2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Date Elementary 36 67710 6114052		SSC Approval Date: May 12, 2022
School Address	9011 Oleander Avenue, Fontana, CA 92335-4532		Local Governing Board Approval Date: Pending Board Approval June 8, 2022
			Original
Name of Principal	Robert Soriano	Phone # and Email	(909) 357-5240, Robert.Soriano@fusd.net
Name of SSC Chairperson	Diana Esparza	Phone # and Email	909-373-6493, genevieve429@gmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION	Our mission is to provide the physical, emotional, intellectual and moral foundation for students to be successful in a diverse community. Through innovative teaching we will foster responsibility, teamwork, and recognition of excellence and strive to provide a caring and safe environment. We hold all who enter Date Elementary School to the highest academic standards, quality work, a positive attitude, and exemplary effort to achieve their potential. It is our expectation that students at Date Elementary will be critical thinkers, problem solvers, and leaders in school and in the community.
SCHOOL AND COMMUNITY PROFILE	Since its opening in Fall of 1997, Date Elementary School has continued to make great strides in curricular programs, student achievement, staff development and parent involvement. Teaching and support staff are highly dedicated individuals, focused on promoting and developing instructional strategies to ensure students acquire mastery and proficiency in all subject areas. Date houses 23 general education classes, one Specialized Academic Instruction (SAI) class, two moderate to severely handicapped classrooms, and two computer labs. Additionally, a state preschool program is available to eligible 3-5-year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. All students participate in a rigorous curriculum as prescribed in the core curriculum for the Fontana Unified School District. State academic content standards form the foundation for teaching and learning. The staff works collaboratively to deliver the curriculum using a variety of effective instructional strategies. Teachers regularly evaluate each student's performance data to identify individual needs for intervention programs and to develop action plans. Instructional programs are modified based upon student learning levels, employing proven, research-based strategies focused on increasing proficiency in language arts and math and on closing the achievement gap.
SPSA HIGHLIGHTS (bullet points)	Working towards increasing student proficiency levels in math and English Language Arts (ELA) for grades (K-5) Working towards increasing student proficiency both academically and linguistically with English Learners (EL's) Increasing access to targeted professional development focused on core subject matter Promoting Professional Learning Community (PLC) planning time and data analysis through a systematic process Improved School discipline resulting in zero students being suspended, as well as, a decrease in overall referrals for behavior schoolwide. Leader in Me Year 4- focuses on the whole child and support students academically as well as social-emotionally through targeted leadership strategies. PBIS- Implementation of all 3 tiers of PBIS. Date will continue to promote positive behavior, increased attendance and academic growth through a school-wide incentive system. Promote connections to community by participating in a variety of programs which will benefit others such as Pennies for Patients, Jump rope for Heart, etc.

SCHOOL BACKGROUND	
INCREASED OR IMPROVED SERVICES (bullet points)	Increase extended learning opportunities for all students in core subject areas Increase technology/computer software and online use of available resources through district adopted curriculum for interventions and enrichment. Increase opportunities for Professional Learning Communities Increase in social/emotional services Increase in interventions for reading and math
MOONSHOT	Date Elementary will create a leadership academy, focused on providing all students with the necessary skills and tools to become leaders in school and in the community. Date Elementary will implement the Leader in Me program to help support student efforts in goal setting, community outreach projects, academic/social clubs, as well as student led initiatives. The goal will be to have students identify their inner genius and use those skills/talents to contribute to school and community culture.

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**
606	**94.9**	**45.0**	**0.2**
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	273	45.0
Foster Youth	1	0.2
Homeless	7	1.2
Socioeconomically Disadvantaged	575	94.9
Students with Disabilities	65	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	4.5
American Indian or Alaska Native		
Asian	6	1.0
Filipino	1	0.2
Hispanic	554	91.4
Two or More Races	5	0.8
Native Hawaiian or Pacific Islander		
White	13	2.1

These data points indicate:

1. Date Elementary has a large EL population (45%) which will require more intensive interventions to meet academic and linguistic student needs.

2. Date Elementary currently has 10.7 % of the student population receiving special education services.

3. Date Elementary has a 94.9% socioeconomically disadvantaged population requiring a need for further parent and community support, and social/emotional interventions.

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.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Yellow		

These data points indicate:

1. The highest area of performance for Date is suspension rate.

2. The lowest area of performance for Date is chronic absenteeism.

3. In academics, the performance is in the yellow band in both ELA and math.

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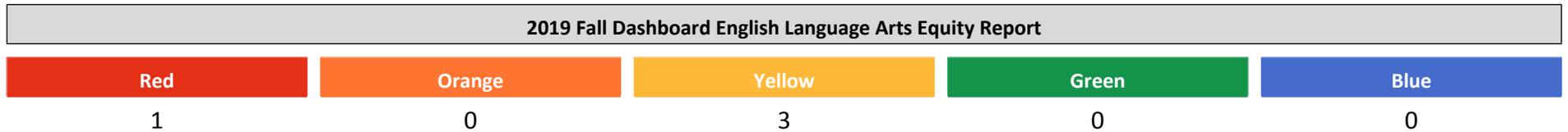
A review of the following data informs the comprehensive needs assessment.

Academic Performance
English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	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
Yellow	Yellow	No Performance Color
35.4 points below standard	36.4 points below standard	0 Students
Increased ++14.3 points	Increased Significantly ++18.5 points	
311	213	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	38.1 points below standard	82.6 points below standard
	Increased ++11.5 points	Maintained ++1.5 points
2	287	46

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
65.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
Declined -11.4 points	1		
16			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
32.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17.4 points	3		4
286			

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
64.8 points below standard	34.5 points above standard	42.6 points below standard
Increased Significantly ++18.1 points	Increased Significantly ++25.1 points	Maintained ++2.3 points
152	61	89

These data points indicate:

1. Based on the 2019-2020 Date Elementary school data, all students overall increased performance in English Language Arts. Hispanic students increased significantly 17.4 points and socioeconomically disadvantaged students increased significantly by 11.5 points.

2. Based on the 2019-2020 Date Elementary school data, the number of English Learners performing at ELA grade level standards, overall increased significantly. Specifically, current ELs increased significantly by 18.1 points in ELA and reclassified ELs increased significantly by 25.1 points in ELA.

3. Based on the 2019-2020 Date Elementary school data, two student groups needing more attention and supports to improve their ELA grade level standard performance are African American students and students with disabilities. African American students' ELA performance declined by -11.4 points and while students with disabilities maintained their performance with only a 1.5 increase.

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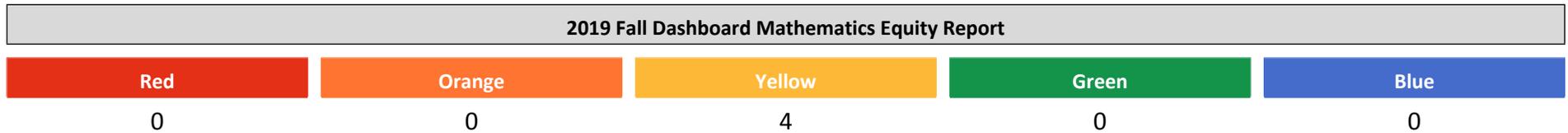
A review of the following data informs the comprehensive needs assessment.

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
0	0	4	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
Yellow	Yellow	
51.4 points below standard	51.1 points below standard	
Increased Significantly ++20.1 points	Increased Significantly ++22.9 points	
311	213	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	53.1 points below standard	94.6 points below standard
2	Increased Significantly ++18.4 points	Increased ++7.5 points
	287	46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color		
91.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy		
Declined Significantly -25.4 points	1		
16			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		No Performance Color
49.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++23.5 points	3		4
286			

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
72.9 points below standard	3.2 points above standard	60.7 points below standard
Increased Significantly ++22.8 points	Increased Significantly ++27.4 points	Increased ++9.8 points
152	61	89

These data points indicate:

1. Based on the 2019-2020 Date Elementary school data, all students overall increased significantly in their Mathematics performance. Hispanic students increased significantly 23.5 points and socioeconomically disadvantaged students increased significantly by 18.4 points.

2. Based on the 2019-2020 Date Elementary school data, the number of English Learners performing at math grade level standards, overall increased significantly 22.9 points. Specifically, current ELs increased significantly by 22.8 points and reclassified ELs increased significantly by 27.4 points in Math.

3. Based on the 2019-2020 Date Elementary school data, the African American student group needs more attention and supports to improve their math grade level standard performance. African American students' math performance declined significantly by -25.4 points.

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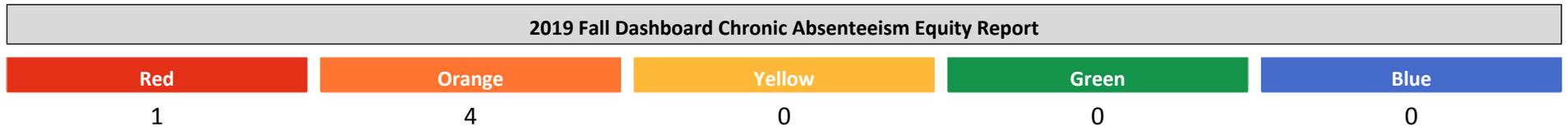
A review of the following data informs the comprehensive needs assessment.

<div align="center">

Academic Performance
English Learner Progress

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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
53.7 making progress towards English language proficiency
Number of EL Students: 268
Performance Level: Medium
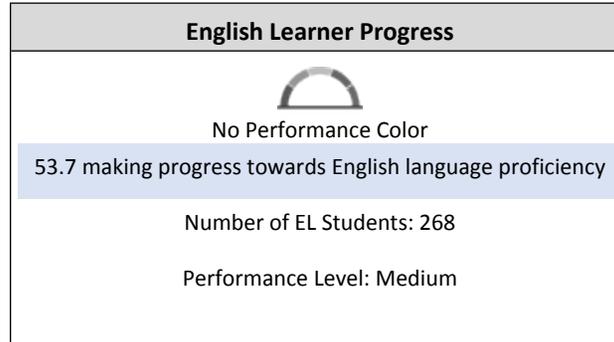
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
12.6	33.5	3.7	

These data points indicate:

1. Based on the 2019-2020 Date school data, English Learner progress is at a medium performance level where 53.7% of ELs are making progress toward English language proficiency.

2. The 2019 Fall dashboard English Learner progress indicator shows Date had 12.6% of EL students decrease one ELPI level.

3. The 2019 Fall dashboard English Learner progress indicator shows Date had 33.5% of EL students maintain an ELPI level of 1, 2L, 2H, 3L, or 3H and 3.7% of EL students maintained an ELPI level 4.

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:
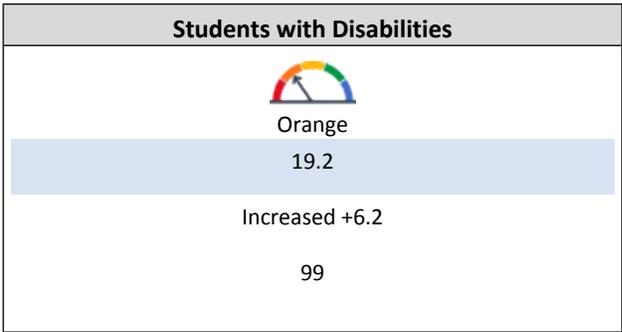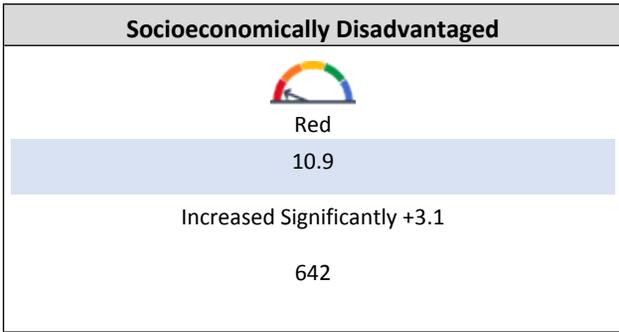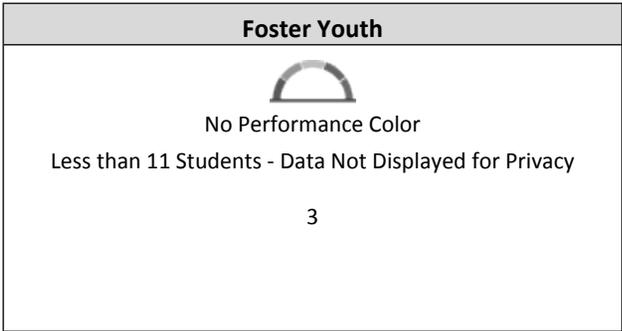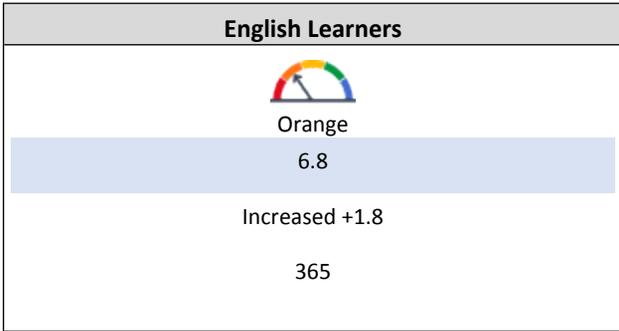
Lowest Performance

| Red | Orange | Yellow | Green | Blue |

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
11	6.8	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.3	Increased +1.8	3
700	365	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
37.9	10.9	19.2
Increased +7.2	Increased Significantly +3.1	Increased +6.2
29	642	99
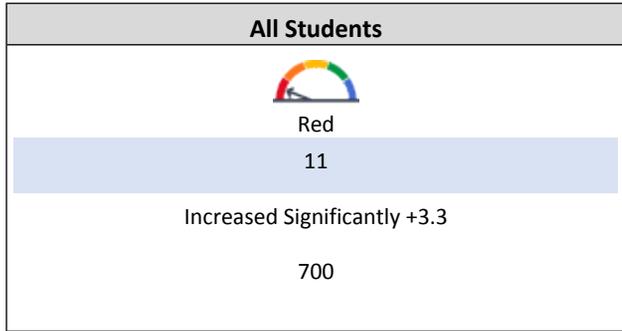
2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
14.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.7	1	2	3
35			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
10.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	12.5
Increased +3	7	3	Increased +3.4
633			16

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	634	60	9.7
Female	321	33	10.5
Male	313	27	8.8
American Indian or Alaska Native	0	0	0.0
Asian	6	0	0.0
Black or African American	28	3	10.7
Filipino	1	0	0.0
Hispanic or Latino	580	54	9.5
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	5	1	20.0
White	14	2	15.4
English Learners	289	14	4.9
Foster Youth	12	0	0.0
Homeless	8	2	25.0
Socioeconomically Disadvantaged	598	56	9.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	83	10	12.3

These data points indicate:

1. Chronic Absenteeism data for Date 2020-2021 school year had an overall rate of 9.7% with approximately 60 out of 634 students classified as chronically absent. In order to reduce these statistics we will create a partnership with the MTSS department and Date's PBIS team to create further incentives and proper interventions.

2. Students with disabilities and African American students were disproportionately higher than the all student group. Tier 2 attendance students will work with the school counselor, attendance clerk, and PBIS Tier 2 team to establish targeted interventions.

3. Chronic absenteeism rates for all races/ethnicities show- African American students were at 10.7%, Hispanic students were at 9.5% and White students were at 15.4%. EL student population have shown a decline in chronic absenteeism compared to 2019 schoolwide data.

School and Student Performance Data

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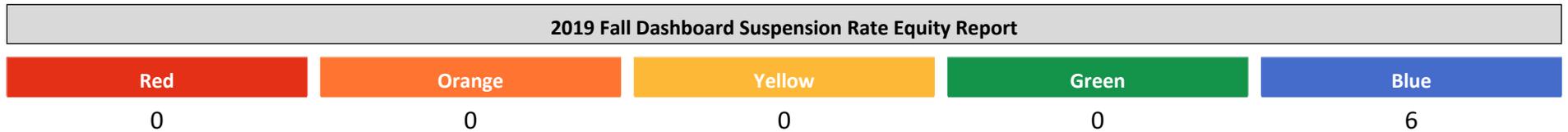
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate
Suspension Rate

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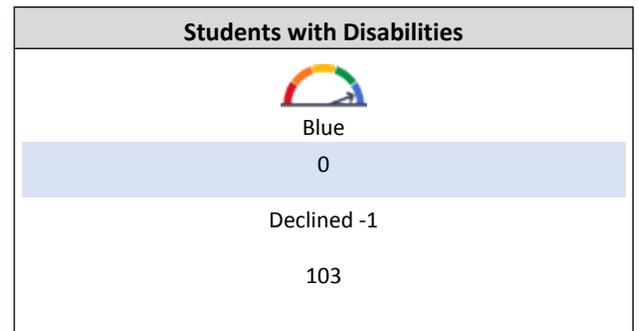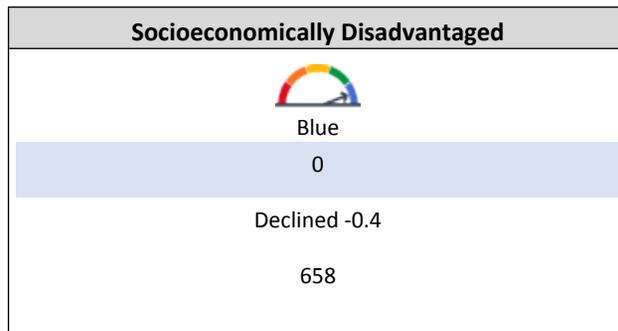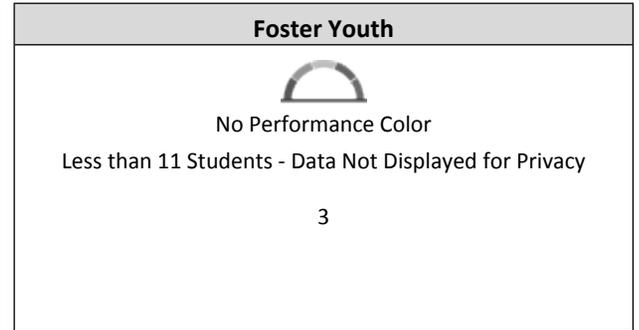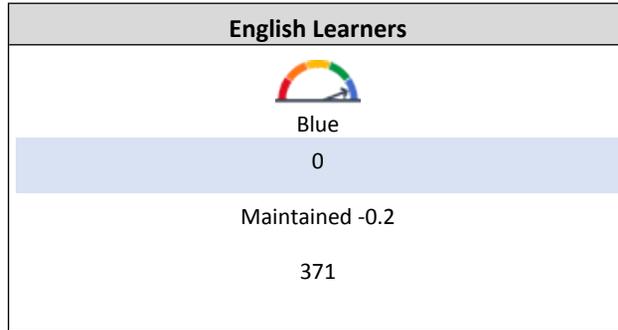
Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

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	0	6

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**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.4	Maintained -0.2	3
720	371	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Blue
0	0	0
Maintained 0	Declined -0.4	Declined -1
32	658	103
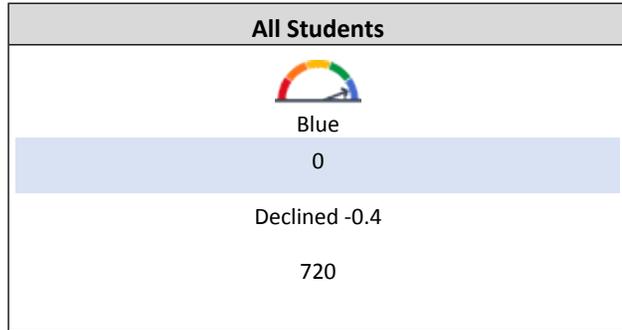
2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.2	1	2	3
37			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Declined -0.3	7	3	Maintained 0
651			16

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.4	0

These data points indicate:

1. Based on 2019-2020 Date school data suspension rates overall declined by -0.4 points for all students.

2. Subgroups like English learners' suspension rates declined by -0.2 points, socioeconomically disadvantaged students' suspension rates declined by -0.4 points, and students with disabilities suspension rates declined by -1 points.

3. 2019-2020 suspensions rates by race/ethnicity also improved at Date Elementary - African American student rates declined by -2.2 points, and Hispanic student rates declined by -0.3 points.

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)	-0.60 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.76
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.26 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: % of Weekly Lexia Usage Schoolwide	72%
Site Specific Measures: % of Classrooms That Had Evidence of Teacher Clarity (Learning Targets/Success Criteria)	98%

These data points indicate:

The MAP CGI data indicates that there is a greater percentage of students scoring in the bottom two performance bands in math than in reading. The most significant needs to accelerate learning in Math are at grades 1-5th. While there are no significant differences in performance between male and female students, there are ethnicity and program groups that demonstrate significantly higher percentages of students in the lowest achievement band compared to the All Student Group. Groups that need additional supports and intervention include African American, English Learner, and Students with Disabilities. Goal Areas (i.e. subject domains) where students need the greatest growth and support are Informational Text for reading and Operations and Algebraic Thinking for math. 2nd Grade students are the lowest performing grade level for every single goal area in reading and in math, 2nd and 5th grades are the lowest performing groups. Although growth in all areas was less than a years growth, the growth in math was significantly less than the growth in reading.

Site specific data suggests a need to increase weekly LEXIA usage to encourage growth in reading and phonemic awareness skills in grades K-5. Walkthrough data indicates that 98% of teachers are incorporating elements of Teacher Clarity into their daily instructional practices as assessed through weekly walkthrough data.

Academic Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.59 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.75

Academic Data – English Learners (EL)	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.35 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: % of Teachers That Followed Essential Language Routines During Designated ELD	84%
Site Specific Measures: % of Imagine Learning ELA Student Usage	91.3%

These data points indicate:

The MAP CGI data indicates that EL students are below the expected conditional growth index of >=0 in all content areas. The data indicates that the EL Student Group had a higher percentage of students in the low and low average bands in Math and Reading compared to the overall school performance. The data also indicates a need for targeted interventions in reading, specifically focusing on informational text in 2nd and 3rd grade. In addition, developing interventions that target foundational skills in kindergarten and 1st grade. EL students made more growth in reading than the average student population, however, in math they made less growth compared to the schoolwide population. Site specific data suggests a need to increase weekly Imagine Learning usage to encourage growth in reading and help build foundational phonemic awareness skills for grades K-5. Walkthrough data indicates that 84% of teachers are incorporating elements of the Essential Language Routines during designated ELD times as assessed through weekly walkthrough data.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
2020-2021 % by ELPAC Level	Level 4: 7% Level 3: 30% Level 2: 39% Level 1: 25%
2020-2021 ELPAC Listening Domain: % by Performance Level	16% - Well Developed 67% - Somewhat/Moderately Developed 16% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	29% - Well Developed 49% - Somewhat/Moderately Developed 23% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	6% - Well Developed

Language Acquisition Data – English Learners (EL)	
	54% - Somewhat/Moderately Developed 40% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	7% - Well Developed 56% - Somewhat/Moderately Developed 36% - Beginning Development
Site Specific Measures: % of Teachers That Followed Essential Language Routines During Designated ELD	80%
Site Specific Measures: % of Students that Improved Pre/Post Test Scores from EL Tutoring	68%

These data points indicate:

Written language is the greatest area of need when looking at Overall and Composite scores for ELPAC performance across 3 years. Within the written language composite (reading and writing), a greater percentage of students are at the "Somewhat/Moderately Developed" level in writing than in reading. When looking at ELPI progress from 2019 to 2021 by cohort groups, students in grades 4th and 5th saw a decrease in percentage of students that made progress in English proficiency. In 3rd grade, there was an increase in percentage of students that made progress. ELPI data indicates that the majority of students that are decreasing are level 2's. Current ELPAC and ELPI data reflects the lack of progress made during distance learning and hybrid instruction which did not allow for an abundance of English language modeling of all four domains.

Site specific data shows that 80% of teachers are implementing Essential Language Routines during designated ELD. Site specific data also indicates that 68% of ELD students who participated in after school tutoring improved in reading and writing based on pre/post assessments. This data indicates that students benefited from targeted, small group support focused on increasing reading and writing skills. As a result of the data, there will be a continuation of tutoring in the domains of reading and writing using ELD Wonders and an increase in sessions for the upcoming school year.

Parent/Family Engagement	
School Metrics/Indicators	**Current Outcomes**
2021-2022 Household Participation Rate on Parent/Family Climate Survey	26%
Site Specific Measures: Parent Workshop Survey Satisfaction	100%
Site Specific Measures: Average Number of Participants at Parent Workshop	14

These data points indicate:

Date Elementary met and surpassed the district goal of 25% participation. Although participation rates did exceed the districts standard of 25%, they were lower than the 45% from the previous school year. The survey indicates that 89% of parents feel there is a positive environment at Date, 93% believe the school is implementing inclusive efforts, and 95% of parents are aware of the school policies. Site specific measures indicate that the school held 2 parent workshops (4 total for the year) and had a 100% satisfaction on exit surveys conducted. The average number of parents attending the virtual workshops are 14, exceeding the goal of 10 parents per workshop session.

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: -1.43 Fall 3rd to Fall 4th: -0.34
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: 53% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 75% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 55% 24-25 3rd Gr. Cohort (21-22 Kinder): 20%
Site Specific Measures: % of Students that demonstrate growth in Pre/Post Assessments in Small Group Tutoring	61%
Site Specific Measures: % of 3rd Grade Students that Demonstrate Growth Using IXL Curriculum and Assessments	48%

These data points indicate:

When looking at growth from Fall 2020 to Fall 2021, it is clear that distance learning significantly hindered student growth. The MAP CGI data indicates that current 3rd and 4th grade students are below the expected conditional growth index of >=0 (i.e. students did not achieve one years growth in one years time). Current 3rd grade students made significantly less growth during distance learning than current fourth grade students. The data shows that 20% of current kindergarten students, 55% of current first grade students, 75% of current 2nd grade students, and 53% of current 3rd grade students are at-risk of not reading at grade level by the end of 3rd grade by cohort. This reveals a need to provide targeted reading interventions in K-3 and providing additional resources to 2nd grade to reduce the learning gap. Site specific data suggests a need to increase professional development with a Common Core Teacher on Assignment on proper instructional strategies during Response to Intervention, blended learning model, and reading comprehension strategies.

Behavior	
School Metrics/Indicators	**Current Outcomes**
Site Specific Measures: % of Suspensions	0%
Site Specific Measures: % of Teachers delivering daily PBIS lessons	100%
Site Specific Measures: Tiered Fidelity Inventory (Tier 1, 2, and 3)	Tier 1= 93%, Tier 2= 100%, Tier 3 = 88%
Site Specific Measures:	

These data points indicate:

Date Elementary has implemented PBIS to all tiers of student population (Tier I, II, and III). As a result, suspension rates are at 0% for the school year for the fourth consecutive year. In addition, 100% of teachers are delivering daily PBIS, Tier I lessons to all students, focusing on the social/emotional well-being of all students. The Tiered Fidelity Inventory, which is the evaluation of the PBIS program, indicates that the implementation of Tier 1 was at 93%, Tier 2 was at 100%, and Tier 3 was at 88%. The PBIS expectations at Date Elementary are to be respectful, responsible, and engaged.

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.

Integrated ELD has been implemented effectively at Date Elementary for all teachers provide language clarification and language acquisition support during regular content area lessons. Lesson plans are prepared with ELD learning objectives in mind.   Content and academic language are used in each lesson. Evidence of Date's effective implementation include English Language Learners increasing significantly (18.1 points) in language arts and increasing significantly (22.8 points) in mathematics on state assessments. Current ELPAC data reflects areas of need in the domains of reading and writing which will be an area of focus during integrated ELD time. The English Learner Progress Indicator (ELPI) results show that 53.7% of EL students made progress of at least one level and/or maintained a level 4, however, 33.5% maintained a level 1,2, or 3 and 12.6% decreased at least one ELPI level. A breakdown of each domain using ELPAC data shows the greatest area of need being reading (23.12% Beginning Development) and writing (19.52 % Beginning to Develop). These results will help guide professional development in the area of reading comprehension, phonemic awareness, and writing to increase academic as well as linguistic strategies.

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

Designated ELD has been implemented effectively at Date Elementary for all teachers taught state-adopted ELD standards during a protected time as part of the regular school day. At Date, all teachers taught English learners lessons to develop English language proficiency during designated ELD time. The school's commitment to effectively help ELs develop the language skills needed to learn content taught in English and to be able to express their content knowledge in English can be supported by classroom walkthrough data. Based on the Master Schedule, during designated ELD times, data indicates that 86% of classrooms were demonstrating evidence of essential language routines including response frames and productive partnering techniques. Further planning and professional development time will be allotted to increase teacher and student efficacy in designated English Language instruction.

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.

Date Elementary needs to improve with reclassification rates and ELPAC student performance. To improve the school's comprehensive I-ELD and D-ELD implementation many school actions will be continued and interventions increased. For example, Date teachers will continue working with EL teacher on assignment through teacher coaching and all teacher professional development. There will be continued professional development, walkthroughs, and observations focused on the four language domains - reading, writing, speaking, and listening. Professional development for teachers and bilingual aides will emphasize essential language routines to help support ELs; these include sentence frames, productive partnering, SDAIE scaffolds, pictorals, graphic organizers, and labeling. Date's EL site monitor and other staff will support teachers with more implementation of ELPAC practice tests. In addition, tutoring will be provided to EL students who are at a level 2 based on ELPAC scores.

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 Fall 2021 Student Climate Survey was administered to students 3rd- 5th grade during the month of October 2021. The percentage of required surveys completed was at 98% of all 5th grade students. Based on the results of the student survey, 91% of students feel they have supportive relationships, 75% of students have positive teacher relationships, and 74% of students believe that their teachers have high/rigorous expectations for their learning. Based on the survey, Date Elementary needs to work diligently on increasing the learning opportunities for students (37%), increasing student's self-efficacy (64%), and increasing school safety awareness (63%). All student survey data will assist in the decision making process for the current and upcoming school year. The Fall 2021 SEL Student Survey was administered to students in 3rd-5th grades in August-early September 2021.The percentage of required surveys completed was at 86% of all 3rd-5th grade students. Based on the results of the student survey, 89% of students feel they have supportive relationships, 72% of students have positive teacher relationships, and 71% of students believe that they have a sense of belonging. Based on the survey, Date Elementary needs to work diligently on increasing the growth mindset of students 54%, increasing student's self-efficacy 56%, and supporting students in regulating emotions 57%. All student survey data will assist in the decision making process for the current and upcoming school year. The Fall 2021 Family Climate Survey was administered during the month of October 2021, to all parents and families that have students enrolled at Date Elementary. The percentage of households that completed the survey was at 26%, exceeding the districts goal of 25%. Date Elementary was able to exceed this goal by communicating with parents through the Parent Square platform and creating a QR code for parents to access during parent conferences. According to the survey, 89% of parents feel there is a positive environment at Date, 93% believe the school is implementing inclusive efforts, and 95% of parents are aware of current policies implemented at the school. Based on the survey, Date Elementary needs to work diligently on increasing the family engagement opportunities (17%), improving the learning model offered to all students (60%), and improving the support given to parents in all areas (73%).

Analysis of Qualitative Data	
	All parent survey data will assist in the decision making process for the current and upcoming school year.

The mid year staff survey (December 2021) indicates that nearly all staff members believe that the school is moving in the right direction in regard to instruction (92%), safety (95%), and technology needs (95%). Some areas that need to be improved upon is the area of chronic absenteeism, student engagement, and parent involvement/participation due to strict COVID guidelines. The school will work with the CWA department to assist with home visits to reduce chronic absenteeism and will work with Teaching and Learning department to increase student engagement strategies in the classroom. All teacher survey data will assist in the decision making process for the current and upcoming school year. |
| **Classroom Observations**
Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings. | Classroom walkthroughs are conducted on a weekly or bi-weekly basis in all classrooms and focus around specific teaching and learning areas. Those areas include: math instruction, language arts instruction, Teacher Clarity, Positive Behavior Intervention Supports (PBIS) implementation, Leader in Me implementation, Response To Intervention (RTI) (small group instruction), English language Development (ELD) designated/integrated time, science/social studies, and math intervention. The administration team provides instant feedback using a Microsoft Forms checklist so teachers can view areas that were not observed during the walkthrough. The administration team shares overall weekly data based on the walkthroughs in a weekly email. The data is then used to provide the appropriate professional development and coaching for areas of need. Professional Learning Communities (PLC's) are also encouraged to use the data generated from walkthroughs in their planning and instruction. An example of the progress gained from classroom walkthroughs is that 98% of classrooms were demonstrating Teacher Clarity strategies (Learning Targets and Success Criteria) which increased from 2% from the beginning of the year. PBIS walkthroughs (November) indicate that 93% of tier 1 interventions, 100% of tier 2 interventions, and 88% of tier 3 interventions are in place for students at Date Elementary. Areas of need based on walkthroughs include increasing targeted instructional strategies in ELA and math during intervention blocks. In order to address the severe learning loss, the school has implemented the Imagine Learning computer based program in math and ELA which is used during intervention time. In addition, the common core TOA provides professional development to address this area of need throughout the school year and offers one-on-one coaching with veteran teachers that volunteer and/or beginning teachers. |

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)	Academic performance data indicates that students at Date Elementary School made growth in ELA by 14.3 points on the 2019 Smarter Balanced Assessment Consortium (SBAC) Assessment. This is above the district level (6.4 points) and state level (3.7 points). Overall, Date students fall within the yellow performance indicator with a distance from standard (DFS) of 35.4 points. This is below the district level (22.3 points) and state level (2.5 points). Students at Date Elementary School increased significantly in Mathematics with 20.1 points on the SBAC Assessment. This is above the district level (+3.9 points) and state level (+2.9 points). Overall, Date students fall within the yellow performance indicator on the California Dashboard with a DFS of 51.4 points. This is above the district level (63.7 points) and below the state level (33.5 points). Due to the difficulties of distance learning and an increase of absenteeism, results in the 2021-22 school year show greater areas of academic and social emotional need. 2021 Fall MAP assessment data for all students shows a Conditional Growth Index (CGI) of -0.60 in reading, -0.76 in language, and -1.26 in mathematics. Data also indicates zero suspensions for the school year.100% of teachers and students utilize components of the PBIS framework and Leader in Me program. Professional Learning Communities use MAP and grade level Common Formative Assessments to determine student needs. Each PLC gets 2 hours monthly to analyze data and determine next steps with interventions, support, enrichment, and targeted small group instruction. Upon data analysis, student groups are formed and grade level teachers collaborate on instructional strategies to address learning loss and/or academic growth. PLC's track progress through 4-6 week intervals to determine next steps for all students. Improvements for student achievement include: Differentiated instructional plans focused on closing the achievement gap in math and language arts, targeted professional development focused on teacher clarity, supplemental instructional materials, parent workshops to promote early literacy skills, and access to reading and math software licenses to enrich students' understanding of state standards.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	Based on the state and local data, progress is being made by our English Language Learners (ELLs). 53.7% of students are making progress towards EL proficiency while 33.5% of students maintained their English Learner Progress Indicator (ELPI) levels and 12.6% decreased at least one ELPI level. A further breakdown of each domain using ELPAC data shows the greatest area of weakness being reading (28.3% Beginning to Develop) and writing (21.5 % Beginning to Develop). Although progress is being made, there are linguistic needs that must be addressed. The linguistic needs of our ELLs include providing greater exposure to academic vocabulary, phonics, phonemic awareness, and grammatical cues such as subject verb relational, tone, and syntax. Students will need additional opportunities for oral and written English language practice through productive partnering strategies. ELL's will need to be given proper linguistic scaffolding through visuals, labeling, think alouds, response frames, and linguistic manipulatives. Additional professional development focused on meeting the linguistic needs of our EL population will be essential for continued growth in language development. The academic needs of our ELL include developing decoding skills with explicit instruction in phonics and phonological awareness. Students will need increased exposure to academic vocabulary and will need appropriate scaffolding with response frames for oral and written opportunities. Our ELL's will need to be given various opportunities to engage in oral dialogue through productive partnering routines and engage in comprehension strategies such as closed reading techniques. In addition, instructional lessons will need to be designed to enhance vocabulary knowledge supported by pictures and labeling, which will allow ELL's to acquire concrete words and concepts as well as more abstract academic vocabulary.

Standards, Assessment, and Accountability

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.	Progress monitoring and annual evaluation was conducted in collaboration with School Site Council (SSC) and was presented at monthly school site council meetings. During this meeting, all parties were updated on the progress towards meeting goals in all domains. School data was presented in the areas of academic growth and achievement, promoting multilingualism and multiculturalism, increase academic growth in English Learners, demonstrating language proficiency with English Language Learners, and demonstrating grade level literacy skills by the end of 3rd grade. SSC provided input throughout the evaluation process and the discussion of the evaluation was approved by all members present. Information and input was gathered by the English Language Advisory Committee (ELAC) representatives which were present during School Site Council meetings. The annual evaluation was also presented to ELAC to gain additional feedback prior to developing the new school plan. Progress is monitored through monthly meetings where school, district, and state assessment data is shared. Also, both SSC and ELAC are updated on the progress of programs and services initiated with Title I money allowing them to guide decisions that address the needs of low-achieving students and those students at-promise who are not meeting academic standards. A comprehensive analysis of the data demonstrated a need to continue providing intervention services for our students in the area of language arts and math. Growth in reading levels at all grade levels were correlated with the usage of supplemental software/subscriptions for Reading (Accelerated Reader). SSC recognized the importance of STAR as another measure of academic progress and recommended that the school continue the purchase for the upcoming year. The increase in the number of licenses to support English Learners allowed for an increase in academic growth in targeted students. Additional devices were made available for English Language Learners to access targeted small group interventions such as Imagine Learning ELA. An increase in interventions resulted in a decrease in the number of students in the SIT process and an increase in students meeting their targets. SSC determined that an increase in targeted software licenses for English Learners and for targeted math support should be available to students in need of Tier I and/or II interventions and to decrease the number of students at-promise as determined by achievement scores. The implementation of Positive Behavior Interventions and Supports (PBIS) resulted in a decrease in the number of student disciplinary incidents and referrals. Additionally, incentives for attendance resulted in an increase in students recognized for perfect attendance each month but a further effort needs to be placed on reducing the overall rate of chronic absenteeism. SSC recommends continuing to include parents/community in workshops, trainings, whether in person or virtually. Date Elementary recognizes that behavior, achievement, attendance and parent participation are key indicators for student success and will implement the actions indicated by the Evaluation to ensure the improvement for these indicators. State and local assessment data was used to modify instruction through an increase in PLC time, targeted professional development, and Common Formative Assessment (CFA) planning and data analysis throughout the school year. The process of analyzing student data is conducted through PLC collaboration. Each PLC is given 2 hours a month to collaborate, analyze data, and create next steps in their small/whole group instruction. CFA, MAP, and instructional software data is used to guide data analysis discussions. The Instructional Leadership Team collaborates monthly to analyze school wide data and determine trends that will help guide instruction and intervention.
Process for annually evaluating and monitoring implementation and progress toward	The process of evaluating the progress of EL program goals is ongoing through monthly analysis at SSC and ELAC meetings. Data is also shared with parents through other forums such as Coffee with the Principal, PTA meetings and through our school

Standards, Assessment, and Accountability	
accomplishing EL program goals for addressing the needs of low-achieving ELs.	website. Teachers regularly analyze EL data through PLC collaboration and results are then shared with stakeholders focusing on specific areas of growth and areas of deficiencies in the four domains (Reading, Writing, Speaking, and Listening). These data chats with teachers are led by the English Learner Teacher On Assignment (EL TOA) and administrators which guide discussions through a data protocol analysis. This analysis helps in evaluating if actions/services are positively impacting the EL population and if not, what changes need to be made to address the needs of low-achieving ELs. Next steps are generated by the administrative team which coordinates an effort with the EL department at the district to remedy any deficient areas of ELD instruction or program.

Identified Needs based on Findings:

- Students in grades 3-5 need to develop academic vocabulary and decoding skills to improve reading comprehension.
- Students in grade K-2 need to build early literacy skills to improve reading and writing.
- Teachers need additional opportunities to meet in their grade level PLC's to plan and integrate language and content objectives in their lesson plans.
- Students need additional opportunities for small group, differentiated instruction for Reading and Mathematics based upon identified individual students' needs.
- Teachers need support in monitoring reclassified EL students to ensure their proficiency in ELA and Mathematics.
- Teachers needs supplemental instructional materials to promote early literacy skills.
- EL students need increased opportunities to build upon their reading and writing proficiency.
- EL students need additional access to extended learning and intervention.
- Parents need workshops to increase access and information to the school system.

Staffing and Professional Development	
Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Professional development was provided to help address the deficiencies in student writing and provide scaffolds for students especially to those in low performing groups. The implementation of the key instructional practice of reading comprehension and mathematical critical thinking yielded positive results based on Measure of Academic Progress (MAPs) assessments and classroom walkthroughs. Classroom walkthrough data shows 82% of classrooms were demonstrating Close Read strategies or had evidence of these strategies during Core ELA time. Professional development is provided in all core areas through TOA's and district office presenters. Date Elementary continues to align professional development with state standards using local and state metrics to analyze its effectiveness.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Ongoing coaching was provided by the Common Core Teacher On Assignment (CC TOA) in the areas of language arts and math. Specifically, the CC TOA met with 85% of teachers in a coaching role and presented at six staff meetings on topics including mathematical practices, close reading strategies, and developing appropriate learning targets and success criteria. The CC TOA also worked closely with PLC's to analyze Common Formative Assessments (CFA) data, district data and develop next steps in lesson planning. Walkthrough data showed 92% of teachers implemented strategies that were developed with the CC TOA.
Teacher collaboration by grade level (kindergarten through grade eight) and	Teachers participated in grade level PLC's focusing on math and ELA data analysis, standards based lesson planning, aligning assessment data, and overall collaboration with the CC TOA. Teacher Clarity was the main focus of PLC's which included unwrapping standards, developing learning targets and success criteria, and analyzing assessment targets. As is evident

Staffing and Professional Development

department (grades nine through twelve) (EPC)	through classroom walkthroughs, 96% of classrooms were demonstrating strategies or had evidence of the strategies discussed in PLC's, in particular, learning targets and success criteria were posted and/or referred to during a lesson. PLC's were offered twice a month for grades The CC TOA, EL TOA, and administration team helped facilitate data analysis meetings during PLC time to draw conclusions from the data and create next steps in planning.

Identified Needs based on Findings:

- Teachers need PLC collaboration for CFA data analysis and planning.
- Teacher need PLC time to plan for small group differentiated instruction for all student groups in ELA and mathematics.
- Teachers need professional development in designated and integrated ELD instruction.
- Teachers need ongoing ELA professional development to develop strategies to build early literacy skills.
- Teachers need ongoing professional development in Teacher Clarity.

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.
	Lesson plans are developed through the district's curriculum guides which focus on aligning curriculum and instruction to state standards. Ongoing coaching through the CC TOA is provided to all teachers and lesson design is monitored weekly by the administration team. Professional development on Teacher Clarity was provided by the Teaching and Learning department during staff meetings. Supplemental materials including Imagine Learning Math and ELA ,Scholastic News and Accelerated Reader are aligned with state standards to provide additional student resources in language arts and math. In addition, Thinking Maps and Write From The Beginning materials are provided to teachers with the purpose of supporting students during whole and small group language arts lessons.

Teaching and Learning	
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	There is an ample availability of standards-based instructional materials for all student groups. The administration team works closely with library services and Teaching and Learning to provide both written and digital instructional materials for all students. The administration team will continue to monitor and ensure the availability of standards-based instructional materials for all learners. The following standards-based instructional materials are available for all students: textbooks, workbooks, Accelerated Reader, LEXIA, MobyMax, instructional manipulatives, and all other Wonders and My Math materials.

Identified Needs based on Findings:

- Teachers need supplemental materials and resources to increase student understanding of content through differentiated instruction.
- Teachers need supplemental materials and resources to promote early literacy skills.
- Teachers and students need increased access to instructional technology and computer licenses.

Opportunity and Equal Educational Access	
Services provided by the regular program that enable underperforming students to meet standards (ESEA)	All students had access to the core instructional program. All students participated in daily grade level tier 1 Multi-tier System of Supports (MTSS) at designated times during the instructional day where students were grouped by identified academic needs. All students K-5 participated in Imagine Learning computer license initiative in math and English Language Arts. All students TK-5 participated in PBIS and Leader in Me lessons focused on improving social/emotional skills and behavior supports.
Student groups for whom there exist disparities in achievement and summary of the root causes.	Performance data indicates that students are making progress in decreasing distance from standard in both ELA and Math, however, not all student groups are making the same amount of growth. Date Elementary will focus on students in the subgroups who did not meet their target (African American, Foster Youth and Students With Disability (SWD). Disparities in achievement have also been noted for our Foster Youth, Students With Disabilities, and African American students. There is a need to identify and address specific gaps in learning with these populations in order to increase student achievement in the areas of math and language arts. African American students' needs have been overlooked because they have never been a significant sub-group due to the population at this school; more attention must be given to identify the diverse needs of this growing student group. Root causes can also be attributed to high chronic absenteeism in these particular subgroups and could play a major factor in their achievement gap. These results will need to be addressed by providing these subgroups with more access to computer licenses and training, greater resources with social/emotional support, implementing attendance interventions/incentives, academic interventions and providing staff with ongoing effective professional development. Tier II and tier III strategies will also be utilized, when appropriate, to provide greater interventions both academically and social/emotionally.
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	SPSA Actions and Services are being substantially implemented and are meeting all students' needs. Additional schoolwide tier 1 interventions for academic and social-emotional growth are needed, and are being developed for the upcoming school year.

Opportunity and Equal Educational Access

Learners and students not meeting the state academic content standards.	

Identified Needs based on Findings:

- School site needs to provide tiered interventions to decrease chronic absenteeism for all student groups.
- School site needs to continue with SEL and PBIS tiered interventions to maintain a positive and safe learning environment for all students.
- Students need strategic interventions to address the linguistic needs of our English Language Learners who decreased one ELPI level on the CA Dashboard's EL Progress Indicator.
- Students need strategic intervention to address the academic needs of our Reclassified English Learners in both ELA and Mathematics.
- Students need strategic intervention for all student groups in the area of Mathematics.
- School site needs to provide students with intervention and tutoring opportunities to support at-promise students.

Parental Engagement

Resources available for families to support their child(ren)'s education and assist under-achieving students.	Date Elementary provided parents and community members with multiple events with the purpose of informing, training, and supporting these stakeholders. Date Elementary met the goal of hosting at least eight virtual community events and also met the recommended participation rate on the school survey. Some of the events that the school hosted were Parenting Empowerment Workshops, ELAC, Coffee with the Principal, SSC, etc. Home school communication was provided using the Parent Square platform in both English and Spanish. Further analysis shows that parents will need ongoing and targeted support to assist underachieving students. Date Elementary will meet this need by providing The Leader in Me parent connection and Parent Empowerment workshops which will address topics such as Addressing Social/Emotional Learning, Improving Literacy Skills, and Active Parenting Techniques.

Identified Needs based on Findings:

- Parents need workshops in Positive Behavior Interventions and Supports (PBIS) and Parent Empowerment.
- Parents need workshops in developing strategies for EL student achievement.
- Parents need supports for developing early literacy at home.
- School site needs supplemental printing and materials for workshop/events.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.	State and local funding was used to address our students' social and emotional needs, to provide incentives for improving attendance, and to continue advancement in technology access for all students. Through this funding source, membership for the Leader in Me (LIM) was purchased. LIM focuses on developing seven habits of highly effective people which include1) be

Funding	
	proactive, 2) begin with the end in mind, 3) put first things first, 4) think win-win, 5) seek first to understand then to be understood, 6) synergize, and 7) sharpen the saw. Implementation of these seven habits lead to improvement in academic and social and emotional needs of all students.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Federal categorical funding was utilized to address the achievement gaps in math and language arts. Through Title I funding source, Date Elementary was able to provide tutoring, supplemental language arts materials, computer program licenses, computer adaptive software to support English language development, Student Intervention Team coordination, Professional Learning Community collaboration time for teachers, and ongoing parent workshops. Moreover, an increase in technology and devices provided more access for EL students during small group instruction.

Identified Needs based on Findings:

- School site needs to provide extended learning opportunities to all students.
- School site needs to provide professional development to staff in core subject areas.
- School site needs to provide workshops and learning events to parents to enable them to support students at home
- School site needs to provide structured PLC time during/after work hours

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 December and March, School Site Council conducted progress monitoring on the SPSA actions and services. In person tutoring was fully implemented with all grade levels. Imagine Learning software data for ELA, ELD, and math showed growth in all grade levels, especially with English Language Learners. In April ELAC reviewed the progress monitoring and provided input to School Site Council for English Learner services in the SPSA. There was a request to increase bilingual aide support during after school tutoring first and second semester. In April School Site Council met to determine which actions and services to continue, modify or discontinue based on progress monitoring and the anticipated needs of students. ELAC's input was to increase services by additional software licenses and tutoring opportunities. In May School Site Council reviewed and approved the 2022-23 SPSA.

Identified Needs based on Findings:

-Offer the option of virtual and/or in person meetings so all ELAC and SSC members may continue to participate fully.

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	Teachers will utilize district adopted curriculum and supplementary resources to prepare each student to attain mastery of the CCSS. Students will have an opportunity to receive differentiated instruction based on their needs during all content areas. Students with disabilities will benefit from the co-teaching model which immerses special education students in the general education setting. The major areas of focus will be to provide instructional differentiation through supplemental resources, software, and access to technology.
	
	Teachers will receive professional development to support the implementation of the core instructional curriculum, to analyze data and to strengthen the use of instructional strategies.
	
	An additional area of focus will be providing teachers access to professional development on strategies that improve receptive language during designated ELD instruction and to increase students' academic vocabulary during integrated ELD instruction.
	
	Also, there is a need for student access to Tier 1-3 Positive Behavior Interventions and Supports to promote positive behavior, decrease chronic absenteeism overall, and provide access to presentations on the dangers of tobacco and substance abuse.
	
	Professional development and PLCs will improve teachers' capacity to teach the core subjects and increase student learning as well as engagement. Strengths and Needs Assessments will also be embedded within each cycle of professional learning to monitor the effectiveness of the academic program throughout the year.
		Differentiated Instruction- Daily August-May
		
		Professional Development
		  • Common Core-TOA Monthly
		
		  • Professional Development- Designated ELD/Common Core - TOA monthly
		
		  • PBIS- Daily/August-May
		
		  • EL TOA Monthly
		PLC's- Twice monthly August-May
		Strengths and Needs Assessments- First semester and second semester

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	K-3 STEAM program focuses on building problem solving and critical thinking skills. STEAM Academy 4th and 5th grade focuses on engineering skills GATE Program- STEAM and VAPA emphasis	• Twice a week August-May • Weekly

courses necessary to provide a well-rounded education		November-May
	Students will have an opportunity to receive differentiated instruction based on their needs during all content areas	• Monthly after school October-May
		• Differentiated Instruction- Daily August-May
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	Intervention with our ILT, supporting early literacy, and After School Tutoring. The Specialized Academic Instruction teacher and the Intervention Support Teacher will facilitate learning groups using Systems 44, Read 180, and Wonders/My Math intervention materials. Teachers will participate in Professional Learning Communities throughout the year that will help grade levels in analyzing data and appropriately planning to support students that are academically at-risk. The SIT coordinator will help in identifying at-promise students through the SIT process and develop a structured intervention plan designed to increase student academic growth. The Intervention Support Teacher will provide monthly updates of student progress to help identify the proper interventions for at-risk students. The additional areas of focus will be to provide students with access to literature and nonfiction text, increased access to differentiated curriculum and instruction, additional support to develop English Language skills, and increased use of attendance outreach to provide tiered interventions that decrease chronic absenteeism. Tutoring for EL students in the domain of reading will be provided for students who maintained or decreased their ELPI level. Tutoring will also be provided for reclassified students who showed regression in their reading skills based on MAP data.	Intervention/Co-teaching- Daily August-May PLC's- Twice monthly August-May SIT Process-Monthly August-May Access to literature and nonfiction text- Daily Differentiated Instruction- Daily August-May ELD Supports- Daily August-May Attendance Outreach- Weekly September-May Tutoring English Learners- 3 times a week for 6 weeks November and February

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)	-35.4	>= -20.4
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-51.4	>= -36.4
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.60 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.76	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.26 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	26%	>= 25%

Identified Need(s):	
	• MAP data indicates that K-5th grade students need to develop a strong foundation in numeracy, operations and algebraic thinking to promote mathematical understanding
	• MAP data shows that 3rd - 5th grade students need to build literacy skills in reading and writing and understanding informational text
	• Parent surveys indicate a need for workshops in PBIS, family engagement, EL student achievement, early literacy and math development, and academic intervention systems for at-promise students

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 - Provide differentiated instruction to develop student's literacy, math, and writing • Certificated hourly • Supplemental Instructional Materials • Instructional technology • Supplemental Computer Software Licenses and Subscriptions	• Weekly Walkthrough Data/Form • Software Data • Fall to Winter MAP	ALL Students	Teachers, IST, SIT Coordinator	27,403.95	16,672
1B-Provide small group tutoring in math to build mathematical reasoning, foundational skills, and a conceptual understanding • Certificated Hourly • Contracted Services • Instructional Materials	• Pre/Post Assessments	Students performing below grade level based on teacher recommendation and MAP RIT score below 30th percentile	Certificated staff providing the tutoring	2,714.38	
1C- Deliver parent workshops and coaching to help parents support student's academic, behavioral, and social-emotional needs • Consultant/Membership Fees and Materials • Translation • Supplemental printing/resources	• Sign-in Sheets • Parent Surveys	ALL Students	Assistant Principal, Community Aide	3,350.00	5,689.84
			Total Estimated Cost for This Goal:	33,468.33	22,361.84

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 1a Academic needs for English Learners: English Learners will demonstrate improved academic growth and achievement in reading through the use of targeted response frames		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-36.4	>= -21.4
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-51.1	>= -36.1
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.59 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.75	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.35 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	MAP assessment data indicates a need to focus on increasing the academic skills in the domains of reading and writing for emerging level EL students

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**
1aA- Deliver small group, differentiated instruction to target EL student's skill deficits in reading and writing • Supplemental Software License • Printing	• Software Data Reports	EL's at the emerging level (1 and 2L)	Principal, Teachers, Bilingual Aides	6,995.44	
			Total Estimated Cost for This Goal:	6,995.44	

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 English Learners: English learners will demonstrate EL proficiency growth in their receptive language by developing their reading skills through the intentional development of academic vocabulary		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	53.7%	>= 56.7%

Identified Need(s):	
	• The English Learner Progress Indicator and the ELPAC domain from the CA Dashboard indicates a need to focus on receptive language for EL students who maintained or decreased one ELPI level and develop reading skills • ELPAC assessment data indicates a need to focus on receptive language for Reclassified EL students

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**
1bA- Provide additional one-on-one or small group tutoring to improve EL's receptive language in reading through the development of academic vocabulary • Classified Hourly • Certificated Hourly • Instructional Materials • Printing	• Pre/Post Assessment	• Long term EL's at the expanding level • Reclassified English Learners that demonstrate regression in	Teachers, Bilingual Aides, EL TOA	2,459.47	824.01

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
		reading/writing			
		Total Estimated Cost for This Goal:		2,459.47	824.01

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	20.5%	>= 23.5%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-63.7	>= -48.7
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: -1.43 Fall 3rd to Fall 4th: -0.34	>= 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: 53% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 75% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 55% 24-25 3rd Gr. Cohort (21-22 Kinder): 20%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 43% 22-23 3rd Gr. Cohort (22-23 3nd Gr.): 65% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 45% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 10%

Identified Need(s):	• MAP data indicates that K-3rd grade students need to build early literacy skills through a focus on phonological and phonemic awareness and reading comprehension •

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:Provide small group tutoring in reading to build a strong foundation in decoding, phonics and comprehension skills • Certificated hourly • Supplemental Printing	Pre/Post Assessments	K-3 students performing below grade level based on teacher recommendation and MAP RIT score below 30th percentile	Certificated Staff Providing the Tutoring	$5,428.76	3,102.15

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:	5,428.76	3,102.15

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal1 Action C- Deliver parent workshops to help parents support their child's early literacy skills and social-emotional needs • Classified Staff Additional Hourly for Child Care	All Students	$3,000	Principal
Goal 1 Action B- Provide professional development in language arts strategies to target student's skill deficits in language arts • Consultant Services and Materials	All Students	$15,000	Principal
Goal 1-New Action-Provide students with incentives that help promote early literacy and math achievement • Student Awards	All Students	$3,000	Principal
Goal 1 Action A- Provide differentiated instruction during and outside of the school day to develop student's academic vocabulary, phonemic awareness, and mathematical reasoning • Printing Encumbrance	All Students	$10,000	Principal
Goal 1- New Action- Provide professional development in language arts strategies to target student's skill deficits in language arts • Conferences and Travel • Consultant agreement	All Students	$12,500	Principal
Goal 1 Action A- Provide students extended learning opportunities and differentiated instruction to target student's skill deficits in literacy and math • Certificated Hourly • Instructional Material • Computer licenses	All Students	$20,000	Principal
Goal 1 Action A- Provide differentiated instruction during and outside of the school day to develop student's academic vocabulary, phonemic awareness, and mathematical reasoning	All Students	$17,000	Principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
• Computer Software and Service			
Goal 1 Action A- Provide differentiated instruction during and outside of the school day to develop student's academic vocabulary, phonemic awareness, and mathematical reasoning • Instructional Supplies	All Students	$15,000	Principal
Goal 2 Action A- Provide differentiated instruction to students to address their learning needs in phonics, phonemic awareness and early literacy skills • Small Group Guided Reading Books • Leveled Readers • Instructional Materials • Software licenses • Consulting Fee • Printing	All Students	$50,000	Principal
Goal 1 Action D- Provide PLC collaboration time to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned? Substitute Costs	All Students	$20,000	Principal
Goal 1 Action A- Provide differentiated instruction during and outside of the school day to develop student's academic vocabulary, phonemic awareness, and mathematical reasoning • Computer/Technology Items • Taggable Supplies	All Students	$55,000	Principal
Goal 1 Action D- Provide PLC collaboration time to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned? • Certificated Hourly • Substitutes • Supplemental Printing	All Students	$35,000	Principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal 1A-Provide students extended learning opportunities and differentiated instruction to target student's skill deficits in literacy • Certificated hourly • Supplemental Instructional Materials • Instructional technology • Supplemental Computer Software Licenses and Subscriptions	EL Students	$40,000	Principal
Goal 1A-- Provide professional development in English Language Development strategies to target student's skill deficits in reading, writing, speaking, and listening • Consultant Services	EL Students	$20,000	Principal
Goal 1B-Provide professional development in ELD strategies both during designated and integrated times • Consulting Fee • printing	EL Students	$22,000	Principal

Programs Included in this Plan

Federal Programs		Allocation
X	**Title I, Part A: Allocation** Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	48,352
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).	2,126
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)	26,288
X	**SUPC Carryover**	
Total amount of state and federal funds allocated to this school		74,640
Total amount of state funds spent (SUPC)		26,288
Total amount of federal funds spent (Title I)		48,352
Total amount of state and federal funds spent		74,640
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
Robert Soriano	Principal	Not-Applicable	Not-Applicable	1
Shannon Ponce	Classroom Teacher	2 Years	May 2023	1
Shonte Crump	Classroom Teacher	2 Years	May 2022	1
Diana Esparza	Classroom Teacher	2 Years	May 2023	1
Lorena Avalos	Librarian	2 Years	May 2022	1
Matthew Sutherland	Parent/Community Member	2 Years	May 2023	1
Rosa Perez	Parent/Community Member	2 Years	May 2022	1
Laura Arreguin Garcia	Parent/Community Member	2 Years	May 2022	1
Esmeralda Mendez-Lopez	Parent/Community Member	2 Years	May 2023	1
Margarita Chavez	Parent/Community Member	2 Years	May 2023	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2022.

Attested:

	Principal, Robert Soriano on 5-12-22
	SSC Chairperson, Diana Esparza on 5-12-22