

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Oleander Elementary School 36 67710 6035844		SSC Approval Date: May 12, 2022
School Address	8650 Oleander Avenue, Fontana, CA 92335		Local Governing Board Approval Date: Pending Board Approval June 8, 2022 Original
Name of Principal	Julie Hansberger	Phone # and Email	(909) 357-5700 ext. 63117, hansja@fusd.net
Name of SSC Chairperson	Liliberth Espina	Phone # and Email	(909) 346-4760, liliberthespina@gmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Vision:

Oleander Elementary School is an engaging community built on positive relationships where every student meets or exceeds in all academic standards, using technology, thinking critically, and collaborating effectively in order to compete and be successful in college and in a career.

Mission:

- Engaging School
- Happy and Prepared Thinkers
- Collaborative Community

SCHOOL AND COMMUNITY PROFILE

- According to the California School Dashboard, Oleander had an enrollment of 668 students. This overall population consisted of 95.2% socioeconomically disadvantaged, 10.9% special education, and 43.6% English learners and 1.0% Percentages of foster youth.
- Oleander provides free and reduced lunch to all students. Title 1 funds are designated to serve the entire student population.
- Academically, Oleander uses student 1:1 devices and United to Read labs in Kindergarten to ensure all students have access to technology. The technology facilitates the use of daily intervention programs for the students, such as Lexia, the U2R Program, and the Accelerated Reader program. Oleander incorporates a daily SEL/PBIS block during the school day to provide additional support for our students social emotional needs.

SPSA HIGHLIGHTS (bullet points)

- Oleander utilizes the Lexia software to improve literacy, AR to motivate student reading, Imagine Learning to support EL & at promise students in ELA and Math skills, and Pathblazer to support ELA and Math skills.
- Oleander will build upon the various school-wide instructional strategies such as Teacher Clarity, Cooperative Grouping, Thinking Maps, and Write From the Beginning to differentiate instruction and support students' learning.

SCHOOL BACKGROUND

- Oleander K-3 teachers use United to Read to incorporate blended learning into their daily routine.
- Oleander will support social emotional learning through PBIS Rewards, Suite 360, Wellness Room, and a dedicated thirty minute time block built into the master schedule daily.

INCREASED OR IMPROVED SERVICES (bullet points)

- Oleander will focus on improving services for all student groups by continuing to engage all teachers in the Professional Learning Community (PLC) process. Teachers will continue to use rubrics to create common assessments and units of study based on our district's pacing guide. They will continue to identify appropriate learning targets based upon the Common Core State Standards, develop common formative assessments to measure student learning, and analyze the data to identify students that require additional support. Designated English Language Development (ELD) blocks, PBIS/SEL blocks, and after school tutoring will be used to provide individualized instruction for at-risk students.
- Oleander will implement technology-based lessons to increase the level of differentiation for all students. Using the Education (Ed) of Technology, Pathblazer, Literacy Pro, Lexia, Accelerated Reader, Read 180, Imagine Learning and the U2R program, teachers will be able to target students who need additional support during blended learning.
- Oleander will put into place attendance, behavior, and academic frameworks to assist students that are not meeting the required standards to be successful in school. We will offer the necessary support to the families of these students, as well.
- Oleander will improve services by incorporating the Write From the Beginning writing program, a K-8 writing curriculum designed to assist teachers and students in developing the knowledge and skills necessary for age-appropriate and domain-specific writing achievement.
- Oleander will continue to implement Cooperative Learning strategies to increase student engagement and learning.

MOONSHOT

School and Student Performance Data

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

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

Student Population

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
668	95.2	43.6	1.0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	291	43.6
Foster Youth	7	1.0
Homeless	7	1.0
Socioeconomically Disadvantaged	636	95.2
Students with Disabilities	73	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3.1
American Indian or Alaska Native		
Asian	3	0.4
Filipino	1	0.1
Hispanic	619	92.7
Two or More Races	5	0.7
Native Hawaiian or Pacific Islander	1	0.1
White	18	2.7

These data points indicate:

1. Oleander Elementary School has significant student groups of 95.2% Socioeconomically Disadvantaged, 43.6 % English Learners, and 10.9% Students with Disabilities.
2. Oleander ES has school population that is 92.7% Hispanic, with smaller student groups across several races and ethnicities.
3. A significant portion of Oleander Elementary School's population is comprised of English Learners and students with disabilities. Both student groups require the need for ongoing monitoring and support to ensure services are being provided and that they have access to the resources needed.

School and Student Performance Data

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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

These data points indicate:

1. Based on our dashboard performance, the indicators that we need to focus the most is on academic performance in 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)]

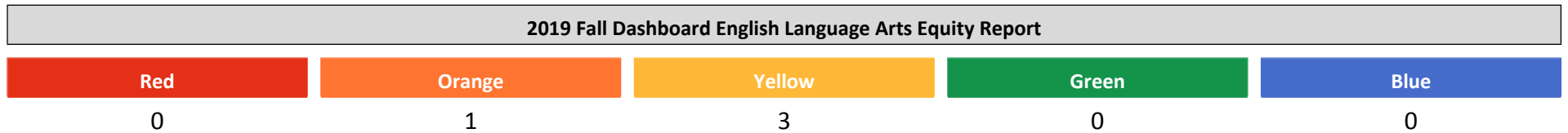
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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

















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
 Yellow 24.2 points below standard Increased Significantly ++18.2 points 343	 Yellow 28.2 points below standard Increased Significantly ++15.3 points 235	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 22.6 points below standard Increased Significantly ++19.9 points 315	 Orange 95.6 points below standard Increased Significantly ++20.4 points 44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>
<p>Hispanic</p>  <p>Yellow 25.1 points below standard Increased Significantly ++17.7 points 328</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>

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		
<p>Current English Learner</p> <p>60.7 points below standard Increased Significantly ++17.9 points 165</p>	<p>Reclassified English Learners</p> <p>48.3 points above standard Increased Significantly ++29.4 points 70</p>	<p>English Only</p> <p>20.9 points below standard Increased Significantly ++22 points 101</p>

These data points indicate:

1. Every student group had a significant growth above ++15 points.

2. There is a significant achievement gap for students with disabilities. The SWD group has a distance from standard that is 71 points below the All student group.
3. There is a 40 point gap between our current English Learners and English Only students.

School and Student Performance Data

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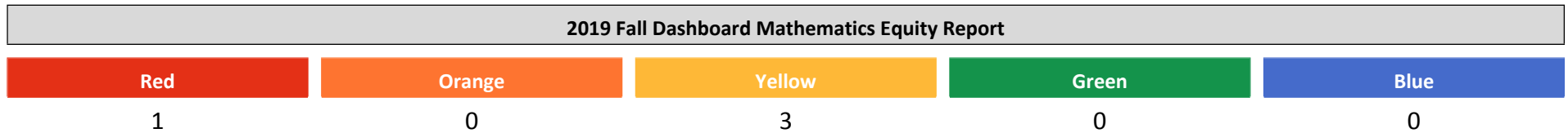
A review of the following data informs the comprehensive needs assessment.

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	English Learners	Foster Youth
 Yellow 32.4 points below standard Increased ++12.8 points 343	 Yellow 33.3 points below standard Increased Significantly ++15.8 points 235	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Yellow 32.5 points below standard Increased ++12.7 points 315	 Red 108.7 points below standard Declined -5.4 points 44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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 1	 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 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.1 points below standard Increased ++13.1 points 328	 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
60 points below standard Increased ++13.6 points 165	29.8 points above standard Increased Significantly ++35.1 points 70	34.5 points below standard Increased ++3.7 points 101

These data points indicate:

- Students with disabilities declined by -5.4 points while other groups increased by +12 or more points. The data indicates that the achievement gap of the students with disabilities is widening significantly.

2. All students groups, except the students with disabilities had a significant increase of +12 points or more.
3. There is a 25.5 point gap in achievement between current English Learners and English Only students. However, our Current English Learner group increased +10 more points, which means that the gap is narrowing.

School and Student Performance Data

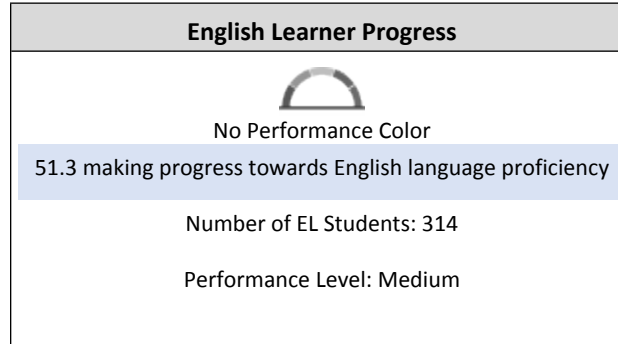
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
20.0	28.6	4.7	46.4

These data points indicate:

- One out of two English Learners are not making adequate progress in Language Acquisition. 51.3% are making adequate progress.
- One out of five English Learners declined in their language proficiency. 20% decreased one ELPI Level.

School and Student Performance Data

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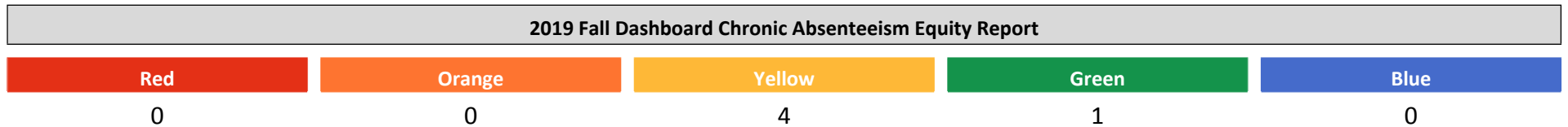
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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









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

All Students	English Learners	Foster Youth
 Green 9.6 Declined -0.5 816	 Yellow 6.7 Maintained -0.4 432	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 29.2 Increased +3.2 24	 Yellow 9.5 Maintained +0.1 728	 Yellow 10.5 Declined -2.5 86

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 13.3 Declined -6.7 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.9 Declined -0.9 754	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 25 Increased +25 20

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	703	107	15.5
Female	342	53	15.8
Male	361	54	15.3
American Indian or Alaska Native	0	0	0.0
Asian	3	0	0.0
Black or African American	28	6	25.0
Filipino	1	0	0.0
Hispanic or Latino	641	88	13.9
Native Hawaiian or Pacific Islander	1	1	100.0
Two or More Races	5	2	40.0
White	24	10	45.5
English Learners	311	25	8.1
Foster Youth	12	4	36.4
Homeless	16	3	20.0
Socioeconomically Disadvantaged	662	105	16.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	85	20	24.7

These data points indicate:

1. Data indicates that chronic absenteeism affects 107 students at Oleander Elementary school at a rate of 15.5%.
2. At Oleander Elementary school we have two student groups with disproportionately high rates of chronic absenteeism, students with disabilities and socioeconomically disadvantaged.
3. The pandemic has had a significant impact on Oleander's chronic absenteeism rates. There is an overall increase in school wide chronic absenteeism. While 2019 showed a decline for all students, 2020 shows an increase of 5.9% in the chronic absenteeism rate. This significant overall increase requires the need to provide additional resources and services for all of our students to help mitigate the learning gap.

School and Student Performance Data

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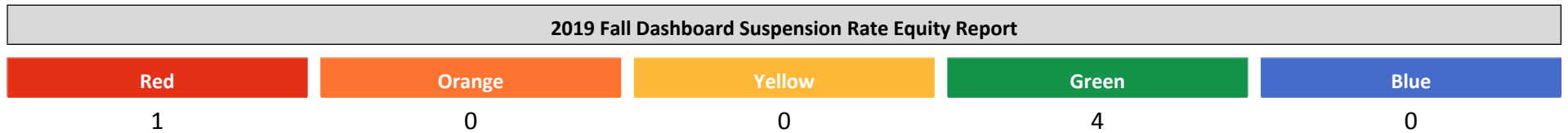
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

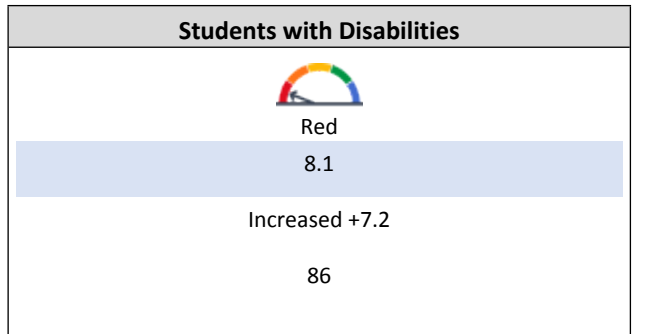
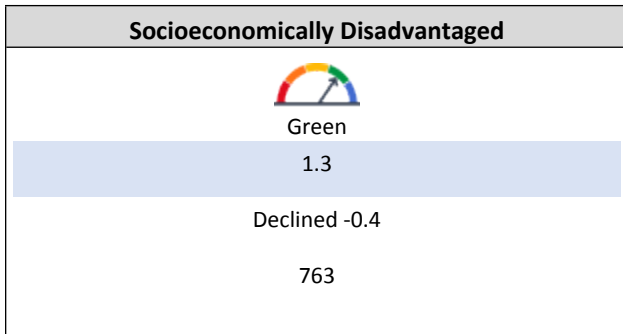
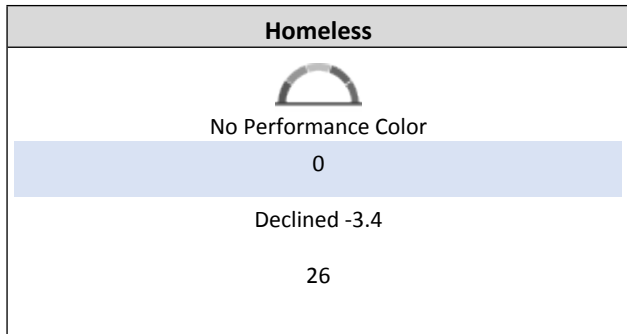
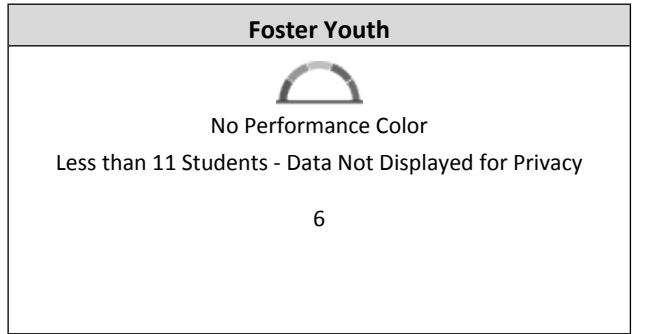
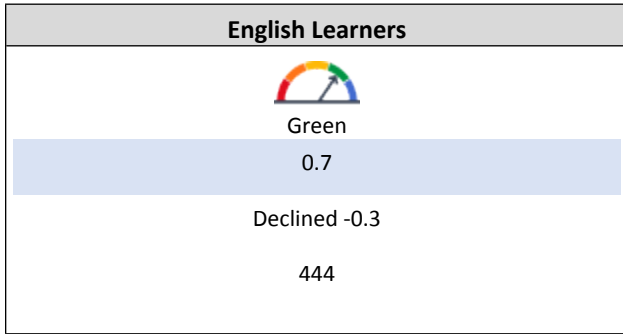
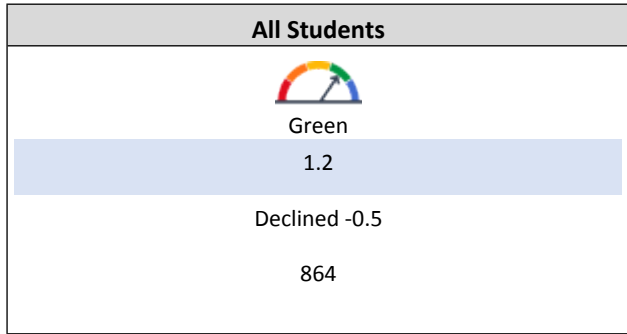


This section provides number of student groups in each color.











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
 Green 2.6 Declined -2.5 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 Declined -0.4 794	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Maintained 0 20	 No Performance Color 0 Maintained 0 20

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1.2

These data points indicate:

- There was a 0.5 percent decrease in our suspension rate based on the 2019 Fall Dashboard.
- The Students with Disabilities group had a significantly higher increase in suspensions than the All students group. Students with Disabilities had 6.9% more students suspended than the All Student group.
- Although the suspension rate for the African American group had a decline of -2.5%, they had + 1.4% more students suspended than the All Student group.

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)	-0.46 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.8
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.89 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: a2i Data: % of students demonstrating growth from fall to winter by grade level	Kindergarten- 78.5% 1st Grade- 81% 2nd Grade- 82.1% 3rd Grade- 71.8%
Site Specific Measures: Classroom Walkthrough Data: % of classrooms implementing small group literacy instruction	50%

These data points indicate:

These data points indicate: The All Student group did not meet their expected growth in Reading , Language and Math for the school year. Math scores represent the greatest learning loss with half as much growth as expected. Our fall math performance scores indicate an overall need to target math with over half of our schoolwide populations, except kindergarten, scoring in the low range. Second grade scores indicate the greatest need aside from our SPED population. Again, these scores indicate a need for support in our special education population in all three subject areas with the greatest decline occurring in mathematics. Our schoolwide reading performance showed a greater amount of students in the average thru high ranges than mathematics.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.37 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.8
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.78 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: MAP Growth Reading (EL): Avg Fall 2021- Winter 2021 percent of students making or exceeding expected growth	41%

Academic Data – English Learners (EL)	
Site Specific Measures: MAP Growth Math (EL): Avg Fall 2021- Winter 2021 percent of students making or exceeding expected growth	52%

These data points indicate:

These data points for our EL students nearly mirror the schoolwide learning loss. Despite performing at a lower percentile our English Learners made more growth in reading and math than their English only counterparts. Our data indicates learning loss in mathematics is greater than in reading and language. Our data indicates that more of our students in the primary grades made significantly less than expected growth in reading and math. This indicates a need for targeted professional development on effectively using curriculum. Our data also indicates the need to continue the tutoring program provided for EL students.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 9% Level 3: 42% Level 2: 30% Level 1: 19%
2020-2021 ELPAC Listening Domain: % by Performance Level	23% - Well Developed 64% - Somewhat/Moderately Developed 13% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	47% - Well Developed 44% - Somewhat/Moderately Developed 10% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	6% - Well Developed 56% - Somewhat/Moderately Developed 38% - Beginning Development

Language Acquisition Data – English Learners (EL)	
2020-2021 ELPAC Writing Domain: % by Performance Level	5% - Well Developed 56% - Somewhat/Moderately Developed 39% - Beginning Development
Site Specific Measures: Percent of EL students reclassified.	6.0%
Site Specific Measures: Classroom Walkthrough Data: % of classrooms observed using ELD strategies	75%

These data points indicate:

- Based on the ELPAC domain data above the greatest percentage of EL at the beginning development level is in Reading and Writing.
- A deeper look at grade level specific domain data revealed the following:
 - Oleander's EL students' speaking domain is well developed and increases in strength from K-5.
 - Our EL students need to develop the four Language Acquisition Domains, especially the reading and writing skills in content areas.
 - Our EL students with disabilities and our 1st Grade EL students had the greatest percentage of Level 1 scores in reading and writing.
 - We need to focus and target our reading and writing instruction on those two cohorts.
 - Teachers across grade levels need extra time to plan Designated and Integrated language acquisition lessons for our ELs.
 - Teachers across grade levels need more professional development to develop effective language acquisition strategies that will be used during their Integrated and Designated ELD time.
 - The EL Teacher on Special Assignment needs to provide PD to include Language Acquisition strategies for Designated and Integrated ELD instruction.
 - The 4th/5th Grade SDC Teacher needs a reading program.
 - The RSP Teacher needs training in A2i to implement with grades K-3 and a reading program for grades 4-5.
 - The 1st/2nd/3rd Grade SDC Teacher needs A2i training and implementation strategies for grades 1-3.
- Oleander did not meet the reclassification expected outcome.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	6%
Site Specific Measures: Parent Square average number of posts per month	18
Site Specific Measures: Parent Empowerment Workshop Surveys percent of parents giving an overall workshop rating of 5 out of 5	75%

These data points indicate:

Oleander did not meet the district participation rate goal of 25%. When the pandemic has subsided we will open our parent room so that parents have the much needed access to technology. This will help increase our parent participation in the survey. As we have become more proficient at using Parent Square, we will ensure that we reach our parents more effectively. The data also indicates that the majority of parents attending our parent workshops were satisfied with the workshop. It also indicates a need to continue these workshops.

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: -0.82 Fall 3rd to Fall 4th: -0.07
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: 48% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 74% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 57% 24-25 3rd Gr. Cohort (21-22 Kinder): 32%
Site Specific Measures: a2i Assessment Data: % of students demonstrating growth from fall to winter by grade level	Kindergarten- 78.5% 1st Grade- 81% 2nd Grade- 82.1% 3rd Grade- 71.8%
Site Specific Measures: a2i Assessment Data: % of students reading on level (as of March 25, 2022)	Kindergarten- 45% 1st Grade- 32% 2nd Grade- 37% 3rd Grade- 40%

These data points indicate:

These data points indicate significant learning loss in grades 1 through 3. Nearly half of our current 3rd grade students are at risk of not reading at grade level by the end of 3rd grade. As of March 25, only 40% of our 3rd graders are reading at grade level. These students are the only group of students to have gone through the United to Read program in person in Kindergarten. They received a full year of foundational reading skills in-person in Kindergarten but not

again then until their current third grade year. The current Kindergarten cohort is showing the least percentage of students at-risk of not reading at grade level by the end of 3rd grade. Our discussion during school site council in November revealed the need for intensive supports in grades 1 & 2 in foundational reading skills. This cohort was profoundly effected by the pandemic and has received little to no in-person foundational reading skills instruction. The percentage of students reading at grade level is lower in Grades 1 & 2 supporting the need for intensive supports to continue.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures: Fall Internal Tiered Fidelity Inventory (TFI): percent effectively implemented	Tier 1- 100% Tier 2- 100%
Site Specific Measures: Average number of minor referrals	3.3 per day
Site Specific Measures: Average number of major referrals	.4 per day
Site Specific Measures: Suite 360; number of intervention lessons assigned vs. completed	71 assigned and 28 completed

These data points indicate:

Oleander Implementation of PBIS is very effective across Tier 1 & 2.
 Oleander's data indicates that we need to continue our PBIS program and build upon its success by implementing Tier 3.
 PBIS Rewards is an effective and essential tool in allowing us to track all aspects of our Majors and Minors, as well as reward our students in multiple ways.
 Suite 360 provides an effective platform to deliver universal lessons weekly in our classrooms. It is an essential tool used to support our Tier II and Tier III students in providing Other Means of Correction (OMOC) through it's intervention lessons.

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 (I-ELD) does not seem to have successful implementation school-wide. This can be tracked a few ways. Monitoring reclassification rates over time, show that in 2019-2020, we were able to reclassify 9.7% of our English Learners. In 2020-2021, that rate dropped to 6.0%. For 2021-2022, the rate dropped again to 5.3%. Differences in MAP performance data show achievement gaps for our ELs as well. Our Winter MAP data shows that 60% our English Only students scored as Average, or higher in Reading. Our Reclassified (R-FEP) students outperformed our EOs, with 98% scoring as Average or higher in Reading. Our English Learners lagged, with only 47% achieving Average or higher scores. In Mathematics, the gaps are similar. 57% of our EOs scored as Average or higher. RFEPs outperformed the EOs with 91% scoring Average or higher. However, again only 47% scored as Average or higher. In Admin-led data dives, we coached PLC teams to analyze in differences in classroom grades. One 5th grade cohort showed an average Overall Semester grade in math of 2.33 for EOs and 1.8% for ELs. This 13.25% difference indicates the need for greater use of ELD scaffolds during 1st instruction. We understand that there is a need for targeted interventions to support ELs but maintain that implementing effective scaffolds for first instruction should provide the greatest benefit.

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

A Designated ELD (D-ELD) block has been included in our Master Schedule, but due to guidelines for student grouping we have not implemented the differentiated grouping that would enable best practices for our English Learners. From Classroom Observations, strategies to support mastery of ELD standards are in evidence in some teachers’ classrooms, but not universally so. Bilingual Aides provide foundational skills and primary language support for newcomers, but often use supplemental materials, rather than adopted curriculum. ILT input indicates most teachers do not demonstrate strong fidelity to using the adopted D-ELD Curriculum. Most have not received training on the available D-ELD components. We will need to incorporate better progress monitoring of ELs throughout the years, as reliance on ELPAC data does not allow for pedagogic adjustments or targeted interventions. Our 2-Year ELPI Progress shows that for the Grade 4 Cohort 69% of students made progress on ELD Standards in 2019-2020, but only 35% did so for 2020-2021. Our Grade 5 Cohort showed somewhat better progress. In 2019-2020, 45% had made progress towards mastery of ELD Standards. By 2020-2021, 59% had made progress. Multiple measures indicate that our Grade 4 Cohort in general has been most heavily impacted by pandemic-related learning loss, and this data confirms that effect for English Learners in that group. ELPI Data for younger Cohorts was unavailable, but progress monitoring and interventions will be needed for struggling students across all grade levels.

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.

- Ongoing Professional Development to promote the effective implementation of Designated ELD, including strategic grouping and more faithful use of adopted curricula.
- Systematic Monitoring of Progress on ELD standards, including assessment of all domains.
- Professional Development to promote Integrated ELD throughout the day, in all subjects and grades.
- Ongoing, flexible small group interventions with academic language supports.
- Tier-3 Interventions for struggling English Learners, including computer-adapted programs that provide targeted supports.
- Parent workshops to promote family support of academic progress.

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>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Oleander conducted various surveys to all stakeholders. Oleander uses the data to share it with the parents during ELAC, SSC, Bear Chat, and other parent meetings. The data is also shared with the Instructional Leadership Team (ILT) and certificated staff to make necessary changes to our Positive Behavior Intervention and Support (PBIS) and our Parent Involvement Policy based on our results.</p> <p>Annual Student Survey Description: This survey shows us how our students feel about their school and their own social-emotional skills. Results: We had a 68% response rate on the Student Climate Survey given in October 2021. 89% of our students expressed that they have supportive relationships at school. 92% said they have a teacher or adult at school they can count on and 85% said they have a friend at school they can count on. 75% of our students had favorable relationships with their teacher. 91% felt respected by their teacher while 86% would be excited to have their teacher back again. 36% of our students responded favorably to learning opportunities. 37% felt they were given a chance to decide class activities or rules while 34% felt they were given a chance to help decide school activities or school rules. A summary of the student survey indicates we need to create opportunities for our students to share their thoughts about essential school topics that affect them.</p> <p>Parent Survey- Annual Family Climate Survey Description: This survey shows us how our parents feel about our school engagement, safety, and environment. Results: Our parent participation data indicates that we did not meet the 25% response rate. We had a 6% response rate. Our parents do not have adequate access to technology. For a vast majority of our families, the only computer in the house is the school provided student device and the WIFI hotspot provided by the district. Hotspots were not provided this year and a majority of our students' computers are kept at school.</p>

Analysis of Qualitative Data

99% of our parents feel that the school believes in their student and encourages them to care about one another. This is a 4% increase from last year.
94% of our parents feel that their child is safe from vaping or tobacco use on school property.
91% of parents feel that our school environment is clean and in good condition. This is a 3% increase from last year.
25% of parents feel that we provide opportunities for families to interact and engage with their child's school. This is a 7% increase from last year.
54% of our parents are satisfied with the structure of the learning at the school right now. 62% responded favorably to their child spending the same amount of time learning in person at school as they currently do.
A summary of the parent survey indicates that we need to increase our family engagement opportunities. We are currently going to offer virtual parent engagement through Parent Empowerment, a virtual glow dance party, and a virtual family paint night. The data also indicates that we need to continue our efforts in PBIS that encourage a caring and accepted culture and climate.

A survey is conducted with teachers in the Spring to get their feedback regarding professional development and classroom resource needs. The survey also asks teachers for their feedback about how we can improve our instructional practices and school wide processes. The results of this survey are shared with ILT and School Site Council and used to modify school wide programs for the following year. This year teachers showed strong interest in continuing with AR, Pathblazer, PBIS Rewards, Suite 360, and Lexia. They also strongly felt that Oleander should focus on Literacy, Writing, Math, and SEL. The teachers felt PD should focus on Write from the Beginning, Thinking MAPs, Kagan Team/Class building, and ELD training.

SEL Survey
Description: This survey shows us how students perceive their own social-emotional skills.
Results: 335 of our 3rd through 5th grade students participated in the survey.
85% of our students feel supported in their relationships with friends, family, and adults at school.
84% of our students feel they have positive relationships with their teacher.
77% of our students feel that they are valued members of the school community.
53% of our students responded favorably to being able to regulate their emotions. 50% of our students are unable to relax after they get upset.
A summary of the SEL Student survey indicates that we need to increase our students' coping strategies and abilities to regulate their emotions. Students need assistance with anger management. Now that we have a full time counselor, this will be an area of focus.

Classroom Observations

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

Classroom walkthroughs are conducted weekly at Oleander. The Principal and Assistant Principal visited the classrooms to observe the implementation of the A2i stations, Teacher Clarity, Cooperative Grouping, ELD strategies, and our PBIS program. We used our weekly classroom walkthrough data to plan our monthly professional development topics with our Common Core and EL Teachers on Assignment (TOA). Our TOAs created their schedule to plan the Professional Development (PD) and provide additional support for our teachers during the week. They provided sign-up sheets for teachers to attend one-on-one training or come to present lessons in the classrooms. In summary, over 95% of our teachers implemented the school-wide instructional practices in their classrooms, as measured by our walkthroughs and formal observations. Unfortunately, based

Analysis of Qualitative Data

on our TOAs' feedback, only a minimum number of teachers used the opportunity to reach out to schedule TOA support due to the Covid-19 restrictions and teachers' personal schedules.

Based on these findings, we need to plan and create a professional development master calendar that includes additional extra hourly time for teachers and schedule subs at least once every two months. Subs will be contracted to provide our teachers the opportunity to plan during the school day, to request TOAs support or to request one-to-one training. If we are unable to utilize subs again this year, we will need to give teachers the opportunity to participate in planning outside of the school day.

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)

Oleander teachers use multiple measures to ensure students learning is occurring. State, MAP, IAB, CFA's, and grade-level assessment results are used to analyze and discuss during the PLC process. Teachers use the four guiding PLC questions to identify the state standards that will be taught and how they will be assessed. Teachers plan the intervention and acceleration plan for students that will need additional support to meet their learning needs.

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; 40% of students are making progress towards EL proficiency while 25% maintained their ELPI levels, and 35% decreased at least one ELPI level.

A close view of the ELPAC domains shows the greatest need for Language Development in Writing and Reading.

Standards, Assessment, and Accountability

	<p>Summative ELPAC data is shared during ELAC and staff meetings. The ILT discusses the findings with their PLCs and uses the data to plan designated and integrated ELD lessons.</p> <p>Currently, there is a need for teachers to be trained on the ELD curricula.</p> <p>Progress monitoring will occur during PLC's to evaluate Fall- Winter MAP scores and Curriculum embedded assessments through out the year.</p>
<p>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.</p>	<p>In early April, School Site Council conducted progress monitoring to determine level of implementation and outcomes of the SPSA Actions & Services. Most of our Actions were fully implemented. Some of those that weren't fully implemented were taken care of by the district. Since we were unable to provide tutoring services due to the unavailability of staff after school, we focused on differentiated instruction in the classrooms during the school day.</p> <p>The assistant principal meets with the ELAC representatives to present the ELPAC information and gathers their input about the EL program. The ELAC team makes recommendations taken to the SSC team to be considered when creating the new SPSA.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>The assistant principal meets with the ELAC representatives to present the ELPAC information and gathers their input about the EL program.</p> <p>Data is also shared with parents through other forums such as Bear Chat, PTA meetings, and our school website.</p> <p>Teachers regularly analyze EL data through the PLC process in collaboration with the Language/Literacy Specialist. This analysis helps in evaluating if actions/services are positively impacting the EL population, and if not, the SSC team modifies the actions and expenditures necessary to improve the programs.</p>

Identified Needs based on Findings:

- English Learners need greater exposure to vocabulary, phonics and phonemic knowledge, and other language development skills.
- English Learners need additional time to practice their listening and literacy skills during the designated and integrated ELD instructional blocks.
- Teachers need professional development to differentiate instruction in Language Arts and Math.
- Teachers need professional development to meet the listening and literacy skills of English Learners.
- Teachers need planning time to create effective lessons that include all the components of literacy development, language development and math skills.
- Students and teachers need supplemental resources and tools to support literacy acquisition, language development and math skills.
- Parents need opportunities to attend parent workshops to promote early literacy and math skills at home.

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Grade level teachers engage in structured PLC's to analyze data and create Learning Targets and Success Criteria. While in PLC's, Teachers collaborate to choose Common Formative Assessments and backward map out their planning for the next six weeks. Teachers use planning days to collaborate on strategies that provide students with equitable access to the core curriculum.</p> <p>Professional development is provided to our Grade K-3 teachers through our Teacher on Assignment, as well as our Literacy Outcome Specialist from Learning Ovations. These teams are working to ensure blended learning gets implemented in our A2i classrooms. The United to Read program focuses on the foundational skills students must have to ensure they are grade-level readers by 3rd grade.</p> <p>Professional development is provided to all teachers in all core areas through our Teacher on Assignment, district office presenters, paid presenters from Write from the Beginning, and our master teachers help address the deficiencies in all core areas.</p> <p>Oleander will continue to use all State and District matrices to analyze and support staff and student learning.</p>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>Ongoing coaching is provided by the Teacher on Assignment (TOA) in literacy.</p> <p>Oleander Elementary teachers in grades K-3 also benefit from ongoing coaching and professional development in A2i from our Literacy Outcome Specialist with Learning Ovations (United 2 Read program) and our TOA.</p> <p>Along with providing support to our literacy program, Oleander's TOA provides ongoing coaching in staff meetings on teacher clarity (developing appropriate learning targets and success) and technology initiatives, i.e., Nearpod. The TOA works closely with PLC's to choose and analyze Common Formative Assessments (CFA) data, district data, A2i data, and to support the development and implementation of common lessons.</p> <p>Our English Language TOA provides ongoing coaching and support to teachers in Designated and Integrated ELD.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Oleander teachers participate in grade-level Professional Learning Communities (PLC's) focusing on teacher clarity. PLC's meet regularly to analyze math and literacy data (CFA's, SBAC, MAP, A2i, IAB's), unwrap standards, create standards-based common lessons that align with assessment data, develop learning targets and success criteria, and collaborate with the TOA. Teachers were given one PLC time per month to conduct their Student Intervention Team (SIT) meetings to support students who need to be targeted measurable interventions to grasp grade-level curriculum.</p>

Staffing and Professional Development

Kindergarten through Third Grade teachers also had additional professional development with our Literacy Outcome Specialist and TOA regarding A2i implementation and blended learning strategies.

Grade level PLC's also participated in Common Formative Assessments (CFA) backward mapping and data analysis for three common formative assessments. The TOA along with the administration, helped facilitate these meetings. PLC's were provided time to draw conclusions from common data and create common lessons across the grade level.

Identified Needs based on Findings:

- Teachers need weekly time to meet with their grade level PLC's.
- Teachers need continued coaching and professional development on technology implementation, teacher clarity, differentiated instruction, and CFA analysis.
- Teachers need extra time during school and outside of the school day to meet as a PLC to design highly engaging standards-based lessons that include Learning Targets and Success Criteria.
- K-3 Teachers need continued coaching from Learning Ovations to continue to implement A2i and blended learning
- Teachers need more professional development in implementing designated and integrated ELD.
- Teachers need supplemental materials and resources to promote early literacy skills in K-3 classes.
- Teachers need supplemental materials and resources to increase clarity through differentiated instruction in Math and Literacy.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use the Wonders curriculum in language arts and My Math curriculum for mathematics. Teachers use the district's curriculum guides and pacing guides/units of study to create their lesson plans. Our TOA provides lesson design coaching to all teachers. The admin team meets with the TOA each week to review walkthrough data and plan professional development based on the observations.

The FUSD Teaching and Learning department provides professional development in online curriculum support in language arts and math during staff meetings. Accelerated Reader and Flocabulary are additional resources that are aligned with state standards. Write From The Beginning manuals were also provided for teachers to support students' literacy skills.

The following is the list of the curriculum, instruction, and materials that Oleander uses to align content and performance standards:

- CA Common Core state standards
- Wonders ELA curriculum
- My Math Curriculum

Teaching and Learning

	<p>Write From The Beginning Kagan Cooperative Learning Accelerated Reader Flocabulary Lexia Pathblazer A2i Blended Learning Stations small group instruction Manipulatives</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>The admin team works closely with Teaching and Learning and library services to ensure that we have the appropriate standards-based written and digital instructional materials for all student groups. The following standards-based instructional materials are available for all students:</p> <ul style="list-style-type: none"> • Wonders textbooks, workbooks, and consumables • My Math textbooks, workbooks, and consumables • Accelerated Reader • Pathblazer • LEXIA • MobyMax • Literacy Pro • instructional manipulatives, and all other Wonders and My Math materials

Identified Needs based on Findings:

- Teachers need professional development on Teacher Clarity, Literacy Development, Write from the Beginning and on Integrated and Designated ELD strategies.
- Teachers and students need increased access to instructional technology and supplemental software to differentiate instruction
- Teachers need supplemental resources and tools to increase student understanding of content through differentiated instruction in all K-5 grade classes.
- Teachers need supplemental resources and tools to promote early literacy skills in K-3 classes.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	
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Opportunity and Equal Educational Access

Oleander Elementary School is committed to providing a rigorous instructional program to enable underperforming students to meet their grade-level standards. Teachers are offered instructional assistance and support to provide an effective instructional program to increase student achievement.

Our school Instructional Leadership Team (ILT) decides on the school-wide instructional focus each year based on our annual, state, district, and site data. The ILT team leaders meet with their PLCs each week to plan the lessons based on our school-wide focus. Our focus was on improving teacher clarity, writing, and cooperative student engagement based on our data.

Our teachers are provided professional development, safe practice, collaboration time, one-on-one support, observation opportunities, and PLC data protocols to effectively implement teaching and learning strategies that impact all student groups.

Student groups for whom there exist disparities in achievement and summary of the root causes.

Oleander's MAP data indicates that there is a slight disparity in academic achievement for EL students and a significant disparity in academic achievement for Students with Disabilities.

The following is a summary of the root causes of the disparities between student groups:

- Teachers have limited knowledge about designated and integrated ELD strategies
- Teachers have limited knowledge about Special Education and intervention strategies
- Teachers have limited knowledge on how to differentiate instruction to meet the needs of all students
- Students had limited resources and experience using educational technology
- Parents have limited knowledge on educational technology and limited access to technology
- Parents have limited knowledge on how to support their student's learning at home

Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.

The actions and services partially met the needs of all students. The actions and services were revised in March 2022 to better meet students' needs. Funds were directed toward providing differentiated instruction and PBIS supports.

Identified Needs based on Findings:

- English Learners need to develop the four Language Acquisition Domains, especially the reading and writing skills.
- Teachers need extra time to plan Designated and Integrated language acquisition lessons for our ELs.
- Teachers need more professional development to develop adequate language acquisition strategies that will be used during their Integrated and Designated ELD time.
 - PD to include Language Acquisition strategies and effective use of curricula for Designated and Integrated ELD instruction.
 - Teachers need professional development on strategies to support special education students and differentiated instruction.

Opportunity and Equal Educational Access

- English Learners need more access to effective language and literacy resources.
- Teachers need additional support with effective math instructional strategies and access to additional resources.
- 4th and 5th grade teachers need access to high leverage literacy PD, resources, and organizational supplies for small group instruction.
- Continue PD on effective implementation of cooperative learning, Suite 360, SEL, and PBIS.
- Students need behavioral and SEL supports to increase learning.
- Continue to focus on differentiated instruction in all content areas.

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Oleander takes great pride in creating multiple opportunities for our families to support their child(ren's) education.

- Back to School Night
- SSC, ELAC, and PTA Committees
- Productive Partnerships/parenting workshops
- Child care provided at all parent workshops/meetings when in-person
- Translation and interpretation services
- Parent/student conferences
- Family Paint Night (VAPA)
- Bear chats/coffee with the principal

The following are used to increase communication with families regarding school activities:

- School website
- Social Media
- Marquee
- Parent Square
- Newsletter
- Blackboard Connect

Identified Needs based on Findings:

- Provide parent workshops to include the following topics

Positive Behavior Interventions and Supports (PBIS) and Parent Empowerment

Strategies for EL student achievement

Supports for developing early literacy at home

- Provide a monthly newsletter to share attendance, achievement, and discipline data to keep our parents well informed
- Allocate additional teacher hourly to develop and facilitate community workshops/events
- Allocate printing and materials for workshop/events

Parental Engagement

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

Supplemental Concentration funds supported:

- PBIS
- Kagan Professional Development and related materials
- Thinking Maps

Materials, resources and assessments to support small group stations to improve early literacy skills.

- Online software for language and literacy
- Heinemann K-3 Instructional Materials

Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds supported:

- Additional time for PLCs 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 are already learned? What will we do when they have not learned? and to plan and develop Units of Study to provide effective and engaging reading comprehension learning experiences for students.
- Extra Hourly
- Literacy/Reading Comprehension, math, and language acquisition software
- Heinemann K-3 Instructional Materials
- Library books
- Parent Empowerment Workshops and Family Paint Event in support of VAPA

Identified Needs based on Findings:

Continue instructional software in support of literacy, reading comprehension, math and language acquisition.

On-going professional development in Kagan Cooperative Learning, Thinking Maps, and Write from the Beginning.

Continue to designate funds for social-emotional learning.

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 April, School Site Council conducted the monitoring of the SPSA actions and services. School Site Council determined which actions to continue, modify or discontinue based on the progress monitoring and the anticipated needs of students.

- Most actions were implement with the exception of tutoring due unavailable instructors.

In March, ELAC met to discuss the SPSA and made recommendations to SSC regarding services to English Learners.

- ELAC's recommended to keep all current actions/services and add additional actions (parent workshops and add an after-school book club).

In May, School Site Council approved the 2022-2023 SPSA.

Identified Needs based on Findings:

- ELAC and School Site Council need the opportunity to participate virtually and in person when it is safe to do so.

SWP Requirements

<p>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:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>The major areas of focus will be to provide the following services:</p> <ul style="list-style-type: none"> • Teacher access to the following professional development: <ul style="list-style-type: none"> • Teacher Clarity, differentiated instruction, literacy across all content areas. • Write from the Beginning • Strategies to improve students' language development during Designated and Integrated ELD. • Student access to the following programs: <ul style="list-style-type: none"> • District provided software and PBIS Rewards, Suite 360, AR, Imagine Learning • Tier 1-3 Positive Behavior Intervention and Supports to promote social and emotional connections and decrease chronic absenteeism • PLC implementation to support instructional planning in all grade levels • Parent workshops and family events. 	<p>Professional Development</p> <ul style="list-style-type: none"> • Teacher Clarity-, August - May • Differentiated Instruction- August - May • Literacy across all contents- August -May • Write From the Beginning- August - May <p>Daily August - May</p> <p>PLC Planning- twice a month August - May</p> <p>Parent workshops & events- monthly August - May</p>
<p>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</p>	<ul style="list-style-type: none"> • Use essential instructional practices in all classrooms such as Kagan Cooperative Structures, Write from the Beginning Writing Program, and Thinking Maps to support students in understanding the Common Core State Standards. • Implement Blended Learning to allow students access to computers and opportunities to differentiate instruction. • Provide afterschool tutoring for out EL students and to accelerate learning. 	<p>Essential Instructional Practices- Weekly, August - May</p> <p>Blended Learning- Daily, August - May</p> <p>After School Tutoring- Four to six week sessions September - May</p>

	<ul style="list-style-type: none"> • VAPA Art Classes 	Daily (6 days)- Second Semester
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	<p>The major areas of focus will be to provide students with:</p> <ul style="list-style-type: none"> • Supporting literacy across all content areas • Provide K-3 at-risk students with additional teacher-managed time through the use of the U2R reading program. • Provide an uninterrupted ELD block for all EL students to ensure that we are meeting their Language Development needs every day. Provide primary language (L1) support services for EL students through integrated ELD. • Provide PBIS Tier 1-3 supports for students that are struggling in engagement, attendance and behavior which is impacting academics. 	<p>Supporting literacy across all content areas- Daily August - May</p> <p>U2R reading program.- Daily August - May</p> <p>ELD blocks- Daily August - May</p> <p>PBIS - Weekly August - May</p>

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)	-24.2	>= -9.2
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-32.4	>= -17.4
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.46 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.8	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.89 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	6%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> Based on MAP data, our students need to develop Literacy and Math across content areas. Based on observation and teacher feedback, teachers need additional to analyze data and plan instruction. Teachers also need professional development to increase engagement and improve instruction. Based on our parent survey, our parents need training on ways to support their children's' social emotional and academic development at home. Based on our Climate and Culture student survey and teacher feedback, students need support in behavioral and social emotional well being.
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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>1A: Provide additional time for PLCs to focus on the 4 key questions (What do students need to learn? How will we know they have learned it? What will we do when they already learned it? What will we do when they have not learned it?) and to plan and develop Units of Study to provide effective and engaging literacy and math learning experiences for students.</p> <ul style="list-style-type: none"> • Certificated & Classified Hourly Pay/Subs • Professional books and materials 	<ul style="list-style-type: none"> • Fall-Winter MAP Data • Classroom Visit Data 	All Students	All Teachers	3000	1000
<p>1B: Provide Professional Development on evidence based instructional strategies including cooperative learning and social emotional learning strategies, to improve instruction across all content areas.</p> <ul style="list-style-type: none"> • Consultants and related fees • Books • Certificated & Classified Hourly Pay/Subs • PD Materials & Supplies 	<ul style="list-style-type: none"> • Teacher Surveys • Classroom visit data 	All Students	TOA Teachers	5000	5000
<p>1C: Provide small group differentiated instruction in Literacy and Math.</p> <ul style="list-style-type: none"> • Instructional software • Instructional materials and organizational supplies • Hourly Pay/Certificated & Classified/Subs • Books/ Magazines/ Digital Resources 	<ul style="list-style-type: none"> • Software data • Classroom visit data 	All Students	Certificated and Classified Staff	10000	5000

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
<ul style="list-style-type: none"> Technology and related materials (headphones/headphones with microphones) Printing and Copying Small group furniture/flexible seating 					
<p>1D: Provide one to one or small group tutoring to target students' skill deficits in Literacy and Math skills.</p> <ul style="list-style-type: none"> Certificated/Classified Hourly Pay/Subs Instructional Materials and Supplies Instructional software Printing 	<ul style="list-style-type: none"> Pre/Post Test 	<ul style="list-style-type: none"> Students that scored in the 30th Percentile or below in MAP reading or math Teacher recommendation 	Certificated and Classified Staff	2000	
<p>1E: Establish a Parent/Family Community Resource and Training Center to provide workshops, professional development opportunities, and increased support for learning at home and at school.</p> <ul style="list-style-type: none"> Certificated/Classified Hourly Pay Translation Services Consultant and related Fees Materials and Supplies Technology, TV, software and related materials 	<ul style="list-style-type: none"> Parent Survey Parent Attendance 	Students of participating parents	<ul style="list-style-type: none"> Administrators Community Aide Certificated/Classified Staff 	2,363	7000

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
<ul style="list-style-type: none"> Furniture, easels, whiteboards, partitions and related organizational items Printing 					
<p>1F - Implement PBIS Tier 1, Tier 2, and Tier 3 and SEL Supports to increase student engagement, achievement, and school connectedness.</p> <ul style="list-style-type: none"> Hourly pay for certificated and classified Software and resources Positive Reinforcements Flexible seating Social emotional support items and curriculum Campus signage School Mural Safety materials and supplies Wellness Center Materials Enrichment materials (books, teacher guides, VAPA materials, STEAM materials) 	<ul style="list-style-type: none"> TFI Data Student Participation Rates in Enrichment Opportunities 	<ul style="list-style-type: none"> All Students Tier 2 & Tier 3 Students 	<ul style="list-style-type: none"> PBIS Team Administrators PBIS Coaches Certificated and Classified Staff 	4500	10000
Total Estimated Cost for This Goal:				26,863	28,000

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 ELA and Math through strengthening academic language in all content areas.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-28.2	>= -13.2
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-33.3	>= -18.3
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.37 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.8	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.78 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	<ul style="list-style-type: none"> Based on MAP results, our English Learners need differentiated instruction to improve their Language Arts and Math skills. Based on ELPAC scores, our English Learners with disabilities and our First Grade EL students had the greatest percentage of Level 1 scores in reading and writing. Based on observation and feedback, teachers need professional development in EL strategies and additional PLC planning time. Based on ELAC recommendations, parents need training and resources to support their students' learning at home and at school.
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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>1aA:-Provide Professional Development on building students' academic language and content knowledge across the curriculum.</p> <ul style="list-style-type: none"> • Certificated/classified hourly/subs • PD Contracted services and related fees • Materials & Supplies 	<ul style="list-style-type: none"> • Language/Literacy Specialist Post PD <p>Survey</p> <ul style="list-style-type: none"> • Classroom Visits Data 	EL Students	Language/Literacy Specialist Administrators	3000	
<p>1aB: Provide additional planning for teachers to develop and implement integrated ELD and academic language strategies across the curriculum.</p> <ul style="list-style-type: none"> • - Certificated hourly/subs 	<ul style="list-style-type: none"> • Fall-Winter MAP Data • Classroom Visits Data 	EL Students	All Teachers	5000	
<p>1aC: Provide differentiated instruction to support students' Reading, Writing, Listening and Speaking skills across the curriculum.</p> <ul style="list-style-type: none"> • Instructional Materials & Supplies • Instructional software • Certificated/Classified Hourly Pay • Flexible/Small Group Seating 	- Curriculum Embedded Assessment	<p>Students who:</p> <ul style="list-style-type: none"> • Scored 30th Percentile or below in MAP reading • Teacher recommendation 	All Teachers Certificated/Classified Staff Teachers that will provide after school tutoring	2000	
<p>1aD: Provide parent workshops to assist parents in learning strategies to support Literacy and Math development at home and at school.</p> <ul style="list-style-type: none"> • Certificated/Classified Hourly Pay • Translation Services • Consultant and related Fees 	<ul style="list-style-type: none"> • Parent Survey • Parent Participation Roster 	EL Students R-FEP Students	Certificated/Classified staff Administrators	1000	

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
<ul style="list-style-type: none"> Materials and Supplies Laptops for parent workshops 					
Total Estimated Cost for This Goal:				11,000	

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 improved English language proficiency in their Receptive Language by developing their listening and 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)	51.3%	>= 54.3%

Identified Need(s):	<ul style="list-style-type: none"> Based on ELPAC scores, our English Learners need to develop in the four Language Acquisition Domains, especially in the reading and writing domains. Based on ELPAC scores, we need to build on and strengthen the listening skills of our English Learners. Based on observation and teacher feedback, teachers need professional development in ELD standards and curriculum.
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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
1bA: Provide additional planning for teachers to incorporate listening and reading strategies into Designated ELD lessons. <ul style="list-style-type: none"> Hourly for Certificated/Subs 	Curriculum Embedded Assessments Fall-Winter MAP data	All ELs	Teachers Language/Literacy Specialist Assistant Principal	3000	
1bB: Provide supplemental tools and resources to support Receptive Language Development. <ul style="list-style-type: none"> Instructional Software 	Classroom visits data	All ELs	Teachers Bilingual Aides Language/Literacy Specialist	1000	

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
<ul style="list-style-type: none"> • Instructional Materials & Supplies to support Reading and Listening skills • Technology hardware (for example, headphones, headphones with microphones, listening center) 					
<p>1bC: Provide Professional Development in ELD standards, curriculum, and curricular resources.</p> <ul style="list-style-type: none"> • Hourly for Certificated/Classified/Subs • Contracted Consultant and related fees • PD Materials & Supplies 	Teacher Survey Classroom visits data	All ELs	Language/Literacy Specialist Teachers Administrators	5000	
Total Estimated Cost for This Goal:				9,000	

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	50.4%	>= 53.4%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-6.5	>= 8.5
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: -0.82 Fall 3rd to Fall 4th: -0.07	>= 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: 48% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 74% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 57% 24-25 3rd Gr. Cohort (21-22 Kinder): 32%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 38% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 64% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 47% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 22%

Identified Need(s):	<ul style="list-style-type: none"> • A2i data indicates that K-3 Grade students need support in Literacy to develop their receptive language and Literacy in all content areas. • Based on A2i data, our K-3 Teachers need TOA guidance and coaching to plan Literacy Development lessons that will be delivered during the A2i Blended Learning Stations. • Based on A2i data, our K-3 teachers need additional tools and resources to provide Literacy instruction to support at-risk students.
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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
2A: Provide additional planning opportunities and coaching for teachers to design lessons to incorporate Literacy skills into the U2R Blended Learning Stations.	<ul style="list-style-type: none"> • Fall-Winter Map • Classroom visit data 	K-3 Students	K-3 Teachers & TOA	1500	

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
<ul style="list-style-type: none"> Hourly for Certificated/Classified/Subs 					
2B: Provide differentiated small group instruction to target students' learning needs in Reading, Writing, Listening and Speaking. <ul style="list-style-type: none"> Instructional Materials & manipulatives Small group furniture/flexible seating and organizational supplies Printing and Copying Hourly for Certificated/Classified/Subs 	<ul style="list-style-type: none"> A2i Assessment Reports Classroom visit data 	K-3 Students	K-3 Teachers	5372	2752
Total Estimated Cost for This Goal:				6,872	2,752

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A: Provide additional time for PLCs to focus on the 4 key questions (What do students need to learn? How will we know they have learned it? What will we do when they already learned it? What will we do when they have not learned it?) and to plan and develop Units of Study to provide effective and engaging literacy and math learning experiences for students.</p> <ul style="list-style-type: none"> • Certificated & Classified Hourly Pay/Subs • Professional books and materials 	All students	\$100,000.00	Teachers
<p>1B: Provide Professional Development on evidence based instructional strategies including cooperative learning and social emotional learning strategies, to improve instruction across all content areas.</p> <ul style="list-style-type: none"> • Consultants and related fees • Books • Certificated & Classified Hourly Pay/Subs • PD Materials & Supplies 	All students	\$100,000.00	Administrators, Teachers and TOA
<p>1C: Provide small group differentiated instruction in Literacy and Math.</p> <ul style="list-style-type: none"> • Instructional software • Instructional materials and organizational supplies • Hourly Pay/Certificated & Classified/Subs • Books/ Magazines/ Digital Resources • Technology and related materials (headphones/headphones with microphones) • Printing and Copying • Small group furniture/flexible seating 	All students	\$100,000.00	Certificated and Classified Staff
<p>1D: Provide one to one or small group tutoring to target students' skill deficits in Literacy and Math skills.</p> <ul style="list-style-type: none"> • Certificated/Classified Hourly Pay/Subs • Instructional Materials and Supplies • Instructional software 	<ul style="list-style-type: none"> • Students that scored in the 30th Percentile 	\$100,000.00	Certificated and Classified Staff

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> Printing 	or below in MAP reading or math <ul style="list-style-type: none"> Teacher recommendation 		
1E: Establish a Parent/Family Community Resource and Training Center to provide workshops, professional development opportunities, and increased support for learning at home and at school. <ul style="list-style-type: none"> Certificated/Classified Hourly Pay Translation Services Consultant and related Fees Materials and Supplies Technology, TV, software and related materials Furniture, easels, whiteboards, partitions and related organizational items Printing 	All Students	\$100,000.00	Administrators Community Aide Certificated and Classified Staff
1F - Implement PBIS Tier 1, Tier 2, and Tier 3 and SEL Supports to increase student engagement, achievement, and school connectedness. <ul style="list-style-type: none"> Hourly pay for certificated and classified Software and resources Positive Reinforcements Flexible seating Social emotional support items and curriculum Campus signage School Mural Safety materials and supplies Wellness Center Materials Enrichment materials (books, teacher guides, VAPA materials, STEAM materials) 	All Students Tier 2 & Tier 3 Students	\$100,000	<ul style="list-style-type: none"> PBIS Team Administrators PBIS Coaches Certificated and Classified Staff
1aA:-Provide Professional Development on building students' academic language and content knowledge across the curriculum. <ul style="list-style-type: none"> Certificated/classified hourly 	EL Students	\$100,000	Language/Literacy Specialist Teachers Administrators

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> • Contracted services and related fees • Materials & Supplies 			
<p>1aB: Provide additional planning for teachers to develop and implement integrated ELD and academic language strategies across the curriculum.</p> <ul style="list-style-type: none"> • - Certificated hourly 	EL Students	\$100,000	All Teachers
<p>1bA: Provide additional planning for teachers to incorporate listening and reading strategies into Designated ELD lessons.</p> <ul style="list-style-type: none"> • Hourly for Certificated/Subs 	EL Students	\$100,000	All Teachers
<p>1bC: Provide Professional Development in ELD standards, curriculum, and curricular resources.</p> <ul style="list-style-type: none"> • Hourly for Certificated/Classified/Subs • Contracted Consultant and related fees • PD Materials & Supplies 	EL Students	\$100,000	Language/Literacy Specialist Teachers Administrators

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.	53,735
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).	2,363
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)	30,752
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		84,487
Total amount of state funds spent (SUPC)		30,752
Total amount of federal funds spent (Title I)		53,735
Total amount of state and federal funds spent		84,487
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
Julie Hansberger	Principal	Not-Applicable	Not-Applicable	1
Patricia Jimenez	Classroom Teacher	2 Years	May 2023	1
Regina Garcia Reeks	Classroom Teacher	2 Years	May 2023	1
Irma Ines	Classroom Teacher	2 Years	May 2022	1
Ana Diaz	Other Staff Member (Librarian):	2 Years	May 2023	1
Yira Perez	Parent/Community Member	2 Years	May 2023	1
Debi Hart	Parent/Community Member	2 Years	May 2022	1
Marylin Gutierrez	Parent/Community Member	2 Years	May 2022	1
Liliberth Espina	Parent/Community Member	2 Years	May 2022	1
Michelle Abarca	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 4/29/21.

Attested:

M. Ceja
D.H.

Principal, Julie Hansberger on 4/29/21

SSC Chairperson, Liliberth Espina on 4/29/21

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: _____ Oleander Elementary School _____

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

Columba Gutierrez

English Learner Advisory Committee _____
Electronic Signature

Other committees established by the school or district (specify) _____
Electronic Signature

4. 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.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: 5/12/2022.

Attested:

Julie A. Hansberger
Typed name of School Principal



Signature of School Principal

5/12/22
Date

Liliberth Espina
Typed name of SSC Chairperson



Electronic Signature of SSC Chairperson

5/12/22
Date