

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Redwood Elementary 36 67710 6035885		SSC Approval Date: May 23, 2022
School Address	8570 Redwood Avenue, Fontana, CA 92335		Local Governing Board Approval Date: pending approval on June 22, 2022 Original
Name of Principal	Jorge Arauz	Phone # and Email	(909) 357-5740, Jorge.Arauz@fusd.net
Name of SSC Chairperson	Brenda Silva	Phone # and Email	(909) 549-6977, }
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Redwood's vision for educating ALL students is, "Educating and preparing ALL students for college and life...No Excuses!" This vision will be made possible by implementing Redwood's Core Beliefs:

1. All students can learn at high levels
2. Active parent engagement is KEY for student success
3. Failure, negativity and deficit thinking are NOT acceptable!
4. Teachers and staff lovingly serve ALL students
5. Explicit Direct-Instruction is the first line of intervention
6. Assessment Data will drive Redwood's Instruction!

To ensure that ALL students reach their potential, Redwood's Blueprint for Success will provide effective structures that will meet the needs of ALL students:

1. Redwood's Culture and Core Beliefs
2. Collaboration and Standards Planning
3. Informative Assessments
4. Data Analysis
5. Enrichment
6. Motivation

SCHOOL AND COMMUNITY PROFILE

Redwood is a school with much history and tradition. It was built in 1950 and is the 3rd oldest school in the Fontana Unified School District. It is located on the west side of Fontana, in the unincorporated part of the city. Redwood is surrounded by commercial businesses and homes. To the north of Redwood ES, we have apartments and trailer parks and to the east side of the school there are single family homes. Because of our unique location, we have one of the lowest Socio-Economic neighborhoods in the district. As a result, Redwood will be offering extended learning opportunities with fieldtrips and targeted after school tutoring. Students will be identified for tutoring based on need, state testing results and ELPAC levels. Our Outreach Liaison will also work closely with homeless families and foster youth to provide resources to ensure our students attend school on a daily basis.

Redwood's Demographics:

1. Hispanic/Latino – 93.3%
2. African American – 1.7%
3. White – 2.9%
4. Other – 0.8%
5. Free and reduced lunch – 87.8%
6. English Language Learners – 38%

SCHOOL BACKGROUND

SPSA HIGHLIGHTS (bullet points)

1. Redwood continues to increase the number of words read using Accelerated Reader.
2. Redwood will continue to highlight the importance of ELD designated and Integrated instruction in order to increase our reclassification
3. Continue to make instruction accessible by purchasing classroom TV monitors.
4. Redwood continues to build a positive culture on campus by implementing our PBIS program, focusing on increasing student attendance, and creating school/community events allowing all stakeholders to participate. i.e., academic awards, Literacy day, Toy drives, community holiday night.

INCREASED OR IMPROVED SERVICES (bullet points)

1. Redwood's DLI program continues to promote biliteracy an bilingualism, the cohort continues to outperform the English only cohort in MAPS assessments.
2. Our small group literacy program continues to grow as part of the United2Read implementation.
3. The collaboration between the DLI TOA and the core TOA has had a positive impact on our school culture.

MOONSHOT

- The administration at Redwood has many dreams for the community, and some of those dreams are to transform Redwood into:
1. STEM Program
 2. Sports Academy

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
524	87.8	38.0	0.8

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	199	38.0
Foster Youth	4	0.8
Homeless	5	1.0
Socioeconomically Disadvantaged	460	87.8
Students with Disabilities	75	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.7
American Indian or Alaska Native		
Asian	7	1.3
Filipino		
Hispanic	489	93.3
Two or More Races	4	0.8
Native Hawaiian or Pacific Islander		
White	15	2.9

These data points indicate:

1. The English Learner Population is a large student group in Redwood Elementary at 38 %, and we need to make sure we are implementing evidenced based practices to best meet their needs.
2. Redwood's largest student group is Socioeconomically Disadvantaged at 88% and we will need additional services to meet their needs: materials, tutoring, progress monitoring
3. 14% of Redwood students received Special Education services. Maintaining an open line of communication with our SPED parents is a priority, to ensure we are meeting their individual educational needs.

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. Redwood Elementary students are currently 12.2 points below standard in English Language Arts and raised achievement by 5.7 points. Redwood's Key Instructional Practice of Thinking Maps will continue to be implemented to facilitate comprehension with Informational Text and text comprehension.
2. Redwood Elementary students are currently 29.5 points below standard in Math and raised achievement by 13.2 points. Redwood will continue to work with a math consultant to create Common Formative Assessments throughout the year to respond to individual student needs in a timely manner.
3. Redwood continues to engage students as shown by our status with Chronic Absenteeism and Suspension Rate.

School and Student Performance Data

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

Academic Performance English Language Arts

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

Lowest Performance



Red



Orange



Yellow



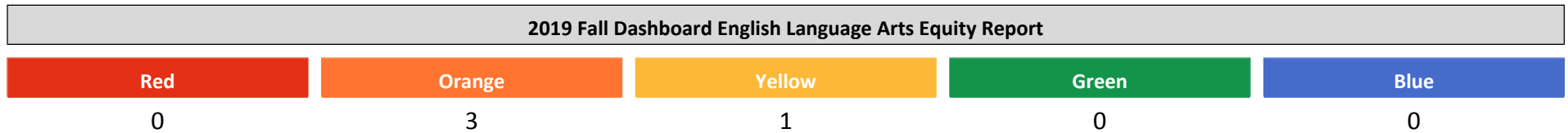
Green



Blue







Highest Performance









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 12.2 points below standard Increased ++5.7 points 258	 Orange 27 points below standard Maintained ++0.5 points 155	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 16.5 points below standard Maintained ++1 points 236	 Orange 101.8 points below standard Increased ++12.9 points 31

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 3</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p>Hispanic</p>  <p>Yellow 12.2 points below standard Increased ++7.2 points 243</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 10</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>72.6 points below standard Increased ++14.9 points 96</p>	<p>Reclassified English Learners</p> <p>47.3 points above standard Increased ++13.4 points 59</p>	<p>English Only</p> <p>3.3 points above standard Increased ++10.8 points 88</p>

These data points indicate:

1. Students that are Reclassified English Learners are performing 47.3 points above standard in English Language Arts and increased achievement by 13.4 points.

2. Redwood Current English Learners are the lowest-performing group in English Language Arts, scoring 72.6 points below standard and increased by 14.9 points as compared to Reclassified English Learners and English Only groups. Redwood must incorporate progress monitoring of English Learners throughout the year to provide support in a timely manner.
3. Our students with disabilities sub-group is the lowest performing group at 101.8 points below standard in English Language Arts. Redwood must continue to collaborate with all stake holders to ensure that IEPs are being implemented with fidelity and students with disabilities are given additional accommodations as needed.

School and Student Performance Data

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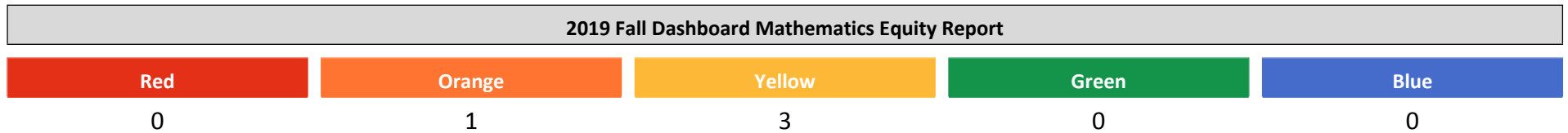
A review of the following data informs the comprehensive needs assessment.

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 29.5 points below standard Increased ++13.2 points 258	 Yellow 36.1 points below standard Increased ++5.8 points 155	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 33.9 points below standard Increased ++10.3 points 236	 Orange 119 points below standard Increased Significantly ++23.7 points 31

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 3			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 30.5 points below standard Increased ++13.4 points 243	 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 10

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
67 points below standard	14.1 points above standard	29.8 points below standard
Increased ++12.1 points	Increased Significantly ++17.9 points	Increased Significantly ++18 points
96	59	88

These data points indicate:

1. Redwood's current English Learners are 67 points below standard in mathematics and increased by 12.1 points. Redwood needs to provide additional time and support with tutoring and the implementation of Common Formative Assessments to effectively progress and monitor academic achievement in math for our English Learners.
2. Reclassified English Learners are scoring 14.1 points above standard and increased significantly by 17.9 points.
3. The lowest performing group in mathematics is Students with Disabilities as they scored 119 points below standard, yet they increased significantly by 23.7 points. We need to continue to follow each child's IEP and provide necessary accommodations.

School and Student Performance Data

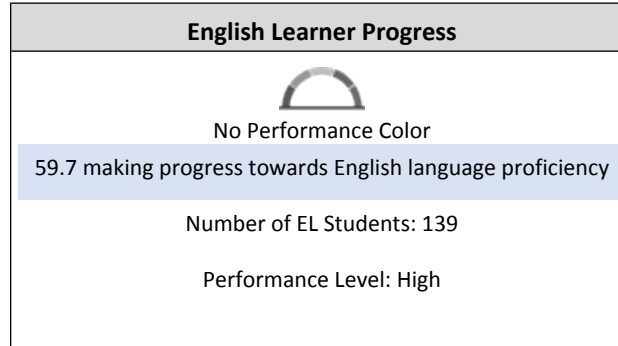
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A review of the following data informs the comprehensive needs assessment.

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
18.7	21.5	4.3	55.3

These data points indicate:

1. Redwood had an impressive percentage of students making progress towards English Language Proficiency of 59.7%.
2. Redwood also had 40.2% of students either decreasing or maintaining ELPI levels. Redwood Elementary must do a better job of identifying individual students' English Language Proficiency needs and providing support throughout the year.

3. Redwood will provide tutoring for identified English Learners based on their need as seen on the ELPAC. Redwood will also incorporate Imagine Learning to provide support in the 4 English Language domains that will be used throughout the year.

School and Student Performance Data

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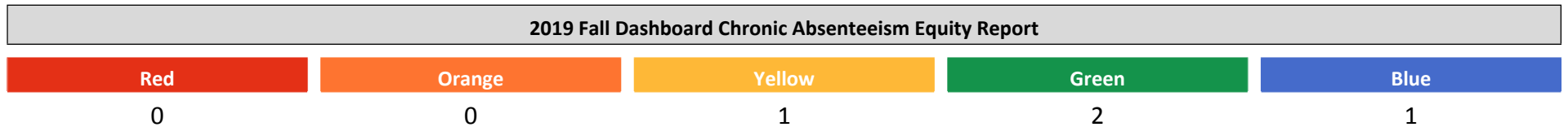
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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

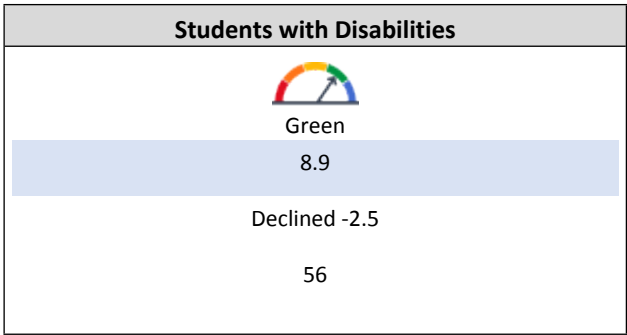
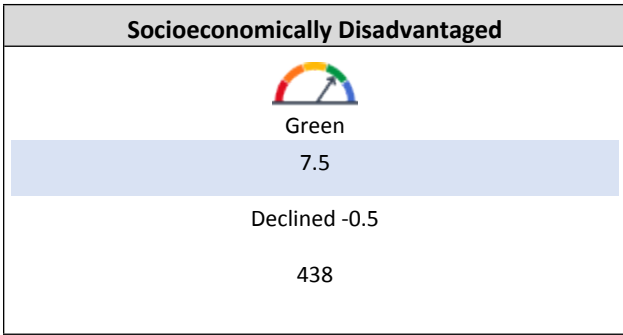
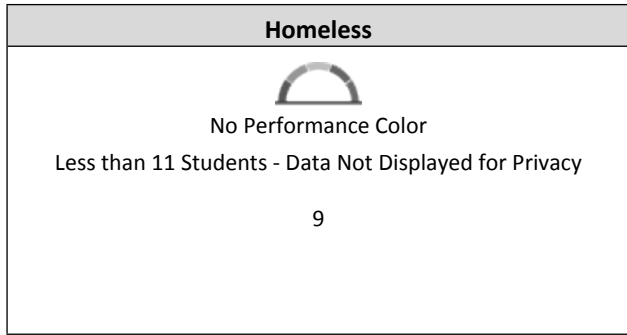
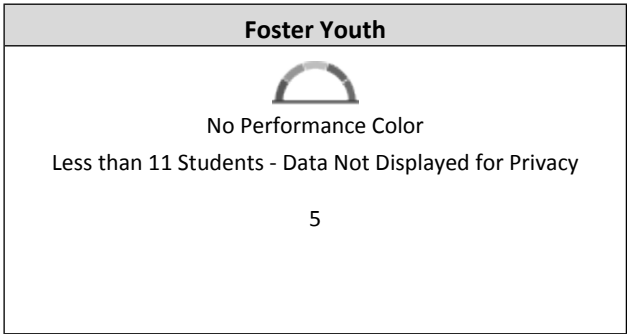
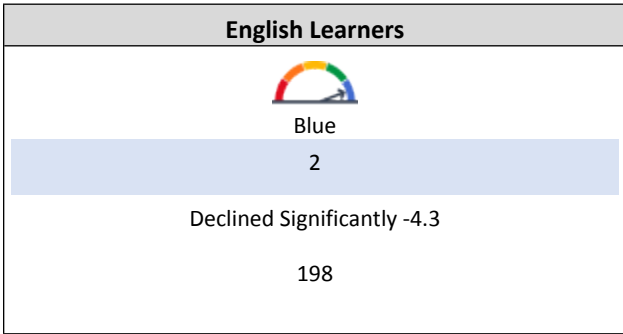
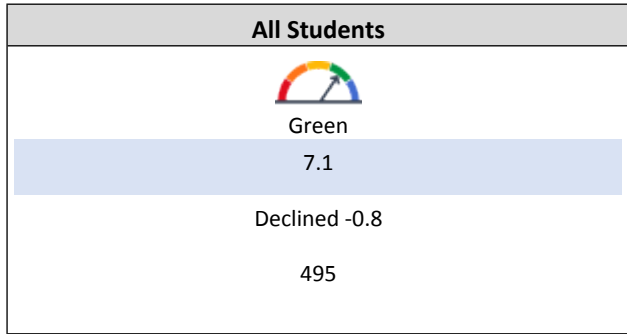


This section provides number of student groups in each color.











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



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1 Maintained -0.3 464	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Declined -10 17

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	569	38	7.0
Female	287	22	8.1
Male	282	16	5.9
American Indian or Alaska Native	0	0	0.0
Asian	7	0	0.0
Black or African American	11	2	18.2
Filipino	0	0	0.0
Hispanic or Latino	530	35	6.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	3	0	0.0
White	16	0	0.0
English Learners	223	12	5.5
Foster Youth	5	1	20.0
Homeless	13	4	33.3
Socioeconomically Disadvantaged	506	35	7.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	84	5	6.1

These data points indicate:

1. Redwood has been proactive in addressing student absences and re-engaging students throughout the year, as a result our current rate of Chronic Absenteeism is 7%.
2. Although our ELLs chronic absentee rate is lower than the all student group, it did increase by 3.5% from the previous year.
3. Our students with disability have a lower chronic absenteeism percentage than all students group, and it decreased by 2.8% from the year before.

School and Student Performance Data

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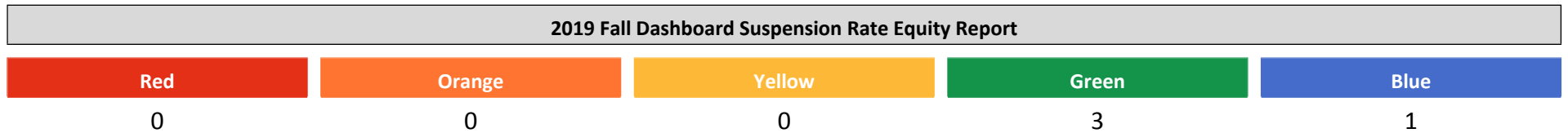
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

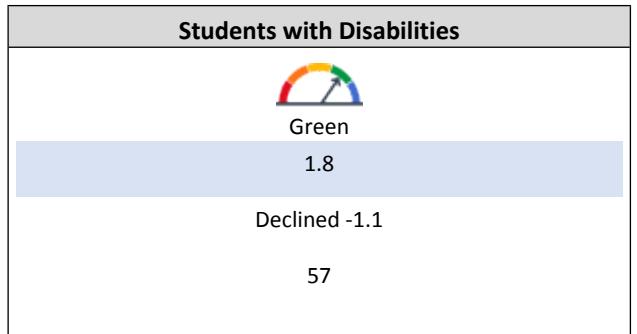
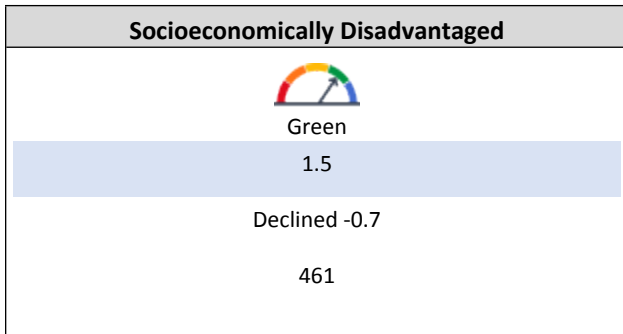
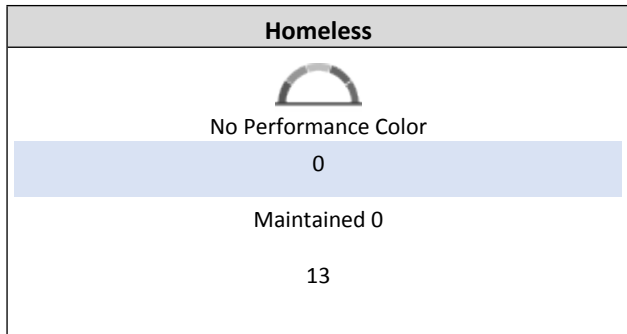
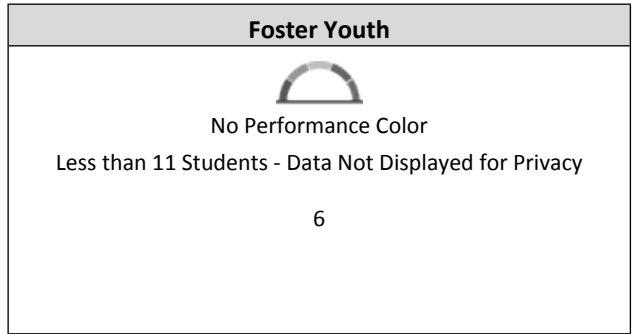
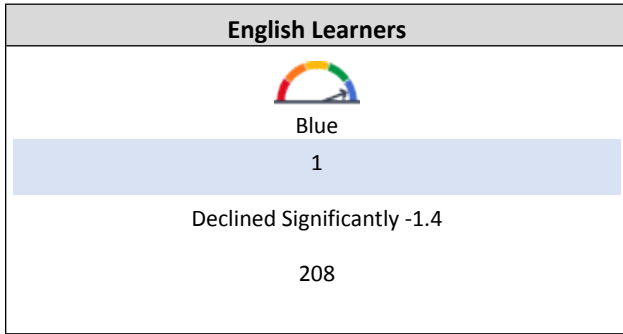
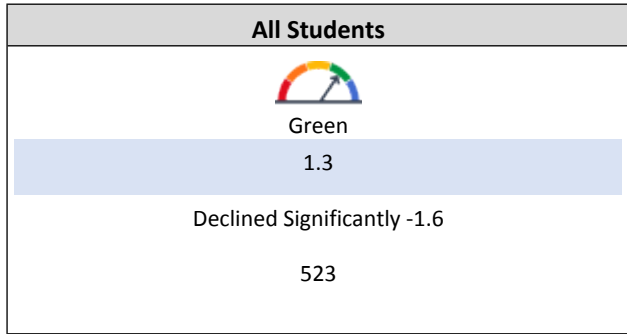


This section provides number of student groups in each color.










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
 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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2 Declined Significantly -1.7 492	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Declined -5 17

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.9	1.3

These data points indicate:

1. Redwood declined significantly the percentage of suspensions for all students.
2. All subgroups in Redwood declined in the suspension percentage.
3. Our highest rate of suspension is with our Students with Disabilities at 1.8% which also declined 1.1%

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)	-0.54 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.74
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.69 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: MAP Growth Math (ALL): Average Fall 2021-to-Winter 2021 Conditional Growth Index (CGI)	-0.13
Site Specific Measures: MAP Growth Reading (ALL): Average Fall 2021-to-Winter 2021 Conditional Growth Index (CGI)	-0.27

These data points indicate:

In all three areas, Redwood students show less than typical growth. In the 2020-2021 FALL to FALL Math MAP, 49% of students in the 5th grade level met or exceeded their goal, and 65% met or exceeded their goal in reading. 5th grade was the only grade level group that had a positive average CGI, which means that they met the expected growth.

In both areas, only a third of Redwood students are meeting/exceeding the expected growth goal, indicating a need for targeted interventions in both math and English.

Redwood's SWD had a -0.33 CGI in mathematics, making the only group closer to 0 and averaging better than the schoolwide average of -.69.

However in reading, SWD students were disproportionately lower than the all student group, this data points highlights the challenges of online instruction.

In person has been beneficial to all students, and evidence of that is that the average CGI has decreased from Fall21 to Winter21. This data point indicates that many of the targeted interventions have been effective. We will continue to provide tutoring opportunities to all students and training for our teachers to implement best practice to narrow the achievement gap.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.79 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.79

Academic Data – English Learners (EL)	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.86 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: MAP Growth Reading (ALL): Average Fall 2021-to-Winter 2021 Conditional Growth Index (CGI)	-0.08
Site Specific Measures: MAP Growth Math (ALL): Average Fall 2021-to-Winter 2021 Conditional Growth Index (CGI)	-0.20

These data points indicate:

Redwood English Learners showed slightly more growth in reading and math than the overall student population. In language the growth was even less. Math remains an area of need for all English Learners. English language learners were able to improve their Reading CGI average from -0.79 to -0.08. The data is evidence of the effectiveness of our teacher professional development on Designated ELD, Integrated ELD, and Teacher Clarity. There need to be an extension of all the ELD strategies into math content.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 5% Level 3: 30% Level 2: 39% Level 1: 26%
2020-2021 ELPAC Listening Domain: % by Performance Level	17% - Well Developed 70% - Somewhat/Moderately Developed 13% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	20% - Well Developed 62% - Somewhat/Moderately Developed 18% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	6% - Well Developed 49% - Somewhat/Moderately Developed 45% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	5% - Well Developed

Language Acquisition Data – English Learners (EL)	
	59% - Somewhat/Moderately Developed 36% - Beginning Development
Site Specific Measures: # of Write From the Beginning Trainings Completed	2 out of 3 trainings scheduled for the 2021-2022 school year were completed.
Site Specific Measures: Classroom Visit Data: % of Classrooms Showing Evidence of Write from the Beginning Implementation	80% of classrooms show evidence of Write from the Beginning implementation.

These data points indicate:

With 70% of our English Learner student population scoring between Somewhat/ Moderately Developed in listening, 59% in writing, and 49% in reading in 2020-2021, we will closely monitor this group because they are at the greatest risk of not making adequate progress.

30% of our English Learner students scored at a level 3, a decrease from 50% the previous year. This could be due to the challenges of instructional and assessment settings.

In the Listening and reading domains, we have an average of 70% of our ELL students in the somewhat/Moderately Developed group, this is due to the implementation and support, given to our EL group through the newly acquired Imagine Learning licenses and tutoring. We will continue to provide our staff with professional development that will target the four domains of language development to support classroom instruction.

Schoolwide 68% of our ELLs did not make adequate progress during the 2020-2021 year, in fact, the majority of ELLs that decreased in ELPI level were level 2's. Our ELLs in 3rd grade last year had the highest percentage of students that did not make adequate progress. Our goal continues to be the same, to have our ELLs increase at least one ELPI level each year.

We will continue to offer our teachers PD on designated and integrated ELD instruction, the implementation of thinking maps from an ELD perspective, and continue rolling out our Imagine Learning. 80% of classrooms show evidence of Write from the Beginning implementation, the 20% that do not is due to the fact that they are new teachers and did not participate in the previous training during the implementation. Our plan is to continue training as part of our schoolwide implementation, at the same offer refresher sessions for those that need it.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	9%

Parent/Family Engagement	
Site Specific Measures: Average number of parents attending the parent workshop.	10
Site Specific Measures:	

These data points indicate:

Redwood's household participation rate is 9% which is less than the district goal of 25%. Although students are back on campus, many of our families are still struggling with the virus surges in addition to the lack of resources. We will continue to keep our parents and community-engaged and informed regarding their students' education. Redwood parents shared the need to develop parent workshops that address the need to discuss/learn about issues of race/equity and strategies of how to support academic success at home. On average about ten parents participated in the workshops due to the need to keep social distancing guidelines.

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: -0.79 Fall 3rd to Fall 4th: -1.15
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: 56% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 48% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 53% 24-25 3rd Gr. Cohort (21-22 Kinder): 27%
Site Specific Measures: AR USAGE: % OF STUDENTS PASSING THEIR QUIZZES	83%
Site Specific Measures:	

These data points indicate:

Redwood grades 1st - 3rd made significantly less than a year's growth in reading. Half of our K-3 enrollment are DLI students. This cohort has performed and/or outperformed students from our English only counterpart. Nearly 50% of our 1st to 3rd graders are in danger of not reading on grade level, this indicates the need to provide targeted reading intervention to our 1st to 3rd grade students, in addition to utilizing TOAs in order to model effective instructional strategies. In Kinder 69% of student are passing the AR quizzes, indicates the needs to focus on comprehensions and fluency strategies among our Kinder students. In 2nd grade, 87% of our students are successfully passing AR quizzes, however in 3rd grade, only 71% of our students pass, highlighting the need to continue to promote our AR program.

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

These data points indicate:

ELD Evaluation

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

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

Integrated ELD instruction has been effectively implemented at Redwood and the evidence is found in our percentage of students increasing ELPI levels of 59.7%.

Teachers received PD on Integrated ELD strategies throughout the year. Redwood teachers are providing language rich instruction as they use instructional methods that facilitate the acquisition of the English Language.

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

Based on classroom walkthroughs, designated ELD has been implemented at a moderate level.

In certain grade levels, Designated ELD instruction is cut short or skipped due to other lessons or activities that are needed to be completed.

Teachers received PD on Designated ELD strategies throughout the year.

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.

The continued support from our English Learner Teacher On Assignment and continual training on the EL Master plan is needed to stress the importance of language and content mastery throughout all grade levels in the district. Redwood will also incorporate an English Language Development plan while working with our site TOA, which focuses on Pathways to Proficiency to help improve students' Receptive and Productive Language ability.

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>The Redwood 2021-2022 Parent Climate Survey Report had a 9% response rate, not meeting the district goal of 25%. We had several challenges due to Covid-19. Analyzing the data, there are many KEY Points to be made aware of:</p> <ol style="list-style-type: none"> 1. 86% of the participants shared that the school environment is clean and in good condition. 2. 98% of the participants expressed that our school believes in every student's ability to excel academically. In addition, 83% of our parents believe that our school encourages our students to care for one another. 3. 77% of the participants made favorably for the overall social learning climate of the school, an 8% increase from the year before. 4. An area of opportunity is the "Learning Model," which had a rating of 53%. 64% of our parents are satisfied with the way school is right now, which is 37% from the previous year. 5. 60% of the families marked favorable in the perception of how the school matches the student's developmental needs. <p>Students were offered an opportunity to take the student climate survey in October of 2021, all 5th graders have required the other grade level was optional. Our response was 90%.</p> <p>There are many key points:</p>

Analysis of Qualitative Data

1. 90% of the students felt supported through their relationships with friends, families, and adults at school.
 2. 80% of students felt that our school teaches our students how to take responsibility for their actions.
 3. 36% of our students said that they are given a chance to help decide on school activities or school rules.
 4. 42% of students shared that they had almost never been worried about violence in the school.
 5. 65% of our students shared that our school is almost always clean and neat.
- 67% of our student body completed the Social Emotional Learning Survey. The following are some of the key findings:
1. 89% of the students surveyed shared that they have a teacher or other adult that they can count on, no matter what.
 2. 74% feel that they are valued members of the school community.
 3. 49% responded that frequently know how to pull themselves back from a bad mood.
 4. 47% shared that when complicated ideas are discussed they are sure they can understand them.
 5. 70% think that they can manage their emotions, thoughts, and behaviors in different situations, that's a 2% increase from the year before.
- Informal teacher input was collected from teachers throughout the year, in an effort to gain teachers' needs and support. The feedback indicates a need to continue teacher clarity, thinking maps, and designated and integrated ELD, to strengthen the school instructional practices.

Classroom Observations

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

Bi-weekly classroom walkthroughs were conducted in all classrooms with a focus on student engagement and clear communication of Learning Targets and Success Criteria. Having a clear target for learning will result in more student engagement and higher academic achievement.

Based on walkthrough data, Redwood students have high levels of engagement as seen in 85% of class visits. 80% of our teachers are posting learning targets and success criteria, however only about 77% of teachers were observed communicating the Learning Targets and Success Criteria during lessons. This indicates the need for our teachers to continue professional development with Teacher Clarity PD and increase the communication of LT and SC.

In addition, about 90% of our teachers are implementing Thinking Maps as a scaffolding tool for all students, specifically our English language learners.

Analysis of Qualitative Data

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)

Locally, NWEA Data is used to monitor the growth and progress towards meeting the literacy and numeracy goals identified in the SPSA. Both Fall and Winter NWEA data reports provide predictions to target potential outcomes for the Spring CAASPP. PLC teams utilize the fall and winter NWEA data to adjust their units of study in the event that some essential standards have to be re-taught. Data Analysis of ELs would be facilitated by the breakdown of ELs and students with IEPs within the common NWEA data reports.

During the Summer and Fall, PLC teams analyzed CAASP data to identify grade level areas of focus and for student goal setting.

Areas identified as needing improvement:

- 1) Completing deeper data dives with available local and state assessments to identify areas of focus for ELA, Mathematics, and ELD.
- 2) Provide the summative IAB interim assessments in Mathematics, based on Redwood's areas of need. This assessment will allow teachers to analyze CAASPP type assessment results and reteach content as needed.

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

Redwood analyzes ELPAC data to establish the beginning of the year ELD groups. Grade level PLC teams utilize the current language development levels to provide scaffolds and SDAIE strategies during integrated ELD and designated ELD time.

PLC Teams utilize data from SBAC, and MAP data to differentiate learning for all students.

Standards, Assessment, and Accountability

	<p>Areas of Improvement:</p> <ol style="list-style-type: none"> 1) Frequent progress monitoring of EL students 2) Aligned ELD curriculum to ELA Core 3) Professional Development in the areas of lesson design to incorporate best practices for ELs.
<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>Redwood has regularly scheduled SSC/ELAC/Coffee with the Principal meetings in which achievement data and other school data is discussed. By sharing this data throughout the year with multiple stakeholders, Redwood takes into account multiple perspectives when making recommendations. School Site Council met in December and April to monitor the implementation of the school plan. In late April, SSC Council analyzed and evaluated the SPSA actions to create an action plan to address the identified needs.</p> <p>Locally, NWEA Data is used to monitor the growth and progress towards meeting the literacy and numeracy goals identified in the SPSA. Both Fall and Winter NWEA data reports provide predictions to target potential outcomes for the Spring CAASPP. PLC teams utilize the fall and winter NWEA data to adjust their units of study in the event that some essential standards have to be re-taught. Data Analysis of EL's would be facilitated by breaking down the data for ELs and students with IEPs within the common NWEA data reports.</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>NWEA Math and Reading is used as a district-wide universal screener to identify and facilitate the grouping of students who need extra support. Currently, NWEA Map reports do not identify student groups (EL, SP, Ed),</p> <p>English Learners are provided small group support in reading and math by their general education teacher, along with Integrated and Designated ELD instruction during the week. Redwood teachers also meet throughout the month to analyze and collaborate with instructional support teachers to address the needs of low-achieving ELs.</p> <p>Redwood will then analyze ELPAC data by grade level and by the student, to determine achievement and areas needing to be addressed.</p>
<p>Identified Needs based on Findings:</p> <p>Redwood has determined an area of need for our English Learner population is Reading Comprehension. Based on ELPAC data for the 2020 - 2021 school year, all grades show lower achievement when compared to the other domains in Reading Comprehension and this shows a need to build vocabulary and English reading fluency to ultimately improve Reading Comprehension.</p>	

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>In 2020-2021, Redwood teachers continued to receive professional development in the area of Teacher Clarity where they learned to identify essential standards and create learning targets and success criteria. Much work is still needed in aligning assessments directly to learning targets.</p> <p>Redwood's Key Instructional Practices are: Thinking Maps and Write from the Beginning and our staff PD was centered around these training.</p> <p>Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. These patterns help students reach higher levels of critical and creative thinking - essential components of 21st-century education. The use of Thinking Maps facilitates the teaching and learning of content standards by visualizing our thinking and creating concrete images of abstract thoughts.</p> <p>Write from the Beginning is a developmental writing program for grades Kinder through 5th, focused on the criteria necessary for successful writing in elementary and beyond. This program utilizes the Thinking Maps to incorporate the higher levels of critical and creative thinking.</p> <p>Redwood will need to continue building this capacity to ensure effective instructional and learning practices are occurring.</p>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>The Common Core TOA works with teachers on lesson plan design, United to Read, professional development on district-approved programs, and best practices. The EL TOA directly supports the coordination and training for our DUAL IMMERSION classes in K-2 as well as supporting ELD instruction in other grade levels.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Our teachers meet in PLCs on Wednesdays to plan lessons, discuss data, and create common assessments. However, more PLC time is needed for teachers to discuss best practices as well as to create targeted assessments.</p> <p>With that said, Redwood is allocating additional time for staff to plan in their PLCs during Distance Learning to move this work forward.</p>

Identified Needs based on Findings:

More professional development is needed in the area of backward planning, creating Learning Targets and Success Criteria, and creating targeted assessments. More time is needed for teachers to collaborate in their PLC, discuss student data, and create targeted assessments.

Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History-Social Science, and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts, and History-Social Science:</p> <p>TK-5th grade My Math, McGraw Hill</p> <p>TK-5th grade Wonders, McGraw Hill</p>
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Teaching and Learning

	<p>TK-5th Social Studies Alive! TCI</p> <p>*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.</p> <p>Instructional Strategies are supported by site-specific professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning, and coaching.</p> <p>Teachers utilize differentiated instructional groups both during class and during Response to Intervention Time in Language Arts and Math. The instructional support teacher provides targeted literacy support through programs such as Read 180, System 44, WonderWorks, and Lexia. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p> <p>Redwood is a Dual Language Immersion school, which is using the Spanish component of Wonders for English Language Arts and My Math for mathematics.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support the attainment of goals as outlined in their Individual Educational Plans.</p>

Identified Needs based on Findings:

Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards. Additional professional development in English Language Acquisition, specifically in the areas of reading comprehension and writing skills.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>All students who do not meet grade-level reading status, are provided targeted instruction through the Response to Intervention model. This tiered level of support can be provided by the classroom teacher during a designated 40 min time block. The Instructional Support Teacher, IST, provides further intensive support using System 44, Lexia, Read 180 and Wonders Intervention program.</p> <p>Students not making growth will be referred to our Student Intervention Team, SIT. This team of educators allows the student, teacher, and family to communicate and address needs and concerns. In this structure, academic goals will be established and monitored for growth.</p>
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Opportunity and Equal Educational Access

Student groups for whom there exist disparities in achievement and summary of the root causes.	<p>Redwood's English Learners are performing at a lower level than our schoolwide data in all core academic areas. The root causes of these are D-ELD, effective student monitoring systems, instructional collaboration, and parent engagement opportunities.</p> <p>Designated ELD time, while on the master schedule, is one subject that tends to be short-changed with time. There are great attempts to understand lesson planning around designated ELD, the reality is a greater awareness of the lesson components needs further development for better instructional practices.</p> <p>Redwood's Students with Disabilities continue to underperform in all areas. Greater collaboration with general education teachers and special education teachers and services needs to occur to maximize efforts in addressing student academic goals.</p>
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	The SPSA actions and services partially met the needs of students. Specifically, our ELL's needs were partially met, by the implementation of Imagine Learning instructional software ELLs' needs were not met by tutoring due to staffing vacancies.
<p>Identified Needs based on Findings:</p> <p>Improve student monitoring systems, continue collaboration with instructional coaches that are content related to the needs of students, engage parents in understanding the academic gaps and what is needed for growth, identify instructional programs that incorporate language acquisition in all 4 domains, reading, and writing.</p>	

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.	<p>Redwood has a number of Parental Engagement opportunities and one of our Core Values is "Active Parent Engagement is KEY for Student Success!" These are some of the actions that Redwood implemented in 2021-2022:</p> <ol style="list-style-type: none"> 1. Monthly Coffee with the Principal meetings - This is a time to keep parents informed on important school data and to listen to our parent base. 2. Regular ELAC and SSC Meetings - Redwood meets with the following parents groups to engage all stake holders in the decisions that are made in our school. 3. Parent Computer Classes - Redwood is offering different level computer classes to build our parent's capacity with technology. 4. Parent English Classes - Redwood is offering English Classes with the ultimate goal of preparing parents to support thier children at home with their school work.
<p>Identified Needs based on Findings:</p>	

Parental Engagement

1. Parent trainings dealing with Mental Health, Positive Discipline and computer technology
2. Teacher-led Parent Trainings, which will keep parents in the loop with current instructional strategies
3. More financial resources and socio-emotional support
4. Increase participation of parents of language learners.

Funding

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

During the 2021-2022 School Year, Redwood received SUPC funds. With these funds Redwood purchased large tv monitors to increase access and engagement to instruction.

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

During the 2021-2022 School Year, Redwood received Title 1 funds. With these funds Redwood offered a number of programs and opportunities for our underperforming students to meet grade level standards:

1. Tutoring based on identified needs in English Language Arts and Math
2. Literacy and math instructional software
3. Parent empowerment workshops
4. Teacher Planning - this planning time was for teachers to collaborate with their grade-level teams to design effective and engaging lessons using the district approved curriculum and pacing guides. This ensured that all students received a standards based education with timely interventions as planned by their teacher.

Identified Needs based on Findings:

Based on our Data Analysis, Redwood has identified the following as areas of need:

1. Redwood will continue to offer tutoring for the areas of English Language Development and identified needs in English Language Arts and Mathematics
2. Redwood needs to address the area of Reading Comprehension for our English Language Learner population, as this is an area of weakness in all grade levels.

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, with input from ELAC, SSC evaluated the SPSA and determined which actions and services to continue, modify or discontinue based on the progress monitoring. SSC developed SPSA actions and services based on the anticipated needs of students. ELAC parents shared the importance of bringing back instructional trips for our students. In addition, parents expressed their support for the continuing implantation of the Imagine learning instructional software.

In May, SSC reviewed and approved the 22-23 SPSA actions and services and determined unfunded priorities.

Stakeholder Involvement	
Identified Needs based on Findings:	
A priority at Redwood is to make our school accessible for English language learner parents to participate in our ELAC.	

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>	<ul style="list-style-type: none"> • Professional Development and support with lesson planning using Common Core Standards and Standards Progression • Professional Development in Write from the Beginning and Thinking Maps-Pathways to Proficiency • Teacher training/modeling to support full implementation of Integrated and Designated-ELD 	<ul style="list-style-type: none"> • Professional Development/Lesson Planning Monthly August and May • Write from the Beginning and Thinking Maps Professional Development Twice a year Fall and Winter
<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"> • Thinking Maps and Path to Proficiency during English Language Arts to improve Reading Comprehension, with a focus on our English Learners. • Write from the Beginning for Writing Training and materials for new teachers. • Implementation of LEXIA, Moby Max, Accelerated Reader and Accelerated Math, Happy Numbers, iStation (DLI), BrainPOP for SEL and EL students • Implementation of PBIS strategies to improve Redwood's culture and climate as well as reduce disciplinary concerns inside and outside the classroom. • Our K-3 DLI supports biliteracy and bilingualism (Spanish & English) <p>These clear and effective systems in place will allow for a well-rounded education at Redwood. With a decrease in disciplinary concerns in the classroom, instructional time will increase and will result in higher levels of achievement. As a result, the Redwood staff will be able focus on planning and delivering effective and engaging instruction.</p>	<ul style="list-style-type: none"> • Write from the Beginning and Thinking Maps Daily • Write from the Beginning Trainers for new teachers Twice a year Fall and Winter • DLI Aug to May. Daily
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not</p>	<ul style="list-style-type: none"> • Response to Intervention (RTI) for English Language Arts and Mathematics - This will be a coordinated grade level or class intervention plan, to support students that are needing 	<p>-RTI Daily Aug to May.</p>

<p>meeting the challenging State academic standards</p>	<p>more time and support in ELA and Math. Teachers will use re-teach lessons in Wonders and My Math to provide additional support. Teachers will also provide LEXIA small group support based on the need identified in each child's learning path.</p> <ul style="list-style-type: none"> • Additional support provided by Redwood's staff are Extended learning opportunities. Administration will complete data analysis to identify a specific area of need and the struggling groups of students in these groups. This tutoring will be timely and specific in the area of need for each participating student. <p>Redwood's IST will meet with small groups of students in Kinder, 1st , 2nd, and 3rd 4 times a week, and the focus is on foundational skills in Reading.</p>	
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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)	-13.6	>= 1.4
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-29.5	>= -14.5
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.54 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.74	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.69 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	9%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> Based on MAP student achievement data, and teacher input students need increased access to real-life experiences to improve reading and math skills. Based on class visits and MAP data, teachers need professional development to utilize effective instructional practices in reading and mathematics. Based on attendance and Redwood discipline data, students need to learn to demonstrate more positive behavior and school engagement. Based on parent feedback, parents need multiple parent involvement opportunities to learn to support their child at home educationally, behaviorally and social emotionally.
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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 tutoring opportunities to increase proficiency in identified areas in ELA and mathematics</p> <ul style="list-style-type: none"> Classified Hourly Certificated Additional Hourly/sub-hourly Contracted services 	<ul style="list-style-type: none"> Pre and Post assessment results Roster of students attending tutoring sessions. 	-At Promise students	Administration, Tutoring staff	5,000	
<p>1B— Provide small group, differentiated instruction to target student's skill deficiencies in ELA and mathematics</p> <ul style="list-style-type: none"> Instructional and organizational Materials Printing of instructional materials Instructional Software, headphones small group furniture/flexible seating SIT Coordinator additional teacher hourly 	<ul style="list-style-type: none"> Fall to Winter Map Growth in ELA, Reading and Math Curriculum embedded assessments in ELA and Math 	-Students in Kinder – 6th grade	Administration, Teachers, SIT Coordinator.	6,000	1,000
<p>1C—Provide additional time for PLCs to focus on the 4 key questions: What do we want students to learn? How will we know if they have learned? What will we do if they have learned it? What will we do if they have not learned it?</p> <ul style="list-style-type: none"> Teacher Hourly 	<ul style="list-style-type: none"> Grade Level Planning Document Evidence of 	-Students in Kinder - 6th grade	Administration, Teachers.	7,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Subs Contracted services 	<p>Learning Targets and Success Criteria during class walkthroughs.</p> <ul style="list-style-type: none"> Fall to Winter MAP comparison 				
<p>1D – Provide Real-Life, Hands-On Learning Experiences to allow student opportunities to connect the academic standards to real life experiences</p> <ul style="list-style-type: none"> Academic Field Trips on and off campus and related fees Presenter/Contracted services Program-activity materials 	<ul style="list-style-type: none"> Post fieldtrip activities Pre and Post fieldtrip surveys. 	- Students in Kinder – 6th grade	Administration, teachers.	7,000	
<p>1E - Provide Parent Trainings to assist parents with supporting their children at home, educationally and social emotionally</p> <ul style="list-style-type: none"> Contracted services and related materials Books, pamphlets Certificated and classified Hourly Parent training materials 	<ul style="list-style-type: none"> The number of parents attending parent training sessions. 	- Students in Kinder - 6th grades	Administration, teachers.	2,389	

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"> Parent Survey. 				
<p>1F - Implement school recognition and PBIS to support positive school culture and climate.</p> <ul style="list-style-type: none"> Teacher Hourly for PBIS planning meetings. PBIS Incentives Academic Awards 	<ul style="list-style-type: none"> PBIS work sessions attendance. TFI 	- Students in Kinder - 6th grades	PBIS Team, Administration.		610.00
<p>1G. New Action Provide opportunities for teachers to attend Conferences to increase teacher capacity to improve instructional delivery, ELL instruction, Instructional Technology, PLC development.</p> <ul style="list-style-type: none"> Contracted services Travel and conference related fees 	<ul style="list-style-type: none"> Teacher feedback classroom visits 	- Students in Kinder - 6th grades	Administration, teachers	5,000	
<p>1H: Utilize technology to enhance the teaching and learning process.</p> <ul style="list-style-type: none"> LCD Monitors for classroom use HoverCams, document cameras to project lessons Digital notebooks/tablets 	-Evidence of Interactive lessons using technology during walk throughs	-Students in Kinder – 6th grade	Teachers and Administration.		20,000
Total Estimated Cost for This Goal:				32,389	21,610

Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in Reading and Writing through the use of sentence frames, graphic organizers, productive partnering, and speaking in complete sentences.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-28.1	>= -13.1
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-36.1	>= -21.1
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.79 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.79	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.86 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	<ul style="list-style-type: none"> • ELPAC and MAP assessments show that students need to improve achievement in reading comprehension and writing. • According to MAP data ELL students had a positive increase in achievement based on Fall to Winter MAP assessments; Reading -.79 to -.08 Our goal is to continue to show growth in our CGI.
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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
1a1 - Provide differentiated instruction to English Language Learners to improve in all language domains: listening, reading, speaking, and writing	<ul style="list-style-type: none"> • Software Reports • Fall to Winter 	<ul style="list-style-type: none"> • All students: particularly 	Teachers, DLI Teachers, Administration, EL TOA and Bilingual	10,000.00	2,000.00

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"> Supplemental Instructional Materials Printing, to support the development of Academic Language Software license 	Map Reports in ELA and Math	Dual Immersion classes <ul style="list-style-type: none"> Emerging 1,2L and Expanding 2H,3L 	Aide, EL Site Monitor.		
1a2 - Provide extended learning opportunities to English Learners to improve in the reading domain <ul style="list-style-type: none"> Bilingual Aide additional hourly. 	<ul style="list-style-type: none"> Roster of ELs being tutored Fall to Winter MAP comparison. 	Emerging 1,2L and Expanding 2H, 3L	Bilingual Aide, Administration.	2,000.00	
1a3 - Support Growth mindset, student goal setting, and critical thinking strategies. <ul style="list-style-type: none"> Certificated additional hourly 	<ul style="list-style-type: none"> Number of student conferences participant feedback 	All English Learners	Teachers, DLI Teachers, Administration, EL TOA and Bilingual Aide, EL Site Monitor.	1,000	
Total Estimated Cost for This Goal:				13,000	2,000

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 EIs: English Learners will demonstrate improved academic growth and achievement in their productive language by developing their writing, using writing rubrics to self-regulate during the writing process.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	59.7%	>= 62.7%

Identified Need(s):	<ul style="list-style-type: none"> Based on ELPAC/ELPI data and MAP assessments show that English Learners need to improve productive language in writing skills. Based on ELPAC/ELPI data and MAP assessments show teachers need PD for effective integrated and designated ELD and writing instruction.
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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
1b1 - Provide staff with Write from the Beginning PD to improve student's productive language by developing their writing skills. <ul style="list-style-type: none"> Binders, materials, resources. Additional teacher hourly. 	<ul style="list-style-type: none"> Number of Staff Trainings completed for Write from the Beginning Classroom visit data. 	Emerging, Expanding and Bridging ELL's in grades Kinder - 6th.	Write from the Beginning Trainer of Trainers, Teachers, Administration.	2,500.00	

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"> • Student writing samples 				
Total Estimated Cost for This Goal:				2,500	

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	33.9%	>= 36.9%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-21.6	>= -6.6
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: -0.79 Fall 3rd to Fall 4th: -1.15	>= 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: 56% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 48% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 53% 24-25 3rd Gr. Cohort (21-22 Kinder): 27%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 46% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 38% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 43% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 17%

Identified Need(s):	<ul style="list-style-type: none"> Based on MAP assessments, students need to increase their stamina, fluency and reading comprehension. Based on teacher feedback and classroom visits, students need a motivational tool to increase reading practice, time on text, and frequency of reading comprehension assessments to improve overall academic achievement.
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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 differentiated instructional tools to increase reading practice, comprehension and fluency <ul style="list-style-type: none"> Software Licenses 	<ul style="list-style-type: none"> The number of words read AR data i-Station data 	- Students in Kinder - 3rd grade	Librarian, Teachers, Administration	1,000.00	

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
2B - Provide increased access to all forms of literature to ensure that students have access to high interest, high quality books <ul style="list-style-type: none"> Library Books Guided reading books 	<ul style="list-style-type: none"> Number of books purchased and reading level Number of Bilingual Books purchased The number of books checked out A2i data i-Station data 	- Students in Kinder - 3rd grade	Librarian, Administration	1,000.00	
Total Estimated Cost for This Goal:				2,000	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
2B - Provide increased access to all forms of literature to ensure that students have access to high-interest, high-quality books. <ul style="list-style-type: none"> • Library Books • Guided reading books 	- Students in grades Kinder - 6th grade.	15,000.00	Administration, Teachers, Librarian
1C—Provide additional time for PLCs to focus on the 4 key questions: What do we want students to learn? How will we know if they have learned? What will we do if they have learned it? What will we do if they have not learned it? <ul style="list-style-type: none"> • Teacher Hourly • Subs • Contracted services 	- Students in grades Kinder - 6th grade.	30,000.00	Administration, Teachers
1A—Provide tutoring opportunities to increase proficiency in identified areas in ELA and mathematics <ul style="list-style-type: none"> • Classified Hourly • Certificated Additional Hourly/sub-hourly • Contracted services 	- Students at risk of not meeting grade level standards.	15,000.00	Administration, Teachers
1G. New Action Provide opportunities for teachers to attend Conferences to increase teacher capacity to improve instructional delivery, ELL instruction, Instructional Technology, and PLC development. <ul style="list-style-type: none"> • Contracted services • Travel and conference-related fees 	- Students in grades Kinder to 6th grade	30,000.00	Administration, teachers.
2A - Provide differentiated instructional tools to increase reading practice, comprehension, and fluency <ul style="list-style-type: none"> • Software Licenses 	- Students in grades Kinder - 3rd grade.	5000.00	Administration, Teachers
2C. New Action Provide the Project D.E.A.R. coordinator to motivate and monitor the number of books being read <ul style="list-style-type: none"> • Additional hourly for D.E.A.R coordinator 	- Students in grades Kinder - 3rd grade.	2500.00	Administration.

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1H: Utilize technology to enhance the teaching and learning process. <ul style="list-style-type: none"> • LCD Monitors for classroom use • HoverCams, document cameras to project lessons • Digital notebooks/tablets • Student headphones/earbuds 	- Students in grades Kinder - 6th grade.	30,000.00	Administration.
New Action- STEAM Lab: Steam instructional materials, resources.	- Students in grades Kinder - 6th grade.	10,000.00	Administration.
New Action- Social Emotional Learning resources and materials.	- Students in grades Kinder - 6th grade.	5,000.00	Administration, Counselor

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.	49,889
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).	2,193
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)	23,610
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		73,499
Total amount of state funds spent (SUPC)		23,610
Total amount of federal funds spent (Title I)		49,889
Total amount of state and federal funds spent		73,499
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
Jorge Arauz	Principal	Not-Applicable	Not-Applicable	1
Elizabeth Torres	Classroom Teacher	3 Years	May 2024	1
Carlos Alcaraz	Classroom Teacher	3 Years	May 2024	1
Daniel Fitzgerald	Classroom Teacher	3 Years	May 2024	1
Kiara Madrigal	Other Staff Member: Clerk	3 Years	May 2024	1
Brenda Silva	Parent/Community Member	3 Years	May 2024	1
Cindy Serbin	Parent/Community Member	3 Years	May 2024	1
Laura Parra	Parent/Community Member	3 Years	May 2024	1
Ricardo Villavicencio	Parent/Community Member	3 Years	May 2024	1
VACANT	Parent/Community Member			



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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2022.

Attested:

	Principal, Jorge Arauz on 5/23/22
	SSC Chairperson, Brenda Silva on 5/23/22

