshops to support learning at school and home. Expenditures: Certificated/Classified Additional Hourly	Parent Survey Workshop Sign-in Sheets	Families	Teacher	1,500	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Instructional Materials Printing					
1D. Support scholars and families with tools on social-emotional skills through character development. Expenditure: Online social-emotional skills curriculum Instructional Materials and Books Social Emotional Tools	Teacher Survey Counselor Data	All Students	Character Development Coordinator Counselor Teachers		499
1E. Provide Scholars and families facilities, resources, and services that improve academic achievement, school climate, and promote a sense of school connectedness. Expenditure: Yard signs Printing for awards, certificates Portable PA System School Murals Duplo Maintenance/Supplies PBIS Incentives including Game Room materials and games	School Culture Survey	All Students	Teachers Principal		8,869.46
			Total Estimated Cost for This Goal:	33,888.16	19,758

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 will demonstrate improved academic growth and achievement in reading comprehension and writing using visualized graphic organizers that will enhance organizational skills and will help scholars comprehend what they read		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-40.5	>= -25.5
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-64.8	>= -49.8
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.51 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.2	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.25 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	
	• SBAC ELA and MAP Reading indicate that our EL learners need strategies to look for textural structures when reading and a systematic approach in developing their writing (1A.1) • The MAP Language and Reading CGI data indicate that our EL learners need additional one-on-one time to practice foundational reading and writing skills such as phonemic awareness, phonics, and vocabulary development (1A.2)

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	**SUPC**
1a1. Implement a robust system where all teachers are utilizing Write from the Beginning and Thinking Maps to address the scholars productive language (writing skills) needs.	Classroom Walkthrough Data Lesson Plans	English Language Learners	All Teachers EL TOA	0	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Expenditure: Certificated additional hourly Instructional materials/books					
1a2. Support the transition to school for scholars who are new to the country and/or non English speaking. Expenditure: Instructional Materials, Books, Backpack	Participant Survey	Scholars New to our Country and/or non English Speaking	Principal Community Liaison	236.84	
			Total Estimated Cost for This Goal:	236.84	

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 will demonstrate English language proficiency growth in their productive language (writing skills) and receptive language (reading skills) by developing their writing and reading skills through visualized graphic organizers.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	47.9%	>= 50.9%

Identified Need(s):	
	• According to the ELPAC data, EL scholars need targeted instruction to increase progress towards English language proficiency, particularly those scholars who decreased one ELPI level on the CA Dashboard EL Progress Indicator in the areas of reading and writing (1B.1) • The MAP ELA and Reading CGI data indicate scholars with very limited English Language skills need individualized instruction in receptive and productive language (1B.2) • The ELPAC data clearly shows a need for Scholars to engage in vocabulary development and comprehension (1B.3)

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	**SUPC**
1b1. Provide one-on-one or small group tutoring to develop writing and reading skills. Expenditure: Additional hourly for College Tutor/Paraprofessional Certificated Hourly Instructional materials Contracted Services	Pre/Post Test	English Language Learners	EL TOA College Tutor Certificated Teacher	0	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	**SUPC**
			Total Estimated Cost for This Goal:	0	

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	23.4%	>= 26.4%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-47.9	>= -32.9
MAP Growth Reading: Average Fall 2020-to-Fall 2021 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: -1.30 Fall 3rd to Fall 4th: -0.65	>= 0 for each grade level
Fall 2021 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: 52% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 70% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 57% 24-25 3rd Gr. Cohort (21-22 Kinder): 18%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 42% 22-23 3rd Gr. Cohort (22-23 3nd Gr.): 60% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 47% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 8%

Identified Need(s):	
	- The percentage of scholars who are at-promise of not reading at grade level indicate that the United2Read program needs to be strengthened with additional training with K-3 teachers. - The MAP Reading CGI data show that our scholars would benefit from having books that are at their Lexile level in order to to improve knowledge of the alphabetic code, phonological awareness, phonemic awareness, and reading comprehension. (2.A) - A2i data indicates that our scholars need to build early literacy skills including knowledge of the alphabetic code, phonological awareness, and phonemic awareness (2.B).

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A. Implementation of the United to Read K-3 Literacy Program	a2i Assessment Data Classroom Walkthrough Data Winter MAP Data	K-3 Students	K-3 Teachers Principal TOA	0	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
			Total Estimated Cost for This Goal:	0	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1A. Cultivate a culture of literacy to increase ELA achievement. Expenditure: Digital and Hardcopy Copy Books Digital Resources Instructional and Assessment Software Instructional Materials	All Students	25,000	Principal Librarian
1B. Utilize technology to increase access to instruction and engagement, and deliver small group, differentiated instruction. Expenditure: College Tutor/Paraprofessional Hourly Certificated Hourly Instructional Materials and Organizational Supplies Digital Resources and Instructional Software Projectors/Document Cameras, stylus pens, and related instructional technology Television Monitors and hardware/software Flexible Seating	All Students	60,000	Staff Providing Small Group Instruction Teachers
1D. Support scholars and families with tools on social-emotional skills through character development. Expenditure: Online social-emotional skills curriculum Instructional Materials and Books Social Emotional Tools	All Students	10,000	Character Development Coordinator Counselor Teachers
1E. Provide Scholars and families facilities, resources, and services that improve academic achievement, school climate, and promote a sense of school connectedness.	All Students	25,000	Teachers Principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Expenditure: Yard signs Printing for awards, certificates Portable PA System School Murals Duplo Maintenance/Supplies PBIS Incentives including Game Room materials and games			
1F. Professional Learning Communities engage in work around Teacher Clarity, lesson planning, and targeted differentiated instruction. Expenditure: Certificated/Classified Additional Hourly Substitute Teachers	All Students	20,000	Principal Teachers

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.	34,125
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).	1,500
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)	19,758
X	**SUPC Carryover**	
Total amount of state and federal funds allocated to this school		53,883
Total amount of state funds spent (SUPC)		19,758
Total amount of federal funds spent (Title I)		34,125
Total amount of state and federal funds spent		53,883
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
Tim McCaffrey	Principal	Not-Applicable	Not-Applicable	1
Megan Spreen	Teacher	2 years	2023	1
Nancy Wheeler	Teacher	2 years	2023	1
Carlene Hill	Teacher	2 years	2023	1
Kayla Markoff	Other Staff	2 years	2022	1
Merna Saavedra	Parent/Community Member	2 years	2023	1
Angelica Navarrete	Parent/Community Member	2 years	2023	1
Carmen Alderete	Parent/Community Member	2 years	2023	1
Maria Rangel	Parent/Community Member	2 years	2023	1
Erika Cervantes	Parent/Community Member	2 years	2024	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 5.3.2022.

Attested:

Signature	
	Principal, Tim McCaffrey on 5.3.2022
	SSC Chairperson, Kayla Markoff on 5.3.2022