

# 2022-2023 School Plan for Student Achievement (SPSA)

**SPSA Year:**

X2022-23

School Name and School Code	Hemlock Elementary 36 67710 6111173		SSC Approval Date: May 10, 2022
School Address	15080 Miller Avenue, Fontana, CA 92336-2395		Local Governing Board Approval Date: pending approval on June 8, 2022  Original
Name of Principal	Adam Andersen	Phone # and Email	(909) 357-5470, Adam.Andersen@fusd.net
Name of SSC Chairperson	Mary Beth Barron	Phone # and Email	(909) 357-5470, Barrmb@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

<p><b>VISION AND MISSION</b></p>	<p>At Hemlock Elementary School, students will receive a high-quality education in an environment that inspires perseverance, innovation, excellence and the development of self-efficacy needed to thrive in their journey towards college, career, and beyond. Hemlock recognizes that student achievement is increased when staff, students and parents work together as partners to support student learning.</p>
<p><b>SCHOOL AND COMMUNITY PROFILE</b></p>	<p>Hemlock Elementary is identified as a Title 1 school where all students receive free breakfast and lunch meals. Hemlock Elementary serves a population of 476 students. Data indicates that Hemlock’s population is comprised of the following subgroups; Socioeconomically Disadvantaged (68.7%), English Language Learners (12.0 %), McKinney-Vento (1.3%), and Students with Disabilities (9.5%).</p> <p>All staff are highly qualified and provide rigorous learning opportunities in the areas of English Language Arts (ELA), Math, Science, Social Studies, Physical Education (PE), and English Language Development (ELD). Staff use data to guide instruction and develop Response to Intervention (RtI) and enrichment opportunities to best meet the needs of each student.</p>
<p><b>SPSA HIGHLIGHTS</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>• Hemlock's Climate and Culture Committee will collaborate to build Tier 1 interventions to reduce suspensions and increase safety as well as a positive school environment.</li> <li>• Teaching staff will continue to provide high quality first instruction that is guided by the analysis of multiple measures.</li> <li>• PLCs will meet regularly to build upon the school's key instructional focus and practices through effective collaboration.</li> </ul>
<p><b>INCREASED OR IMPROVED SERVICES</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>• Additional time for planning around common core state standards (CCSS), developing high-quality assessments, analyzing data and planning for Response to Intervention (RtI) and Enrichment opportunities for acceleration.</li> <li>• Teachers will receive professional development to strengthen their knowledge and lesson delivery for designated and integrated ELD instruction.</li> <li>• Additional time for Climate and Culture Committee to build Tier 1 interventions to reduce suspensions and increase safety as well as a positive school environment.</li> </ul>
<p><b>MOONSHOT</b></p>	<p>To work in collaboration with the MTSS Department to foster a “gig economy” within the school where all students want to learn in an environment that capitalizes on their individual strengths, talents and interests.</p>

## 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
<b>476</b>	<b>68.7</b>	<b>12.0</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

#### 2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	57	12.0
Foster Youth		
Homeless	6	1.3
Socioeconomically Disadvantaged	327	68.7
Students with Disabilities	45	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	12.8
American Indian or Alaska Native	2	0.4
Asian	25	5.3
Filipino	21	4.4
Hispanic	330	69.3
Two or More Races	9	1.9
Native Hawaiian or Pacific Islander		
White	28	5.9

**These data points indicate:**

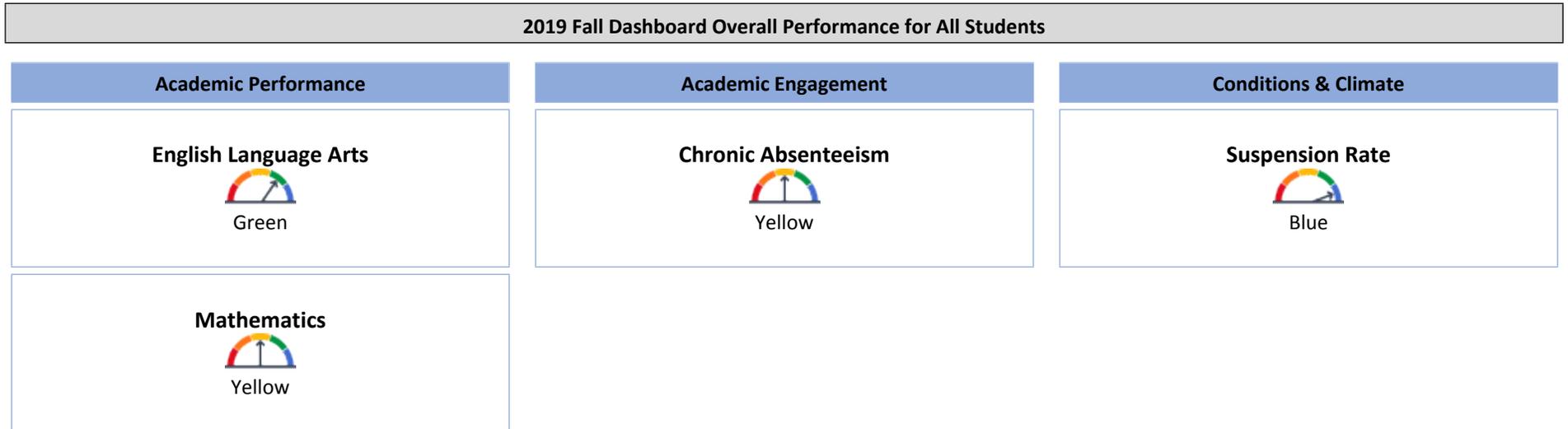
1. Hemlock Elementary has an EL population of 12 percent, which will require additional interventions to meet their academic and linguistic needs.
2. Hemlock Elementary currently has 9.5 percent of the student population receiving special education services.
3. Hemlock Elementary has 68.7 percent socioeconomically disadvantaged population requiring a need for further parent and community support, and social/emotional interventions.

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

### Overall Performance



**These data points indicate:**

1. Based on the groups that increased, maintained, or declined in English Language Arts, the dashboard performance indicator shows Hemlock is overall Green, where EL and Hispanic student groups have increased in performance and are identified as yellow and Socioeconomically Disadvantaged students have maintained performance and are identified as orange.
2. The dashboard performance indicator shows Hemlock has maintained the level of Chronic Absenteeism and is currently at yellow and the Suspension Rate has also maintained and is currently at blue.
3. The math indicator on the CA Dashboard is yellow and most student groups are showing improvement in math.

## School and Student Performance Data

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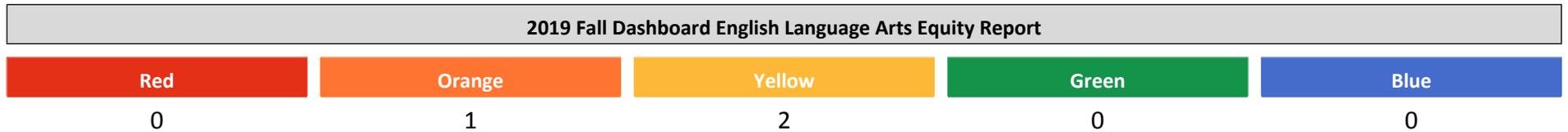
A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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
 Green 4.6 points below standard Increased ++3.5 points 174	 Yellow 8.2 points below standard Increased ++4.1 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 19.1 points below standard Maintained -1.6 points 127	 No Performance Color 63.6 points below standard Increased Significantly ++23.9 points 13

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 66.7 points below standard Declined Significantly -41 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.1 points below standard Increased ++6.2 points 125	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 24.9 points above standard Increased Significantly ++53.4 points 11

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
88.9 points below standard Declined -9 points 18	61 points above standard Increased ++5.6 points 21	6.5 points below standard Maintained ++1 points 129

**These data points indicate:**

1. Based on the groups that increased, maintained, or declined in English Language Arts, we are narrowing the achievement gap between our English Learners and Students with Disabilities, while our Socioeconomically Disadvantaged students have maintained and have not shown growth towards standard met.
2. English Language Arts performance data reveals that current English Learners declined, thereby widening the achievement gap, while Reclassified English Learners increased and are performing above standard.
3. Based on the groups that increased, maintained, or declined in English Language Arts, we are narrowing the achievement gap among Hispanic students, however, we are widening the achievement gap among our African American students.

## School and Student Performance Data

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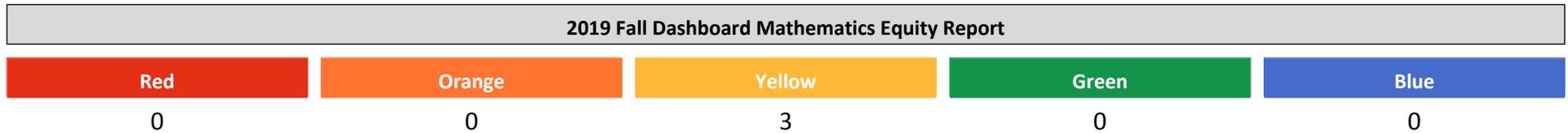
A review of the following data informs the comprehensive needs assessment.

### Academic Performance Mathematics

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



This section provides number of student groups in each color.



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**

  
Yellow

31.4 points below standard

Increased ++8.7 points

174

**English Learners**

  
Yellow

31 points below standard

Increased ++11.9 points

39

**Foster Youth**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

**Homeless**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

**Socioeconomically Disadvantaged**

  
Yellow

41.2 points below standard

Increased ++7.6 points

127

**Students with Disabilities**

  
No Performance Color

54.2 points below standard

Increased Significantly  
++21 points

13

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 86.9 points below standard Declined Significantly -38 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 36.7 points below standard Increased ++9.4 points 125	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 16.4 points above standard Increased Significantly ++44.1 points 11

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
83.3 points below standard Maintained ++2 points 18	13.9 points above standard Increased ++14.3 points 21	33.6 points below standard Increased ++5 points 129

**These data points indicate:**

1. Math performance data indicates that English Learners and Socioeconomically Disadvantaged students increased and Students with Disabilities had an increase, thereby narrowing the achievement gap among these student groups.

2. Math Performance Data indicates that Current English Learners maintained, resulting in a lack of progress toward standard and widening the achievement gap, while Reclassified English Learners increased, thereby placing this group above standard and narrowing the achievement gap.
3. Math performance data indicates that the Hispanic population has increased, thereby narrowing the achievement gap, while African American students have significantly decreased, thereby widening the achievement gap.

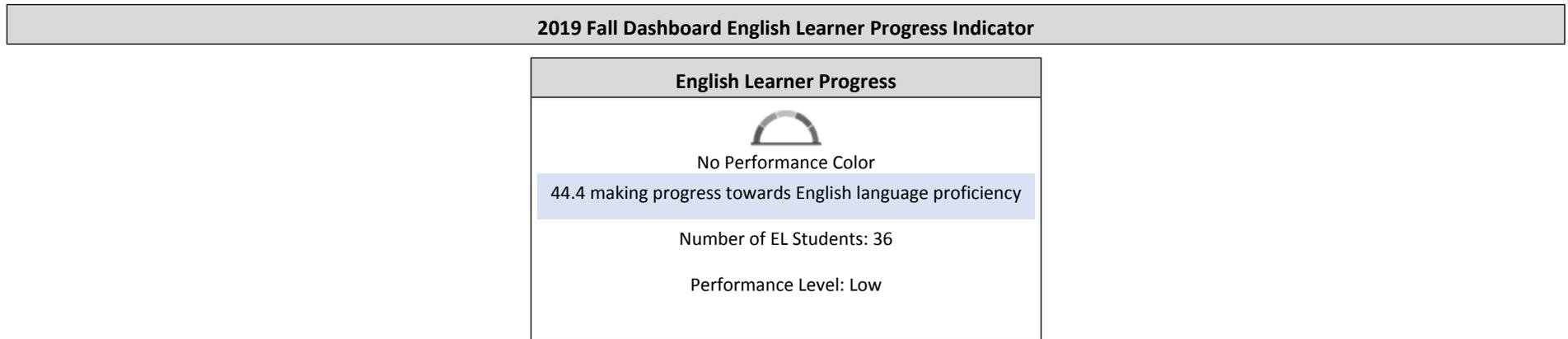
## School and Student Performance Data

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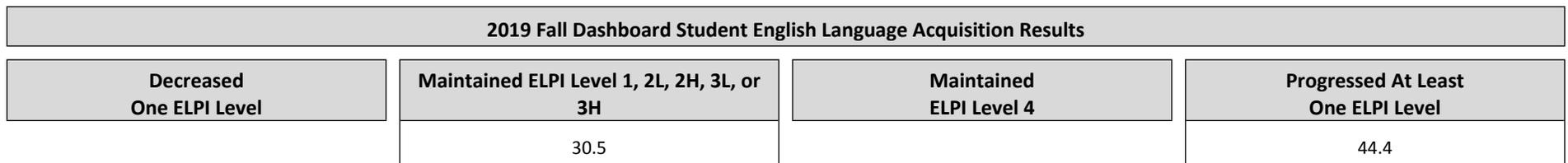
A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Learner Progress

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



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.



#### These data points indicate:

1. More than half of EL students are not making adequate progress towards language proficiency.

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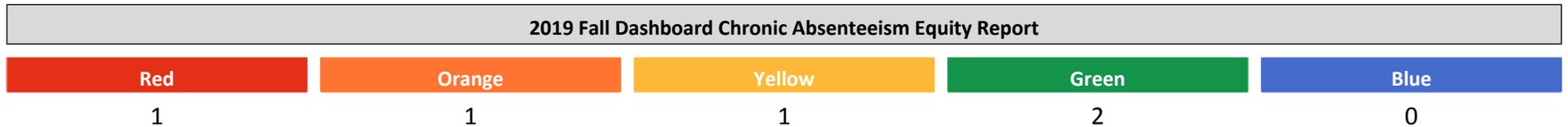
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

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

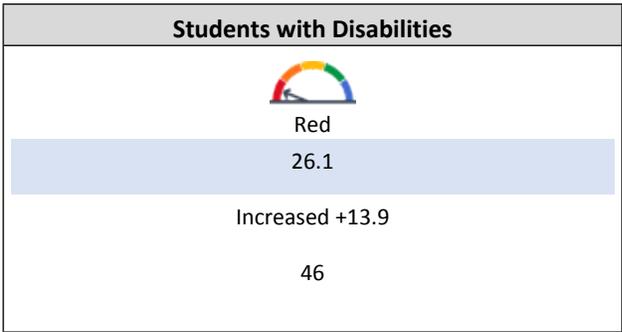
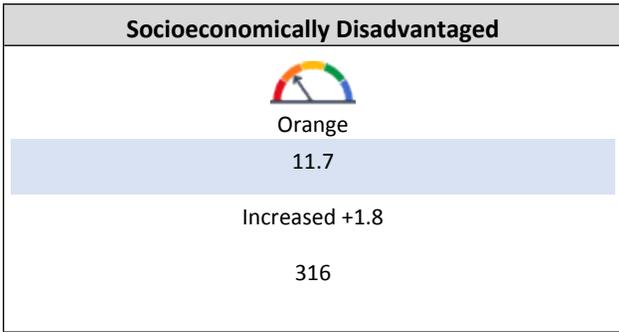
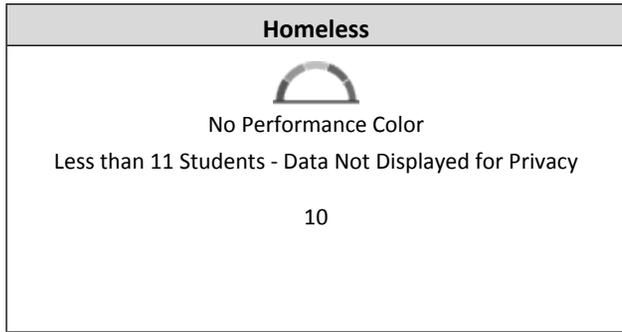
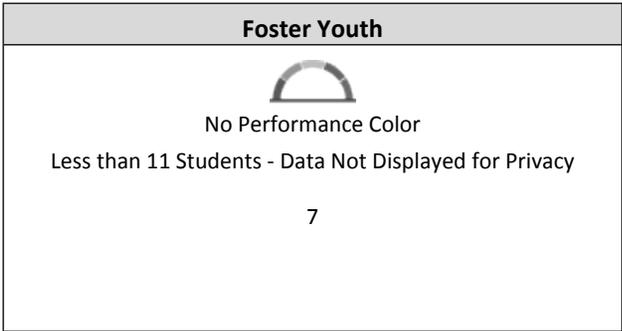
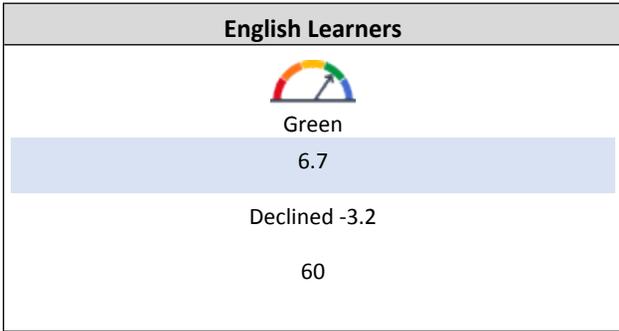
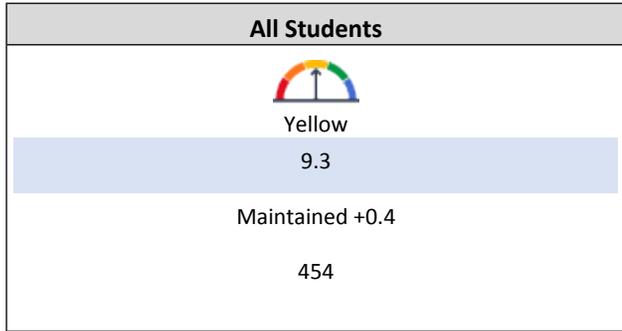


This section provides number of student groups in each color.



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**



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 5.2 Declined -5.9 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 6.3 Increased +6.3 16	 No Performance Color 0 16
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.4 Maintained +0.3 318	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 15.6 Increased +12.1 32

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	499	51	10.3
Female	259	23	8.9
Male	240	28	11.8
American Indian or Alaska Native	1	0	0.0
Asian	28	0	0.0
Black or African American	67	11	16.9
Filipino	21	2	9.5
Hispanic or Latino	346	37	10.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	7	0	0.0
White	28	1	3.6
English Learners	65	9	13.8
Foster Youth	4	0	0.0
Homeless	6	0	0.0
Socioeconomically Disadvantaged	346	39	11.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	50	16	32.0

**These data points indicate:**

1. Chronic Absenteeism data for Hemlock's 2020-2021 school year indicates an overall rate of 10.3 percent with approximately 51 out of 499 students classified as chronically absent. In order to reduce these statistics, we will maintain a partnership with the MTSS department as well as Hemlock's Climate & Culture Committee to develop further incentives and interventions.
2. Student group chronic absenteeism data shows EL students at 13.8%, socioeconomically disadvantaged students at 11.3%, African American students at 16.9%, and students with disabilities at 32%. Hemlock's Climate and Culture Committee will customize interventions to address the needs of the students with disabilities, ELs, and socioeconomically disadvantaged students.
3. Chronic absenteeism rates for all races/ethnicities show African American students at 16.9%, Hispanic students at 10.8%, Filipino at 9.5%, and White students at 3.6%.

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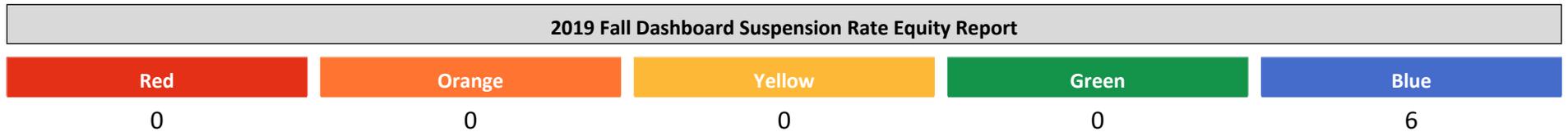
A review of the following data informs the comprehensive needs assessment.

### Conditions & Climate Suspension Rate

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

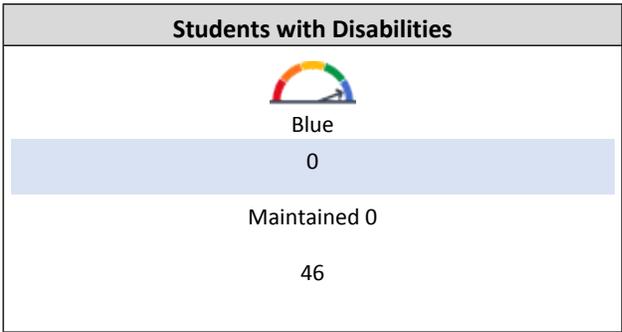
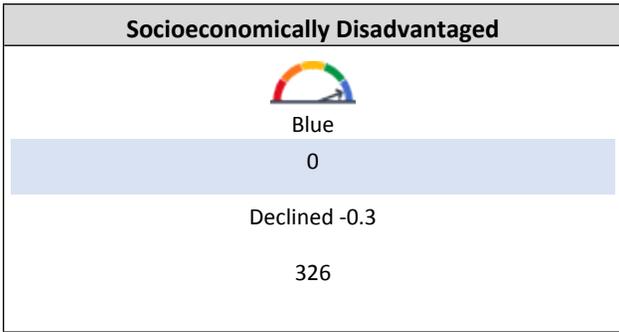
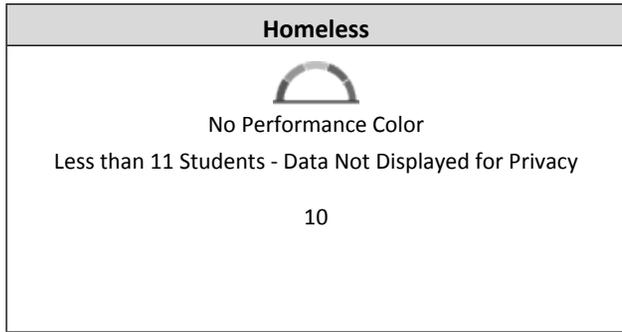
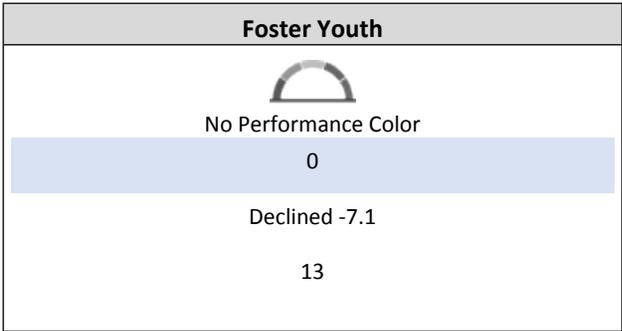
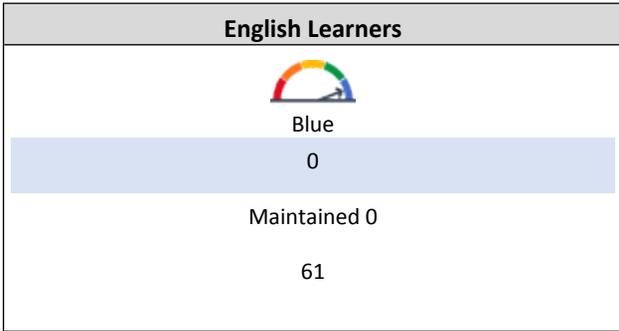
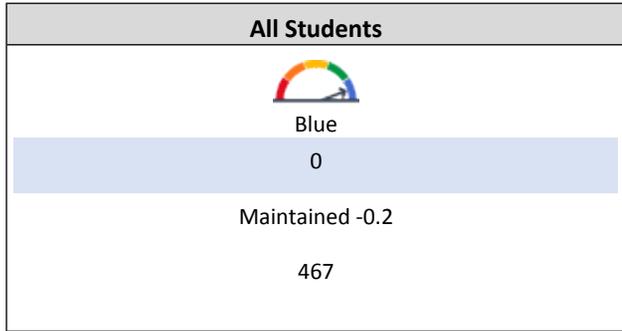


This section provides number of student groups in each color.



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



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0 Declined -1.5 62	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 16	 No Performance Color 0 16
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 327	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 0 Maintained 0 32

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.2	0

**These data points indicate:**

- Based on the groups that increased, maintained, or declined in suspensions, we have decreased suspensions among our Foster Youth and Socioeconomically Disadvantaged Students, while maintaining zero suspensions for all other student groups.
- Suspension rate data indicates a decline in suspensions among African American students, while all other race/ethnicity groups maintained at zero suspensions.

## 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)	-0.97 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.97
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.14 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: iReady Reading Diagnostic (ALL): Increase in % of students at or above grade level from Fall to Winter	+14%
Site Specific Measures: iReady Math Diagnostic (ALL): Increase in % of students at or above grade level from Fall to Winter	+14%

#### These data points indicate:

Schoolwide, 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 4-5. There is a greater percentage of female students scoring in the bottom two performance bands in math than male students. In addition, there are ethnicity and program groups that demonstrate significantly higher percentages of students in the lowest achievement bands compared to the All-Student Group in math, including African American, English Learner, Students with Disabilities, and Foster. Schoolwide, students struggled to make growth in distance learning last year which is evident from the CGI data reflecting significantly less than 1 years growth in 1 years time. CGI data indicates the greatest need for accelerated learning is in math. In addition, site specific data indicates that the All-Student Group increased from 22% to 36% at or above grade level in reading and from 9% to 23% at or above grade level in math. This data indicates a need to continue to provide differentiated instruction in the form of iReady software to increase percentages of students performing at or above grade level in both reading and math.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.77 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-2.19
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.55 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: iReady Reading Diagnostic (EL): Increase in % of students at or above grade level from Fall to Winter	+12%

**Academic Data – English Learners (EL)**

Site Specific Measures: iReady Math Diagnostic (EL): Increase in % of students at or above grade level from Fall to Winter	+15%
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**These data points indicate:**

English Learners demonstrate significantly higher percentages of students in the lowest achievement bands compared to the All-Student Group in both reading and math, although more significantly in math. Student growth data from Fall 2020 to Fall 2021 indicates that English Learners made significantly less than one year of growth in both reading and math. Both achievement and growth for EL students is lower compared to the all student group indicating a need for targeted support and intervention for this group in particular. Site specific data indicates that EL students increased from 6% to 18% at or above grade level in reading and from 0% to 15% at or above grade level in math. This data indicates a need to continue to provide differentiated instruction in the form of iReady software to increase percentages of EL students performing at or above grade level in both reading and math.

**Language Acquisition Data – English Learners (EL)**

School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 6% Level 3: 36% Level 2: 36% Level 1: 22%
2020-2021 ELPAC Listening Domain: % by Performance Level	28% - Well Developed 56% - Somewhat/Moderately Developed 16% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	22% - Well Developed 55% - Somewhat/Moderately Developed 23% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	5% - Well Developed 64% - Somewhat/Moderately Developed 31% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	9% - Well Developed 59% - Somewhat/Moderately Developed 31% - Beginning Development

Language Acquisition Data – English Learners (EL)	
Site Specific Measures: Imagine Learning Program Usage: % of EL Students Meeting Minimum Minutes/Week Requirement	17%
Site Specific Measures:	

**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 reading than in writing.

ELPI data indicates that there was an increase in the percentage of students that made progress in English development from 2020 to 2021, however 28% of ELs decreased in their ELPI levels. The majority of the students who decreased were at ELPI level 3 Low (3L).

Imagine Learning data indicates a need to increase the percentage of EL students meeting the minimum weekly usage requirements. Hemlock’s Instructional Leadership Team will monitor data within each Cycle of Professional Learning to develop actions that increase software usage.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	65%
Site Specific Measures: Parent Empowerment Workshop Qualitative Survey Data: Percentage of participants who feel better prepared to address their child's academic and social emotional needs as a result of these workshops.	83%
Site Specific Measures:	

**These data points indicate:**

Hemlock received climate survey feedback from 65% of parents, exceeding the district goal of 25%, as well as last years site-based completion rate of 33%. Hemlock obtained Parent Empowerment qualitative survey data from 57% of participants. Out of those participants, 83% indicate that they feel better prepared to address their child's academic and social emotional needs as a result of attending the trainings. This data suggests that Hemlock met its goal to provide quality training to parents that promote both academic and social emotional growth. Hemlock will continue to encourage parents to complete the Climate Survey as well as to attend Parent Empowerment Workshops in the future.

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: -2.22 Fall 3rd to Fall 4th: -0.95
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: 26% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 30% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 35% 24-25 3rd Gr. Cohort (21-22 Kinder): 13%
Site Specific Measures: ESGI: Average % of students utilizing ESGI software	Kinder: 44% 1st grade: 0%
Site Specific Measures:	

**These data points indicate:**

Fall Conditional Growth MAP data indicates a decline in MAP Reading Growth for current 3rd and 4th grade students when compared to reading achievement from the previous Fall. Overall, the percent of students At-Risk of Not Reading at Grade Level by the the end of 3rd grade is moderate, with 26% of current 3rd grade students, 30% of current 2nd grade students, and 35% of current 1st grade students. At this point, current kindergarten students are reflecting the lowest risk level of not reading at grade level by the end of third grade. ESGI data indicates a need to increase software usage for both kindergarten and 1st grade grade students. Hemlock's Instructional Leadership Team will monitor data within each Cycle of Professional Learning to develop actions that increase software usage.

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

**Behavior**

Site Specific Measures:

**These data points indicate:**

## ELD Evaluation

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

**Has Integrated ELD been implemented effectively? How was it measured?** Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Integrated ELD is implemented daily within the adopted core curriculum. In addition, the Bilingual Aide supports identified EL students within the instructional day. ELPAC data indicates EL students are not making progress in the language domain of reading. RFEP data indicates that 26.4% of EL students were reclassified as English proficient during the 2019-2020 school year, a rate higher than the district, county and state averages.

**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 is implemented within the instructional day, and ELD blocks are identified within the school day. EL students are provided with extended learning opportunities to support Language Development. Data indicates that language growth among EL students is low with 44.4% of EL students increasing by one ELPI level. ELPAC data indicates EL students are not making progress in the language domain of reading. RFEP data indicates that 26.4% of EL students were reclassified as English proficient during the 2019-2020 school year, a rate higher than the district, county and state averages.

**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.

Hemlock has the opportunity to improve the site's core comprehensive ELD instruction through professional development training in the area of Academic Discourse through Structured Response Frames, specific language tasks, and delivery of ELD components within the district's core ELA program. The impact of professional development will be monitored and follow up will be provided as necessary to ensure that teachers have developed the necessary skills to become successful and increase student growth and achievement. In addition, grade levels PLCs will continue to identify a daily, designated ELD block for the delivery of designated ELD instruction. Teachers will also be provided time to identify EL students when analyzing data from iReady assessments and CFA's in order to determine the academic needs of EL students in order to provide effective academic interventions.

## 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	
<p><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>The Student SEL Survey was administered in Fall 2021 and was targeted to our 5th grade student population. Eighty-four percent of the targeted grade level participated in the survey. The highest favorable responses included supportive relationships, self management, and sense of belonging. Areas of need included emotion regulation, growth mindset, and self efficacy.</p> <p>The Student Climate Survey was administered in October 2021 and all 5th grade students were encouraged to complete the survey. Seventy-five percent of the targeted grade level participated in the survey. Supportive relationships and self management continued to be areas of strength as evidenced by the high favorable response rate. Areas of need included quality of school environment, other risks as well as learning opportunities.</p> <p>The Family Climate Survey was administered in Fall 2021. Hemlock received feedback from 65% of parents, significantly exceeding the district goal of 25%, as well as last years site-based completion rate of 33%. Strategies for increased engagement include: promoting the family survey through social media networks, sharing the survey link during all stakeholder meetings, and providing incentives to classes with the highest parent participation. The highest favorable responses included policy awareness, inclusion efforts, and environment. Areas of need included family engagement and how well the school matches the child's developmental needs.</p> <p>The ILT provides feedback about teacher PD and support needs during our bi-monthly meetings. The feedback indicates a need to continue to work collaboratively to complete cycles of professional learning that will strengthen the school's key instructional practices.</p>

## Analysis of Qualitative Data

### Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Classroom visits are conducted on a weekly basis for the purpose of collaborating with the Instructional Leadership Team (ILT) to refine key instructional practices. Observational data is shared with the ILT to develop cycles of professional learning that include input training, safe practice, professional reading, and opportunities for PLC collaboration.

One hundred percent of teachers are integrating targets and success criteria into their daily instructional practices. Eighty-nine percent of teachers are consistently using Write from the Beginning (WFTB) to enhance instruction in ELA.

The data indicates a need to continue to work collaboratively with the ILT to ensure all teachers integrate WFTB into daily ELA instruction. The data also suggests a need to complete cycles of professional learning in order to strengthen the school's key instructional practices. The ILT will continue to meet twice a month to review data and plan next steps.

## 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)

Data is obtained and analyzed from CAASPP, MAP, internal grade level PLC common assessments, and supplemental programs, such as STAR and i-Ready diagnostics. The results of the data analysis are used to develop cycles of professional learning that include key instructional practices to address the identified needs of students and modify instructional strategies within the core curriculum.

Use of state and local EL academic performance and language development data to determine EL student and program needs.

Data is obtained and analyzed from state assessment results, interim assessments, including Measurement of Academic Progress (MAP), and common formative assessments (CFAs). The results of the data analysis are used to determine targeted student support for both Integrated and Designated ELD. English Language Proficiency domains are analyzed in order to strategically group students based on performance in each domain for extended learning opportunities.

### Standards, Assessment, and Accountability

	Findings indicate that current EL students are declining in proficiency towards standard in both ELA and Math, while Re-designated EL students have increased in proficiency towards meeting standard in both ELA and Math. ELPAC data indicates that EL students are showing the least amount of progress in the language domain of Reading.
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.	SPSA goals are evaluated throughout the school year by the School Site Council and grade level Professional Learning Communities (PLCs). SSC meets monthly and discusses the implementation and outcomes of SPSA Actions, as data become available. SSC determines levels of implementation in order to ensure all Actions are fully implemented in a timely manner. SSC conducts its annual evaluation in March and determines which Actions to continue, discontinue or modify for the upcoming school year based on Action outcomes and the annual needs assessment.
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	Identified goals are evaluated throughout the school year by the School Site Council, EL Site Monitor and grade level Professional Learning Communities (PLCs). Stakeholders identify EL students who are reclassified as English Language Proficient. The EL Site Monitor facilitates collaboration with grade levels on MAP progress and language development in order to provide instruction that targets areas needed in order to make progress towards academic and language proficiency.

**Identified Needs based on Findings:**

- Continue monthly SSC meetings to progress monitor the implementation and outcomes of Actions and Services.
- Continue utilizing aligned, common formative assessments across grade levels to track and measure student progress.
- Continue to plan for targeted, academic interventions for EL students and increase progress monitoring through academic and linguistic software
- Continue to use state and local assessments to modify instruction and improve student achievement

### Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	<p>Hemlock teachers engage in Visible Learning staff development where they identify priority standards within the common core, engage in the process of unpacking each priority standard, and develop learning targets, learning progressions and success criteria in order to provide targeted and high quality instruction to students. In addition, teachers identify and/or develop aligned assessments and learning activities to the learning targets in order to maximize the instructional benefit. Teachers are also provided staff development around supplemental instructional programs to ensure maximum implementation in order to yield valuable feedback of program effectiveness.</p> <p>Teachers are provided time to engage in regular data analysis of common formative assessments in order to deliver targeted and aligned intervention and enrichment opportunities to students.</p> <p>Teachers are provided with resources to support their work around Visible Learning, which includes but is not limited to, professional articles, research-based books, Visible Learning Progression plan, templates, worked examples, grade level</p>
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**Staffing and Professional Development**

	standards, and Math/ELA frameworks. Teachers participate in co-constructing and revision of the site's Visible Learning Progression Plan and complete Clarity self-assessments in order to determine personal Teacher Clarity goals.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	<p>The Instructional Leadership Team works collaboratively to ensure communication between grade levels. Monthly meetings include discussion and analysis of the impact that current instructional practices are having on student achievement. The ILT also engages in dialogue around site needs and professional development planning.</p> <p>The academic Teacher on Assignment provides training and instructional coaching to teachers that are aligned with the site's current goals. The principal meets with the TOA monthly to communicate site needs, review data and collaborate on professional development.</p> <p>To support the implementation of Visible Learning, a consultant provides training to teachers in the area of Teacher Clarity and PLCs are provided time to meet with the consultant to gather feedback on their grade level Clarity.</p>
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	<p>Recognizing that teacher collaboration is an important component to increased student achievement, every other Wednesday is a time for teacher collaboration within Professional Learning Communities. Professional learning includes, training designed to improve student achievement, development of Visible Learning units of study focused on common core state standards, review of the ELA/ELD and Math framework, analysis of student data, progress monitoring, development of common assessments, and the development of RtI student groups and planned differentiated instruction.</p> <p>Additional grade level release time during the instructional day and additional hourly opportunities are provided throughout the school year in order to plan units of study that include identifying priority standards, the development of Learning Targets and Success Criteria, identifying DOK levels, and the development of common assessments and aligned activities. Grade levels are grouped together during release time to facilitate discussions and actions around vertical alignment of standards and learning targets.</p>

**Identified Needs based on Findings:**

- Teachers require professional development and planning time in the area of integrated and designated ELD in order to narrow the gap between language acquisition and academic ELA/Math proficiency.
- Teachers require professional development and planning time in the area of Visible learning in order to plan and deliver high quality, first instruction that is aligned with the rigor of the Common Core State Standards (CCSS), analyze data, plan and deliver differentiated, small group instruction, Response to Intervention & Enrichment/Acceleration.

### Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>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:</p> <p>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.</p> <p>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. In addition, grade level teams meet on a regular basis to unpack the standards for the purpose of developing teacher and student clarity.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>All students have access to district, core instructional materials for ELA, Math, Science, and Social Studies, as well as supplemental programs that target common core ELA/Math development. Students identified as needing additional reading support through diagnostics, assessment and progress monitoring, are provided instruction within our Read 180 program.</p>

- 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 instructional software to promote skills in literacy and mathematics
  - Teachers and students need increased access to instructional technology

### Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>All students have access to the core instructional program. All students participate in daily grade level tier 1 Multi-tier System of Supports (MTSS) at designated times during the instructional day where students are grouped by identified academic needs. All students have access to i-Ready instructional software, Accelerated Reader, small group differentiated instruction, and interventions developed by the Climate and Culture Committee to improve social emotional skills and behavioral supports. In addition, all students have access to hands on manipulatives to help build upon their concrete conceptual understanding in mathematics.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Performance data indicates that the All Student Group is making progress in decreasing distance from standard in both ELA and Math, however, not all student groups are making the same amount of growth. Hemlock Elementary will focus on students in the subgroups who did not meet their target, African American, Current English Learners, and Socioeconomically Disadvantaged. There is a need to identify and address specific gaps in learning with these populations in order to increase</p>

### Opportunity and Equal Educational Access

	student achievement in the areas of math and language arts. Root causes can be attributed to high chronic absenteeism in these particular subgroups and could play a major factor in their achievement gap.
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	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.
<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• Additional schoolwide tier 1 interventions are needed for academic and social-emotional growth, as well as to reduce chronic absenteeism.</li> <li>• The Professional Learning Cycle needs to be co-developed with the Instructional Leadership Team.</li> <li>• Teachers need professional development and planning time in the area of integrated and designated ELD in order to narrow the gap between language acquisition and academic proficiency.</li> </ul>	

### Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.	<p>The following resources were made available to families in order to support their children's education and assist under-achieving students;</p> <ul style="list-style-type: none"> <li>• Parent Empowerment Workshops</li> <li>• Parent/teacher conferences (formal &amp; informal)</li> <li>• Translations of home-school communication,</li> <li>• Communication: Twitter, Blackboard Connect, Parent Square</li> <li>• Events/Meetings: Back to School Night, monthly Coffee with the Principal, Annual Title 1 meeting</li> <li>• Committees: Parent Teacher Association, School Site Council, and English Learner Advisory Committee</li> <li>• Targeted Services: School Counselor, Bilingual Aide, Parent surveys, academic and linguistic software programs</li> </ul>
<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• Additional parent education opportunities is needed around social-emotional learning.</li> <li>• Determine alternative methods for families to receive communication and provide feedback, especially for families who are unable to attend informational meetings.</li> </ul>	

**Funding**

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>State and local funding for the school site includes, SUPC and general funds. State and local funds were used to purchase the following to meet the needs of underperforming students;</p> <ul style="list-style-type: none"> <li>• Printing instructional materials</li> <li>• Supplemental instructional materials</li> <li>• Teacher PD to support Writing</li> <li>• SIT Coordinator</li> </ul>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Federal categorical funding is received from Title 1 funds. Categorical funds were used to purchase the following to meet the needs of underperforming students;</p> <ul style="list-style-type: none"> <li>• Instructional software to increase language proficiency</li> <li>• Printing instructional materials</li> <li>• Supplemental instructional materials</li> <li>• Library books and subscriptions</li> <li>• Professional Development to support Literacy and Language Development</li> <li>• Parent Empowerment Workshops</li> </ul> <p>The District provides an ELA Intervention Teachers (IST) to support K-5 literacy</p>
<p><b>Identified Needs based on Findings:</b></p> <p>-Additional funds need to be dedicated to support academic and social-emotional learning.</p>	

**Stakeholder Involvement**

<p>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.</p>	<p>In December, January, February, and March, School Site Council conducted progress monitoring on the SPSA actions and services.</p> <p>In April, School Site Council determined which actions to continue, modify or discontinue based on progress monitoring and the anticipated needs of students. School Site Council expressed the need to continue differentiated instruction with instructional software and supplemental materials. To support our EL students, SSC wants to continue to provide Professional Development around designated and integrated ELD instruction.</p> <p>In April, ELAC was provided data, indicating the need to support EL learners with reading development. ELAC chose to continue with the current actions/services in order to gain full implementation of the programs identified in the SPSA. ELAC expressed strong support in continuing the use of Imagine Learning software.</p> <p>In May, School Site Council reviewed and approved the 2022-2023 school site SPSA.</p>
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Stakeholder Involvement	
<b>Identified Needs based on Findings:</b> <ul style="list-style-type: none"><li>• ELAC representatives will be involved in the SPSA development process by reviewing multiple data sets, identify the greatest needs among EL students and help to form appropriate SPSA goals targeting the needs identified. ELAC meetings will include periodic review of SPSA actions and services in order to best meet the needs of students.</li><li>• The SSC will meet on a monthly basis to review site needs and to review the SPSA's actions and services in order to best meet the needs of our students.</li><li>• Staff and parent surveys will continue to be utilized in order to gather additional information on student and staff needs for the purpose of receiving input on site decisions that will maximize learning and increase proficiency.</li></ul>	

## SWP Requirements

<b>SWP Requirements:</b> [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:	<b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b>	<b>TIMEFRAME(s)</b>
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Teaching staff will engage in cycles of professional learning to develop quality first instruction, create assessments that are aligned to the standards, and plan for interventions and enrichment opportunities.  Professional development will be provided to teachers to increase EL students' language proficiency.	Three Cycles of Professional Learning (Aug-May)  Two sessions of EL Professional Development and in-class coaching/model lessons (Aug-May)
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	Students receive social emotional learning supports developed by Hemlock's Climate and Culture Committee. Students also participate in monthly STEAM activities to build upon their capacity to think critically, problem solve, and apply their learning to real life applications.	SEL supports (Aug-May)  STEAM activities (monthly; Sept-April)
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	Hemlock's Instructional Support Teacher provides targeted literacy support to k-5 students in need of tier 3 interventions.  Hemlock's Instructional Support Aide will provide additional k-3 foundational math support.  Response to Intervention opportunities aligned to priority standards will be provided to identified students through the SIT process.	IST (Daily; Aug-May)  Instructional Support Aide (Daily; Aug-May)  RTI (every 6 weeks)

## 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)	-4.6	>= 3.4
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-31.4	>= -16.4
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.97 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.97	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.14 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	65%	>= 25%

<b>Identified Need(s):</b>	<p>Based on class walk through data, teachers need to continue their learning on the use of Learning Targets and Success Criteria in the areas of reading comprehension and mathematical practices. As a result, teachers will need additional PLC planning time, instructional software, and supplemental instructional materials.</p> <p>MAP data indicates that students require differentiated, small group instruction in order to continue to make gains towards standard met in the areas of reading comprehension and mathematical practices. As a result, staff will require additional planning time to analyze data and develop targeted differentiated instruction.</p> <p>Based on parent survey results, parent workshops are needed to support parents' understanding and knowledge of reading comprehension standards, mathematical practices, and social emotional learning.</p>
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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
<p>Goal 1 Action A- Deliver Differentiated Instruction in both ELA &amp; Math</p> <ul style="list-style-type: none"> <li>• Supplemental Instructional Materials</li> <li>• Supplemental Printing Materials</li> <li>• Instructional Software</li> <li>• Library Books</li> <li>• SIT Coordinator</li> <li>• Instructional TVs</li> </ul>	<p>Walkthrough Observations</p> <p>Program Assessment Data</p>	All Students	Principal Clerk Secretary Teachers SIT Coordinator	\$12,100	\$7,100
<p>Goal 1 Action B- Provide Professional Development and Planning Time in order to deliver high quality, first instruction aligned with Common Core State standards.</p> <ul style="list-style-type: none"> <li>• Certificated additional hourly</li> <li>• Substitute coverage</li> <li>• Professional books and resources</li> </ul>	<p>PLC Agendas</p> <p>Walkthrough Observations</p> <p>Qualitative Surveys</p>	All Students	Principal Teachers TOA	\$2,300	
<p>Goal 1 Action C- Increase parent communication, understanding and knowledge of common core standards and SEL to support students at home.</p> <ul style="list-style-type: none"> <li>• Parent Workshop related fees (consultant fee &amp; materials)</li> </ul>	<p>Qualitative Survey Data</p>	All Students	Principal Clerk Community Aide	\$2,700	

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
Goal 1 Action D- Provide student awards & incentives to increase academic achievement, attendance, and positive behavior. <ul style="list-style-type: none"> <li>Awards &amp; Incentives</li> </ul>	Number of Students Receiving Awards	All Students	Principal Clerk Teachers Counselor		\$1,933
Goal 1 Action E Implement Climate & Culture Committee to improve Social/Emotional Learning. <ul style="list-style-type: none"> <li>Certificated Hourly</li> <li>Supplemental Instructional Materials</li> <li>SEL student supports and resources</li> </ul>	Walk Through Observations	All Students	Principal Clerk Teachers Counselor MTSS TOA		\$3,570
<b>Total Estimated Cost for This Goal:</b>				17,100	12,603

## Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in reading through the use of academic discourse, structured with response frames.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-8.2	>= 6.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-31.0	>= -16
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.77 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-2.19	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.55 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	ILT collaboration data indicates that English Learners need to develop reading comprehension skills in all content areas. As a result, teaching staff need professional development training in the area of Academic Discourse through Structured Response Frames, specific language tasks, and delivery of ELD components within the district's core ELA program.
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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
Goal 1a.1: Provide professional development and planning in academic discourse through structured response frames, language tasks, and delivery of ELD components within the core ELA program for the purpose of increasing academic proficiency among EL	PLC Agenda  Classroom Walkthrough  Program Software Achievement Data	EL Learners	Principal Teachers EL TOA	\$1,200	

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
students. <ul style="list-style-type: none"> <li>• Certificated additional hourly</li> <li>• Professional learning materials and books</li> </ul>					
<b>Total Estimated Cost for This Goal:</b>				1,200	

## Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate EL proficiency growth in their receptive language by developing their reading skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	44.4%	>= 47.4%

<b>Identified Need(s):</b>	Imagine Learning data indicates a need to increase the percentage of EL students meeting the minimum weekly usage requirements in order to build upon their language needs. Language proficiency (ELPAC & ELPI) data reveal that EL students need to improve their reading skills in order to develop and increase language proficiency. In addition, teaching staff need professional development training in the area of reading language tasks.
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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
Goal 1b.1 Provide professional development and planning in reading language tasks for the purpose of delivering designated ELD instruction and extended learning opportunities. <ul style="list-style-type: none"> <li>Certificated additional hourly</li> <li>Professional learning materials and books</li> </ul>	Classroom Walkthrough  Program Software Achievement Data	EL Learners K-5	Principal Teachers EL TOA	\$1,200	
Goal 1b.2- Provide a blended learning model to increase language proficiency among EL	Program Usage	EL Learners K-5	Principal Teachers	\$6,000	

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
students. <ul style="list-style-type: none"> <li>• Instructional Software</li> <li>• Supplemental instructional materials</li> </ul>					
<b>Total Estimated Cost for This Goal:</b>				7,200	

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	42.7%	>= 45.7%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-9.6	>= 5.4
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: -2.22 Fall 3rd to Fall 4th: -0.95	>= 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: 26% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 30% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 35% 24-25 3rd Gr. Cohort (21-22 Kinder): 13%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 16% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 20% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 25% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 3%

<b>Identified Need(s):</b>	ILT collaboration data indicates that teachers need additional assessment to monitor progress. In addition, students need increased proficiency in phonics and phonemic awareness as well as reading comprehension.
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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
Goal 2 Action A- Deliver differentiated instruction to increase early literacy proficiency. <ul style="list-style-type: none"> <li>Supplemental Instructional Materials</li> <li>Additional Teacher Hourly (Early Literacy Committee)</li> </ul>	PLC Agendas  Foundational Literacy Plan  AR Performance Data	All students K-3	Principal Staff	\$1,800	\$1,500
<b>Total Estimated Cost for This Goal:</b>				1,800	1,500



### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Deliver Parent Workshops to help parents support their child's academic and behavior needs <ul style="list-style-type: none"> <li>• Consultant Service</li> </ul>	All Students	6,000	Principal Secretary Clerk Staff
Provide small group tutoring in number sense to build a strong foundation for mathematical understanding <ul style="list-style-type: none"> <li>• Certificated Additional Hourly</li> </ul>	Identified Students	15,000	Principal Secretary Clerk Staff
Deliver small group, differentiated instruction to build students' literacy skills <ul style="list-style-type: none"> <li>• Taggable Supplies – Computers and computer related supplies/accessories</li> <li>• Instructional Software</li> <li>• Supplemental Printing</li> <li>• Supplemental Instructional Materials</li> <li>• Library Books</li> </ul>	All Students	50,000	Principal Secretary Clerk Staff Librarian
Provide PLC collaboration time to focus on the 4 key questions <ul style="list-style-type: none"> <li>• Certificated Additional Hourly</li> <li>• Substitute costs</li> <li>• Supplemental printing</li> </ul>	All Students	20,000	Principal Secretary Clerk Staff
Provide professional development and planning in academic discourse <ul style="list-style-type: none"> <li>• Certificated additional hourly</li> </ul>	All Students	5,000	Principal Secretary Clerk Staff
Provide a blended learning model to increase language proficiency among EL students <ul style="list-style-type: none"> <li>• Instructional Software</li> </ul>	EL Students	10,000	Principal Secretary Clerk Staff

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Deliver differentiated instruction to increase early literacy proficiency <ul style="list-style-type: none"> <li>• Supplemental Instructional Materials</li> <li>• Additional Teacher Hourly (Early Literacy Committee)</li> </ul>	TK-3 Students	10,000	Principal Secretary Clerk Staff

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	27,300
X	<b>Title I, Part A: Carryover</b>	
X	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	1,200
X	<b>Supplemental Concentration (SUPC) Allocation</b> 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)	14,103
X	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		41,403
<b>Total amount of state funds spent (SUPC)</b>		14,103
<b>Total amount of federal funds spent (Title I)</b>		27,300
<b>Total amount of state and federal funds spent</b>		41,403
<b>Balance</b>		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
Adam Andersen	Principal	Not-Applicable	Non-Applicable	1
Natalie Castillo	Classroom Teacher	2 Years	May 2023	1
Danica Roble	Classroom Teacher	2 Years	May 2023	1
Mary Beth Barron	Classroom Teacher	2 Years	May 2023	1
Kalene Smith	Other Staff Member: Health Assistant	2 Years	May 2022	1
Ryan Barr	Parent/Community Member	2 Years	May 2022	1
Yvette Johnson	Parent/Community Member	2 Years	May 2023	1
Sashiko Keenan	Parent/Community Member	2 Years	May 2022	1
Michael Lake	Parent/Community Member	1 Year	May 2022	1
Trang Negron	Parent/Community Member	2 Years	May 2022	1

# RECOMMENDATIONS AND ASSURANCES

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/22.

Attested:



Principal, Adam Andersen on 5/10/22



SSC Chairperson, Mary Beth Barron on 5/10/22