

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Beech Avenue Elementary 36 67710 6110670		SSC Approval Date: 05/13/2021
School Address	9206 Beech Avenue, Fontana, CA 92335-4309		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Michele Mower	Phone # and Email	(909) 357-5060, Michele.Mower@fusd.net
Name of SSC Chairperson	Lilia Lopez	Phone # and Email	(562) 453-5530, tboss031982@yahoo.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Beech Avenue Elementary is on a quest for excellence; excellence not only as defined by test scores, but also as defined by reasoning, resilience, and responsibility. The Beech Avenue school community is committed to fulfilling our vision of becoming a school where everything is organized around learning and a school that is recognized for its excellence in all areas. Our mission is to provide the right instruction, for the right student, at the right time so as to ensure high levels of learning for each child so that all students are proficient in reading, writing, and math.

SCHOOL AND COMMUNITY PROFILE

Beech Avenue Elementary opened its doors to students and their families for the first time in November 2007. The school currently serves over 800 students from pre-school to sixth grade. The ethnic make-up of the student population is as follows: 95.0% Hispanic, 3.0% White, 1.0% African American, and 1.0% other ethnic groups. Nearly 70% of students are learning English as a second language.

The campus consists of 32 classrooms, a multipurpose room, and a library. In addition to 32 classes of general education students in grades PK-6, the school also serves one 3rd-5th grade Special Day Class, and one multi-aged Special Day Class for students with autism. Students with less severe learning needs are serviced by a full time Resource Specialist Program (RSP) teacher and a full time Speech and Language Pathologist (SLP). Beech Avenue Elementary has a School Psychologist on site three days per week to conduct meetings to coordinate services for those students failing to meet grade level standards and conduct individual educational testing. In addition, the school has a half-time counselor to help address the social-emotional needs of the students.

The multipurpose room is the location of the City of Fontana After School Recreation Program offered as part of the After-School Education and Safety Grant. This program offers students opportunities to learn through fun activities. Some program highlights include homework help, physical fitness, outdoor play, and theme-based activities. Students are also taught about proper nutrition with the help of Healthy Fontana and the after school nutritional snacks.

Each day, the Beech Avenue staff is committed to providing students with a high-quality education. All students at Beech Avenue Elementary participate in a rigorous curriculum as prescribed in the core curriculum for the Fontana Unified School District. The Common Core State Standards (CCSS) form the foundation for teaching and learning. The staff works collaboratively to deliver the curriculum using a variety of effective instructional strategies.

Although Beech Avenue Elementary did not meet all targets related to the Smarter Balanced Assessments (SBA) with regard to some student groups, there is much evidence of student learning and improvement. Academic gains were noted in both ELA and math, with the most significant improvements being in math. Student needs are paired with the necessary resources offered by the school based on real-time data measures. Student attendance continued to

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be among the best in the district. Beech continued to close the achievement gap in multiple areas on Measures of Academic Progress (MAP) growth reports. SBA results met or exceeded district averages in all grades, all student groups, and all content areas.

Funding received from Title I provides students additional safety nets to increase their success within the core curriculum and provides support for families to assist their children in learning. The administrator collaborates with the school community on an annual update of the Single Plan for Student Achievement, and the staff maintains a commitment to provide a learning environment that addresses all learning modalities and that meets the needs of each student. We are committed to fulfilling our mission of learning by providing the right instruction, for the right student, at the right time.

SPSA HIGHLIGHTS (bullet points)

School Climate and Culture: The need to feel connected to school is highlighted by research as one critical to the long-term success of students. Beech Avenue Elementary remains the best attended school in the district. Our chronic absenteeism rate is far lower than the State and District averages. Although our suspension rate increased, it remains below 1%. The school will continue focusing on establishing school-wide behavior expectations and an acknowledgement/response system to promote positive academic and social/emotional/behavioral outcomes. Second Step Curriculum will be utilized to ensure that students are clear about what good citizenship entails.

Teaching and Learning: Each teacher will provide a core academic program that fully addresses grade level standards. Staff, students, and families will engage in a data analysis protocol that includes the analysis of multiple metrics to monitor student progress on the path to proficiency. This will help us match the unique needs of each student with the appropriate interventions and/or enrichment opportunities within and outside of the regular school day. Local (MAP Growth) and State (CAASPP) data support the fact that students are making academic gains. Math growth was better across all grade levels and all student groups. The percentage of students NOT meeting standards cannot, however, be ignored. Careful review of the data show that reading comprehension is an area of need in English Language Arts at all grade levels. It is essential that we make some adjustments in our instruction if we want to continue to grow. Early intervention is also essential to better ensure that students are adequately prepared for the rigor of the Common Core State Standards (CCSS). Additionally, English Learners (EL) and Students with Disabilities (SWD) have the largest achievement gap in both math and English Language Arts (ELA). EL students require daily instructional opportunities to promote both language acquisition (designated English Language Development (ELD)) and academic development (Integrated ELD) to ensure equitable access to all content areas and to progress toward reclassification. SWD need instruction that is relevant and aligned to their unique needs. Special education teachers, classified instructional staff, and general education teachers will work together to build our capacity to ensure progress for these student groups in particular.

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Professional Development : The school will provide professional Learning opportunities for certificated and classified instructional staff in the building blocks of Literacy, vocabulary development, and math to support the development of reading comprehension and strategic thinking. Furthermore, teachers will build their capacity to use assessment data to design appropriate academic supports for students by providing time to collaborate with colleagues and families. These areas have been identified in collaboration with all stakeholders.

Family Engagement : The school will promote a family friendly atmosphere by offering learning opportunities, family events, community resources, and communication assistance. Participation in informal events continues to be much better than that of more formal meetings. Parents want to learn how to better support the education of their children, and we want to find ways to continue to encourage families to spend quality time together. Parent members of our School Site Council (SSC) have expressed the need to encourage English Language Development for our parents. We will work to provide these services.

The effects of the global pandemic extend well beyond academics. For our most at-risk students, we need to build a strong sense of school connectedness. This will be critical to ensuring that their basic needs (food, shelter, safety, and emotional well-being) continue to be met. It is imperative that we offer students and their families educational experiences within and beyond the core curriculum to ensure that we are providing meaningful opportunities for participation and that we are able to monitor overall well-being.

INCREASED OR IMPROVED SERVICES (bullet points)

- Increase emphasis in mathematics pedagogy.
- Increase emphasis in strategies for reading comprehension.
- Provide parent education through well-attended forums such as Coffee with the Principal
- Implement Grade Level Passion Professional Development Projects- PLCs explore a topic of their interests and in connection to student needs to better define and develop our core instructional program.
- Increase monitoring of student progress through the implementation of common assessments and data analysis.
- Increase monitoring of reading comprehension through the use of tools such as accelerated reader and reading incentive programs.
- Increase capacity of students to differentiate instruction through use of common formative assessments and student progress monitoring.
- Increase teacher efficacy through specialization of services to provide quality first instruction for each student in all curricular areas.
- Enhance Learning Center model for Response to Instruction and Intervention (RtI2) (IST, bilingual aides, parent volunteers support student achievement).
- Increase access to the general education setting for our students with disabilities by exploring more inclusive practices.

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- Increase support in the use of a Blended Learning Model particularly in grades K-2 with an emphasis on literacy instruction through our participation in the United to Read project.
- Expand our Arts program to include a musical production.

MOONSHOT

Beech Avenue Elementary Community Resource Center

It is our dream to design an educational institution that provides for the needs of the entire community. We can no longer enroll children, we must enroll families.

- Increase access to education and programs for families
- Partner with the County of San Bernardino to increase library services
- Provide homework help
- Provide summer activities
- Engage in community beautification projects
- Provide food services outside the scope of the school year
- Provide facilities for laundry, etc.
- Partner with local businesses to provide educational opportunities for students and families
- Provide early education services to families

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.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
766	98.7	46.0	0.1
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	352	46.0
Foster Youth	1	0.1
Homeless	3	0.4
Socioeconomically Disadvantaged	756	98.7
Students with Disabilities	87	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
Asian	2	0.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	2	0.3
Hispanic	744	97.1
White	17	2.2

These data points indicate:

1. The majority of our students (98.7%) are socioeconomically disadvantaged. This is significantly higher than the State average. This makes it even more important for us to ensure that socioeconomic status is not an excuse for student failure.
2. Nearly half of our students (probably more) are learning English as a second language. This is nearly double the State average and makes the need for effective strategies for meeting the needs of English Learners even more important.
3. There is little ethnic diversity in our student population. Consequently, cultural awareness becomes increasingly important.

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



Orange

Mathematics



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Yellow

These data points indicate:

1. Students are performing better in Math than in English Language Arts. Our recent professional development focus has been on improving math pedagogy, and it has had a positive impact on student achievement. We may need to increase our knowledge in the area of language arts.
2. Chronic Absenteeism rate increased but remains lower than the State and District averages. This indicates that our emphasis on supporting positive student attendance have been largely successful.
3. Suspension rate increased, yet remains very low. We know that students cannot learn if they are not in school. This could indicate a need for an increased emphasis on positive behavior supports for students.

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



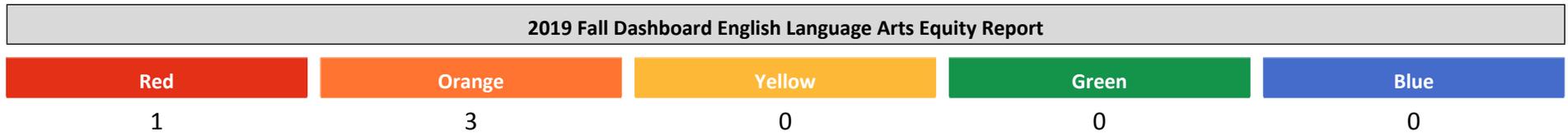
Green



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
 Orange 13.9 points below standard Maintained -0.7 points 453	 Orange 18.7 points below standard Maintained -2.8 points 307	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 17.9 points below standard Maintained -2 points 421	 Red 102.7 points below standard Declined Significantly -36.3 points 73

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15 points below standard Maintained -1.1 points 436	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 6.3 points above standard Increased ++4.6 points 13

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.5 points below standard Increased ++6.5 points 188	42.5 points above standard Increased ++8.6 points 119	7.4 points below standard Maintained ++0.4 points 139

These data points indicate:

1. All student groups, with the exception of the Reclassified English Learners scored below standard in ELA, yet still maintained or improved their distance from standard. Our students are closer to standard than the district in all student groups, but below the State when considering all students and the

Students with Disabilities. Although we maintained, we did lose a small amount of progress indicating the need to increase our emphasis on student success in the area of Language Arts.

2. The most significant achievement gap in ELA is for students with disabilities. This is the only student group that declined in performance. It is also the only student group that remains further from standard than the State. While our performance remains closer to standard than the district, the drastic decline indicates the need for emphasis on achievement for our students with disabilities.
3. There continues to be a significant achievement gap between English Learners (EL) and all students. However, EL students increased their performance and continued to narrow that gap. Reclassified EL students had the greatest increase and were the group that was the furthest above standard.

School and Student Performance Data

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

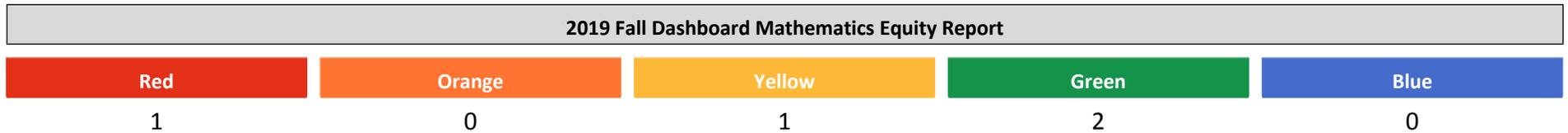
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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



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


 Green

16.8 points below standard

Increased ++5 points

452

English Learners


 Yellow

19 points below standard

Maintained ++2.9 points

307

Foster Youth

Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged


 Green

19.5 points below standard

Increased ++4.4 points

421

Students with Disabilities


 Red

96.7 points below standard

Declined Significantly -20.8 points

72

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 1			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 18 points below standard Increased ++3.9 points 435	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 23.2 points above standard Increased Significantly ++41.8 points 13

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
50.6 points below standard Increased ++3.6 points 188	31 points above standard Increased Significantly ++19.4 points 119	15.7 points below standard Increased ++7.7 points 138

These data points indicate:

1. Math performance results were maintained or increased in all student groups with the exception of students with disabilities. All student groups are exceeding State and District totals in the area of mathematics, thus showing the effectiveness of the professional development and coaching that has been provided in this area.
2. The most significant achievement gap exists among students with disabilities, and they were the only student group that declined in their math performance. They do, however, remain closer to standard than both the district and the State.
3. Reclassified English Learners are performing above standard, and yet a significant achievement gap exists for English Learners. However, EL students did increase their performance, thus narrowing that gap.

School and Student Performance Data

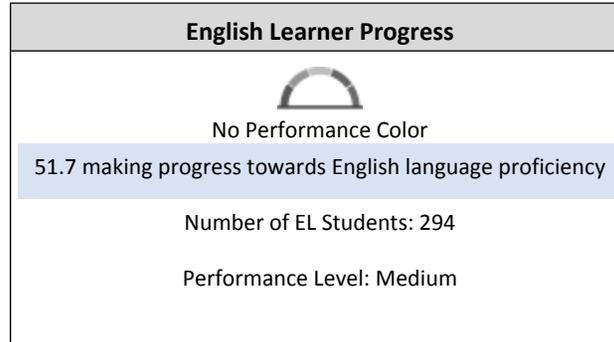
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

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
17.0	31.2	8.1	43.5

These data points indicate:

1. More than half of our English Learners progressed at least one ELPI level. (This exceeds the State and district average).

2. Nearly 1 in 5 EL students decreased one level. Further study showed that the majority of these students were either advancing in grade span or have been identified with a learning disability. This indicates that we may need to take a deeper look at the ELD standards and the depth of understanding students need to have.
3. Nearly 1 in 3 EL students maintained their level of performance. Writing and Speaking remain the strongest domains indicating that our strategies have been effective and further supporting the need for an added emphasis on receptive language skills of listening and reading.

School and Student Performance Data

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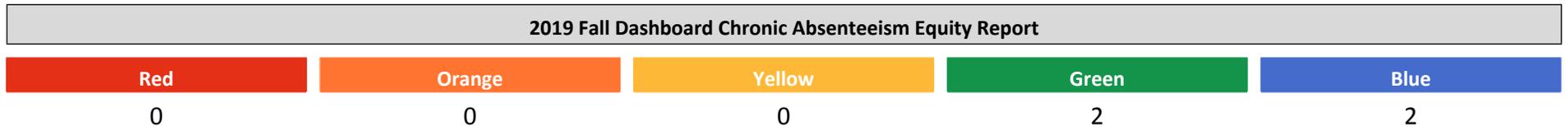
A review of the following data informs the comprehensive needs assessment.

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 3.5 Maintained +0.1 791	 Blue 2.4 Declined -1 374	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 31.6 Increased +31.6 19	 Green 3.7 Maintained +0.1 730	 Blue 1.9 Maintained -0.2 108

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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 3 Maintained -0.4 762	 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 2	 No Performance Color 5.9 Increased +5.9 17

These data points indicate:

- Attendance continues to be a strength at Beech Avenue Elementary. Rate for all students is nearly 3 times less than the State average of 10.1%. Our strategies to promote positive school attendance should be continued, as this is the first step in improving student achievement in all areas.
- Students with disabilities have the lowest chronic absenteeism rate of all student groups. Therefore poor attendance is not likely the cause of their academic deficiencies.
- Chronic absenteeism among students in the Homeless student group is a concern and something to investigate further. This rate is higher than both the State and the District. The reasons for this can be addressed in a variety of ways depending on the reason.

School and Student Performance Data

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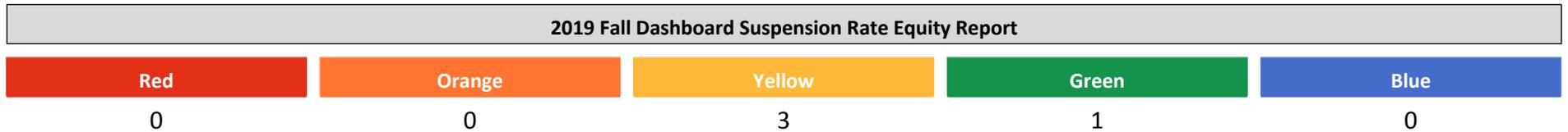
A review of the following data informs the comprehensive needs assessment.

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

All Students	English Learners	Foster Youth
 Yellow 0.7 Increased +0.4 801	 Green 0.5 Increased +0.3 379	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 5 Increased +5 20	 Yellow 0.8 Increased +0.4 739	 Yellow 0.9 Increased +0.9 109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p>African American</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</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 Less than 11 Students - Data Not Displayed for Privacy 2</p>
<p>Hispanic</p>  <p>Yellow 0.8 Increased +0.4 770</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 Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>White</p>  <p>No Performance Color 0 Maintained 0 18</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.7

These data points indicate:

1. Suspension rate increased in all student groups.
2. Students with disabilities and our homeless students have the highest suspension rate. This may indicate the need for a deeper look at social emotional well being, as behaviors leading to suspension could be attributed to personal challenges.
3. Increased suspension across all student groups may indicated the need for a strengthened Positive Behavior Supports system.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.45 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.66
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.67 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures: STAR Reading	
Site Specific Measures:	

These data points indicate:

On average, no students or student groups are making expected growth. There was more growth in reading than math which supports the idea that learning loss caused by unanticipated school closures is greater in math than in reading.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.41 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.72
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.55 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

On average, the growth of our EL student group was also less than expected, especially in language. EL student group had less learning loss in math than the all student group.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 19.14% Level 3: 44.57% Level 2: 26.29% Level 1: 10.00%
2018-2019 ELPAC Listening Domain: % by Performance Level	29.14% - Well Developed 60.29% - Somewhat/Moderately Developed 10.57% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	40.00% - Well Developed 51.43% - Somewhat/Moderately Developed 8.57% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	10.00% - Well Developed 64.86% - Somewhat/Moderately Developed 25.14% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	19.14% - Well Developed 65.71% - Somewhat/Moderately Developed 15.14% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Just over 70% of our EL students scored at the Somewhat or Moderately Developed levels overall on ELPAC. Receptive domains (Listening and Reading) remain an area of need for our EL students in acquiring language as based on ELPAC. Speaking and writing (productive domains) have been an area of emphasis in our designated ELD program and ELPAC results demonstrate growth in these areas.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	44%
Site Specific Measures: Engagement Opportunities/Meeting Participation	ELAC attendance increased from 4 members to 18 members.
Site Specific Measures: ELAC Needs Assessment	6 responses to 39 responses (1% response rate to a 10% response rate)

These data points indicate:

Participation rate on the Parent/Family Climate Survey exceeded the district goal of 25%.
 ELAC was an area of particular growth. Attendance and participation increased significantly.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.09 Fall 2nd to Fall 3rd: -0.30 Fall 3rd to Fall 4th: -0.65
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 33% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 29% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 11% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020
Site Specific Measures: United to Read (A2i: Letters to Meaning (L2M) and Word Match (WMG))	Cohort 1A: K-2 Started in K and are now 2nd graders) L2M -0.334 to 2.256 (Fall 2018 to Fall 2020) WMG 4.034 to 7.058 (Fall 2018 to Fall 2020) Cohort 1B: 1-3 Started in 1 and are now 3rd graders) L2M- 0.590 to 2.635 (Fall 2018 to March 2020) WMG- 5.474 to 7.816 (Fall 2018 to March 2020)

	Cohort 2: K-1** (Started in K and are now 1st graders) L2M- 0.278 to 1.271 (Fall 2019 to Fall 2020) WMG- 4.475 to 6.715 (Fall 2019 to Fall 2020)
Site Specific Measures:	

These data points indicate:

Conditional Growth Index and Cohort data indicate the need for a continued focus on developing early literacy skills upon entry to school. Many students enter Kindergarten with limited school experiences and poor foundational reading skills. These data may indicate that the unfinished COVID learning and summer learning loss may disproportionately impact the early years. This suggests the need to plan supports for families to support literacy development through the summer months. A2i data support the effectiveness of differentiated small group instruction. Prior to school closures in March 2020, students were growing more than expected on average. We will need to find ways to address the learning gaps that may be enhanced due to the drastic change in school setting with distance learning in 2021. It is critical to continue to gather data to determine needs, provide targeted instruction for all students, and monitor both attainment and fluency of literacy skills including concepts of print, phonemic awareness, phonics, vocabulary development, and reading comprehension.

Behavior	
School Metrics/Indicators	Current Outcomes
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.

Historically, Beech Avenue Elementary has done an effective job in our implementation of our integrated ELD programs as demonstrated by qualitative and quantitative data including formal and informal observations, state and local data. Access to state adopted core integrated curriculum through Wonders/Study Sync is provided to all EL students in alignment with both ELD and Common Core State standards. Data collected thus far this year still demonstrates that EL students perform on average as well or better than the all student group. However, distance learning has created some unique challenges for more than a year. Classroom visits demonstrate integrated EL strategies such as the use of visual supports, frontloaded academic vocabulary, cognates when appropriate, and implementation of Kate Kinsella's essential language routines. Unfortunately, the same level of student response to those techniques was not observed. When in person, 87% of students answered questions posed during classroom observations using a complete sentence. 74% went on to offer justification of some kind. In the distance learning classroom, only 23% of questions were answered in complete sentences and 3% added justification without teacher prompting. 12 of 28 general education teachers and 1 of 3 special education teachers regularly included language objectives in their lesson plans. This indicates the need for further training in this area. Our Reclassified students have demonstrated great academic success and are the only student group performing above standard in both Math and Language Arts. Furthermore, they demonstrated the most significant increases in academic performance. (19.4 points in math and 8.6 points in language arts). This speaks to the effectiveness of our monitoring strategies and interventions provided throughout their time at Beech. While the most recent State assessments confirm that the gap between the EL student group and the All student group is 2.2 points in math and 4.8 points in Language Arts and the distance from standard is better than both the district and the state in both Math and Language Arts, the effects of the pandemic cannot be ignored. We will need to be strategic in the work we do to ensure that we not only make progress, but we close any gaps that may have been created as a result of the change in school setting.

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

Our Designated ELD program has also been effective. 51.7% of EL students made progress towards English Language proficiency as demonstrated on the ELPAC. This surpassed both the district (47.6%) and state average (48.3%). This, however, is not sufficient to us. When analyzing student skills by domain, reading is the area that seems to be the one that is generally keeping them from advancing at an adequate rate. Scores in the productive/expressive language domains are higher than scores in the receptive language domains. This supports the effectiveness of the actions that we have taken to promote language acquisition (i.e., answering questions in complete sentences and providing justification/evidence for their answers). Pair/sharing techniques are utilized to help students generate ideas for their writing and to discuss text. During formal and informal classroom observations, 87% of students answered questions in complete sentences. 74% went on to provide some type of justification. 96% of the time teachers prompted for complete sentences and/or evidence to support their answer when students did not do so independently. While the data were not disaggregated to distinguish whether they were observed during Integrated or Designated ELD, these practices were consistent in both instructional blocks. Response frames are provided in the classroom and to individual

students to support the use of academic language. During Designated ELD, these frames are geared to support language form and function. Designated ELD blocks are included at all grade levels. Second through sixth grades group students based on their overall language proficiency. Kindergarten and first grade teachers differentiate within the classroom. Our Long Term English Learner (LTEL) student group was also reviewed. More than half of the students on that list are dually identified as English Learners and as Students with Disabilities. This supports the need to help students to access the assessment tasks. A closer analysis of the ELPI showed that many students who did not make adequate progress were in 2nd, 3rd, and 6th grade. We think it is not an accident that these are also where significant changes occur in the tasks. (Second grade students have to read more independently; third grade is a new grade span for standards and expectations; Sixth grade a combination of the new grade span and the fact that many of the students still required to take the ELPAC exam are in fact our LTEL students). Although Designated ELD instruction addressed some of these productive language demands, it is clear that designated ELD instructional practices at these grade levels will need to be strengthened to match the rigor of these increasing language demands.

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.

We have spent much time developing expressive language skills for our EL students. Historically, the effectiveness of these strategies was evident in all areas of the data (qualitative and quantitative measures). A closer look at ELPAC/SBAC/MAP and other common assessments clearly shows that reading comprehension is an area of need at all grade levels. Distance learning has presented even greater challenges. The learning loss measured from Fall 2019 to Fall 2020 was most significant in the area of language (nearly double the effect on reading). Teachers expressed difficulty engaging students in the virtual classroom, especially in grades 4-6. Students rarely spoke during class sessions, and this was more typical than not. Students and teachers have also reported frustration with digital assessments, and our students tend to perform better on paper and pencil tests. Although students can use digital tools to highlight and annotate text, very few are observed doing so. This indicates the need for showing them how throughout the school year. In order to do this, teachers need to know what tools are available to support reading comprehension and explicitly teach them. We believe that providing small group instruction in the language task of summarizing academic presentations will help to improve BOTH receptive and productive language skills. (Students listen and take notes. Students share an oral summary. Students write their summary). This can be expanded then to text with an immersive reader or passages read independently. We will continue to promote the use of academic language, and work more directly to help students to see the connection between what is said and what is written. For example, students may describe a scene, but they will build those descriptions based on an expressive language protocol and then write about the scene. They will answer questions such as would you rather...to support their opinion and then write to support their opinions. These samples can then be read aloud and students can orally critique them. This encourages them to listen and to build upon the ideas of their peers. Our bilingual aides support students during the instructional day, and we have determined that some students may need extended learning opportunities to better develop their language skills. Teachers AND students need clarity surrounding the ELD standards. Teachers will be provided professional development (PD) and an English Learner PD plan is being developed for Beech ES for the 2021-2022 school year.

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>Throughout the 2020-2021 school year, qualitative data was gathered from families, staff, and students to measure the effectiveness of our actions and to inform school priorities. Parents were offered opportunities to share their perception of school programs through the Annual Parent Survey, School Site Council, English Learner Advisory Committee and during Coffee with the Principal meetings.</p> <p>Students were offered opportunities to share their perceptions of their school experiences through multiple informal interviews. They also were given the opportunity to participate in a survey. The Panorama surveys administered at the start of the 2020-2021 school year gave us an additional opportunity to hear from our students.</p> <p>Staff members engaged in similar tasks as well as the Cycles of Professional Learning Continuum Rating Scale and the Conditions of Instructional Leadership Team Success Rating Scale.</p> <p>Results from parent survey data suggest that parents would like educational opportunities to improve their ability to support academic achievement in all content areas, develop their own English Language skills, support the social/emotional/behavioral needs of their children, understand information pertaining to EL Reclassification, and develop their technology skills. The Annual Survey results showed that the overwhelming majority of our families have positive perceptions about our school. Adult Participation in school and Student Risk emerged as other areas of need with only 12% of survey respondents reporting participation in a regularly scheduled parent/teacher conference, and just under half thinking that behaviors like bullying and harassment are at least somewhat of a problem at our school.</p> <p>Staff members indicated that additional time, resources, and professional development around the use of technology, refinement in their use of Thinking Maps, strategies to support the development of reading comprehension, strategies to support vocabulary development, and continued refinement in the area of mathematics as areas of potential focus.</p>

Analysis of Qualitative Data	
	Students want to come back to school! Approximately 70% of students returned to school in April 2021. Overall, they feel safe at school and feel a sense of connectedness with staff.
Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	<p>Classroom observations were conducted both formally and informally. All classrooms were visited by the principal at least once a week. It was our intent to continue conducting frequent peer observations to collect input on our implementation of teacher clarity, but the forced school closures halted our progress in this area.</p> <p>Instructional classroom observations were intended to collect data pertinent to our professional development focus areas and measure the implementation of teacher clarity and utilization of learning targets and success criteria within the instructional setting. Further professional development in these areas remains a need.</p> <p>Data were also collected to see the types of questions being asked as part of the instructional routine and how students responded. An analysis of these data showed that 89% of questions posed were at DOK level 1, 11% DOK level 2; 0% DOK level 3, and 0% DOK level 4. This suggests that we may need to revisit our learning with regard to developing questions that require students to think more deeply. This may, in turn improve student performance in reading comprehension, for example.</p> <p>Data collected during observations was shared and disaggregated by stakeholder groups to identify areas of strength and need. This, in turn, helps us to plan meaningful initiatives to support professional learning and student achievement.</p>

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)	State and local assessments were administered throughout the school year to monitor students' progress toward mastery of the Common Core State Standards (CCSS). Formative assessments, including MAP Growth, STAR Reading, A2i (K-2), DIBELS, Interim Assessment Blocks (IABs), and Common Formative Assessments (CFAs) were administered to monitor student progress and to plan for differentiated learning experiences for all students within the core classroom setting. Such data were utilized to
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Standards, Assessment, and Accountability

determine intervention and enrichment needs of each student and to place them appropriately in instructional groups during our school-wide Response to Intervention (RTI) blocks.

A review of multiple assessment measures revealed the need for an increased emphasis on reading comprehension. While literary text comprehension is generally stronger than informational text comprehension, more than half of our students are performing below standard in both areas. Furthermore, vocabulary emerged as an additional area for growth at all grade levels.

Professional Learning Communities (PLCs) met at least twice per month during admin directed time on minimum days to plan for instruction and to analyze achievement data. We met twice with teachers from Almond Elementary to collaborate around assessments that had been given at both school sites to identify patterns and trends and to perhaps identify gaps within the instructional resources that have been provided.

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

English Learner (EL) performance and language development data are collected and disaggregated by site administration and teaching staff to design a comprehensive ELD program that supports both the academic and language needs of students. Integrated strategies are embedded in core academic blocks to ensure that content is accessible to EL students. It is expected that lessons be planned with both content and language objectives in mind. A review of lesson plans showed that only 12 of 28 general education teachers and 1 of 3 special education teachers regularly planned for language objectives during content area lessons. This may suggest the need for professional development or at the very least a clarification of expectations. MAP Growth, STAR Reading, A2i (K-2), DIBELS, Interim Assessment Blocks (IABs), and Common Formative Assessments (CFAs) are used by grade level PLCs to monitor progress in English Language Arts (ELA) and math. CAASPP data are used to evaluate academic gains in these areas.

Language acquisition is also monitored through the PLC process using MAP Growth and Progress Monitoring logs. Our data show that 68% of students are making adequate progress. ELPAC data, however, show that only about half are meeting their language acquisition goals. These data are further used to identify areas of strength and need. When analyzing student skills by domain, reading is the area that seems to be the one that is generally keeping students from advancing at an adequate rate. Scores in the productive/expressive language domains are higher than scores in the receptive language domains. This supports the effectiveness of the actions that we have taken to promote language acquisition (i.e., answering questions in complete sentences and providing justification/evidence for their answers). A Teacher on Assignment (TOA) is available once a week to teachers to enhance ELD instruction and to provide coaching around ELD Standards, instructional routines, and research-based strategies that best support the needs of our EL students.

Designated ELD blocks are included at all grade levels. Second through sixth grades group students based on their overall language proficiency. Kindergarten and first grade teachers differentiate within the classroom. Our Long-Term English Learner (LTEL) student group was also reviewed. More than half of the students on that list are dually identified as English Learners and as Students with Disabilities. This supports the need to help students to access the assessment tasks. Designated ELD lessons are designed to promote the acquisition of language and to deepen students' understanding of both the forms and the functions of language.

Standards, Assessment, and Accountability

	<p>A closer analysis of the English Language Proficiency Indicator (ELPI) further indicated that many students who did not make adequate progress were in 2nd, 3rd, and 6th grade. We think it is not an accident that these are also where significant changes occur in the tasks. (Second grade students have to read more independently; third grade is a new grade span for standards and expectations; Sixth grade a combination of the new grade span and the fact that many of the students still required to take the ELPAC exam are in fact our LTEL students). Although our instruction addressed some of these productive language demands, it is clear that designated ELD instructional practices at these grade levels will need to be strengthened to match the rigor of these increasing language demands.</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>At the beginning of each school year a comprehensive review of formative and summative data is conducted by various groups (Certificated staff, School Site Council (SSC), English Learner Advisory Council (ELAC), and other parents at a Coffee with the Principal) to evaluate the effectiveness of our actions/services and to plan for the new school year. This evaluation includes the use of a thorough data analysis protocol (Research, Recall, Reflect, Respond). Looking at the data through the lens of what we did and to what we attribute the results allows us to make informed recommendations to enhance the learning experiences for all students.</p> <p>Once the plan is established, formative assessments are administered on a regular basis throughout the school year to monitor student learning and to inform our responses. Teachers meet at least twice each month to review student progress and to pair students with supports to address their identified needs. Last year was a year like no other, and while we had planned to provide some tutoring services to students, the forced school closures made that impossible.</p> <p>Program usage/participation, academic progress, and qualitative indicators are reviewed on a quarterly basis with parent advisory groups. We have determined that we need to disaggregate results by student group, grade level, and program during these monitoring periods to better ensure that we are addressing student needs prior to administration of state assessments.</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>At the beginning of each school year ELPAC and CAASPP data are analyzed by various groups (Certificated staff, School Site Council (SSC), English Learner Advisory Council (ELAC), and other parents at a Coffee with the Principal) to evaluate the effectiveness of our actions/services specific to the unique needs of our EL students and to design a comprehensive instructional program that will promote BOTH language acquisition AND academic success.</p> <p>Our EL Site Monitor maintains records of student progress, both academic and linguistic, to ensure that students are making progress toward reclassification. Additionally, the Bilingual Aides support the language needs of specific EL students (i.e. newcomers, LTELs). In</p> <p>Although we have some progress monitoring tools that are specifically designed to monitor language acquisition, our school level data do not approximate the state level data suggesting that our tools may not be rigorous enough to match the demands of the assessment. Teachers would benefit from an overview of the ELD standards and the assessment types.</p> <p>Students took the ELPAC in a digital format for the first time in the 2019-2020 school year, and it appears that the format of the assessment had a negative impact on the results. It would be helpful for teachers to review the digital tools available for this assessment so students can be taught to use them prior to the administration of the assessment.</p>

Standards, Assessment, and Accountability

Identified Needs based on Findings:

Based on a review of the multiple measures (both quantitative and qualitative) the following needs have been identified:

- Certificated teachers and Classified instructional staff need accurate and relevant data to monitor students' progress toward academic proficiency.
- Certificated teachers and Classified instructional staff need to develop a thorough understanding of the ELD standards to monitor language acquisition
- Administration needs to monitor the implementation of the core instructional program to ensure alignment to the CCSS and tailored to the unique needs of all students and student groups, including opportunities for reteaching and enrichment.
- Administration needs to monitor the implementation of both Designated and Integrated ELD to ensure its alignment to the ELD standards and the unique language needs of EL students.
- Students need to improve their reading comprehension skills.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

We continued to work on building conceptual understanding and strategic thinking in the area of math. Teachers worked in grade level teams to create lessons that included an intentional focus on strategic thinking. Data analysis protocols were practiced using MAP results, , the district formative assessments (IO and IABs), and Smarter Balanced Assessment results to determine areas for improvement. For the first time since the implementation of the CCSS, teachers worked in vertical teams to analyze and to better understand the progression of the math standards. This led to some increased awareness of why students seem to make slower progress in fourth grade. Additionally, teachers had access to a coach to plan based on their own content and teaching style. This included demonstration lessons. While we saw progress in our students at the site level, school closures led to the suspension of State testing, so we were unable to fully evaluate the alignment of our site based tools.

All teachers worked to build a deepened understanding of Teacher Clarity. While we got better at identifying learning targets, student interviews clearly showed the need to improve capacity in outlining success criteria linked to those targets.

It is critical that we find ways to ensure continued implementation of past PD initiatives, as qualitative data indicate that when it is not a current focus, teachers don't prioritize the action.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All K-6 teachers had access to Teachers on Assignment (TOAs) for both the core instructional program and for designated/integrated ELD. K-2 teachers were also supported through the United 2 Read Learning Outcome Specialist (LOS) who led them in data disaggregation and instructional planning for early literacy skills. The LOS provided in class coaching to demonstrate lessons or to provide feedback to teachers with regard to the strategies implemented. The Instructional Leadership team provided support to their grade levels in building collective efficacy and a deeper understanding of teacher clarity. In addition, Special Education teachers were provided guidance and support for each of their unique programs by

Staffing and Professional Development	
	Program Specialists and district level Coordinators. Lastly, teachers new to the profession were provided mentors/support providers through the district endorsed Teacher Induction and Credentialing program.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Staff collaboration and grade level collaboration occurs during scheduled dates and times to provide time to evaluate data, establish goals, and target next steps. Last year, these meetings were largely focused on Teacher Clarity. Teachers engaged in creating learning targets and associated success criteria. Through this work, it became evident that teachers could identify learning targets, but struggled to identify the appropriate success criteria. We had planned to do some additional work outside of these times, but due to COVID-19 and the resultant forced school closures put this action on hold.
<p>Identified Needs based on Findings:</p> <p>Based on a review of the multiple measures (both quantitative and qualitative) the following needs have been identified:</p> <ul style="list-style-type: none"> • Teachers need additional support with Learning Targets and Success Criteria as it relates to their curriculum. • Teachers and students need an accountability piece that would drive the implementation of this work. • Students need to be made aware of the Learning Targets for each lesson and learn to make the connections from their work to the goals outlined by the teacher. • Certificated teachers and Classified Instructional staff need continued professional development in the area of mathematics-specifically with regard to the progression of the standards across grade levels. • Certificated teachers and Classified Instructional staff need a deeper understanding of the Common Core State Standards (CCSS) and what successful acquisition of those standards looks like. • Certificated teachers and Classified Instructional staff need to understand the building blocks of literacy to support improved student achievement. • All staff need job-embedded professional development and coaching to support their ability to meet the unique needs of students. 	

Teaching and Learning	
Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Teachers at all grade levels used the adopted curriculum in math (My Math K-5; Big Ideas 6) and ELA (Wonders K-5; Study Sync 6). Students are placed in differentiated and flexible groupings during Response to Intervention scheduled blocks in language arts and mathematics. The instructional support teacher provides targeted supports 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, and the student where progress is continually monitored. Supplemental instructional materials that have been purchased by the school site are used to support the core instructional program and to provide additional practice opportunities and unique opportunities matched to their needs. Beech had an opportunity to pilot iReady, a digital learning resource aligned to the Common Core State Standards (CCSS). This tool provides actionable data and differentiated learning opportunities for students based on diagnostic assessment results. The Teacher Toolkit contains additional resources to address the unique needs of students. Teachers, students, and families loved this resource. Unfortunately the school closure in March made it inaccessible to the majority of our students.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans (i.e. SIPPS).

Teaching and Learning

Identified Needs based on Findings:

Based on a review of multiple measures (both quantitative and qualitative) the following needs have been identified:

- Teachers and students need to access core and supplementary instructional materials to best meet the academic needs of our students and ensure the attainment of grade level performance standards.
- Students need increased access to technology and online computer adaptive software to scaffold learning, remediate skill gaps, and accelerate learning for all.
- Certificated teachers and Classified instructional staff need time to collaborate with one another to develop personalized learning plans for students that are based on current and relative formative data

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	Students are placed in differentiated and flexible groupings during Response to Intervention (RtI) scheduled blocks in language arts and mathematics. Students with Disabilities (SWD) receive much of their Specialized Academic Instruction (SAI) during RtI blocks to allow them to receive as much of the core instruction as possible. The instructional support teacher provides targeted supports 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, and the student where progress is continually monitored. Bilingual aides provide support to identified students during both designated and integrated ELD.
Student groups for whom there exist disparities in achievement and summary of the root causes.	Student groups with disparities in performance are Students with Disabilities (SWD) and English Learners (EL). These students have unique needs that require specific and targeted support. The significant decline in achievement on the Smarter Balanced Assessment in both ELA and math can be partially attributed to teacher turnover. A brand new teacher took over the class at the end of the first quarter. Challenges with classroom management resulted in a shift in focus and a subsequent loss of time for instruction. Teachers have indicated that they need more support in planning appropriate lessons that address the learning needs of students. When considering Reclassified EL students as part of the EL student group, the achievement gap is minimal. However, EL students who have not yet met the criteria for reclassification have language development needs that must be addressed concurrently. These students require additional time and support in both designated and integrated ELD.
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.	A thorough analysis of state and local data clearly revealed that while our students are progressing, we are not meeting the needs of all students. While you can see the effectiveness of our actions in summary data, when drilling down to the individual student level, we have much work left to do. Reading comprehension and vocabulary development emerged as clear areas of opportunity. Teachers also indicated that they don't always know how to best help some of their students. This suggests that they need time to work together to analyze data and develop appropriate next steps. An analysis of progress of our Long-Term English Learner (LTEL) student group revealed that more than half of the students on that list are dually identified as English Learners(EL) and as Students with Disabilities (SWD). This supports the need to help students to access the assessment tasks. A closer analysis of the English Learner Progress Indicator (ELPI) showed that many students who did not make adequate progress were in 2nd, 3rd, and 6th grade. We think it is not an accident that these are also where significant changes occur in the tasks. (Second grade students have to read more independently; third grade is a new grade span for standards and expectations; Sixth grade a combination of the new grade span and the fact that many of the students still required to take the ELPAC exam are in fact our LTEL students). Although Designated ELD instruction addressed some of these productive language

Opportunity and Equal Educational Access

demands, it is clear that designated ELD instructional practices at these grade levels will need to be strengthened to match the rigor of these increasing language demands.

Identified Needs based on Findings:

Based on a review of the multiple measures (both quantitative and qualitative) the following needs have been identified:

- Teachers need to provide early intervention/prevention for K-2 students who are not meeting grade level expectations in both English Language Arts and Mathematics, so that learning difficulties can be addressed as soon as possible.

Teachers need to provide timely, targeted intervention for Grades 3-6 students who are not meeting grade level expectations in both English Language Arts and Mathematics as soon as they are identified, so that learning gaps are closed and students are well prepared to meet the academic challenges presented at secondary school.

Teachers need to provide enrichment opportunities for students who are meeting and exceeding grade level expectations, as well as identified GATE students, so that they have an opportunity to extend their learning and meet their unique needs as an advanced learner.

English Learners (EL) need support with acquiring language and literacy skills through the skillful delivery of integrated and designated ELD instruction; they need to be monitored to ensure each EL student increases at least one ELPI level per instructional year.

Students with Disabilities (SWD) need differentiated instruction within and beyond the core instructional program to meet their diverse needs.

SWD need supplemental instructional materials that enhance the core curriculum while addressing their unique learning needs.

Teachers and Classified Instructional Staff need to understand the building blocks of literacy to improve reading comprehension.

Families need to understand the resources available and how to access them.

EL students need explicit instruction in the development of academic language to improve their reading comprehension and math problem solving skills.

Teachers need time to collaborate with one another in determining appropriate actions for students based on assessment results.

Teachers need time to communicate student progress with families beyond the one required Parent/Teacher Conference.

Parental Engagement

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

During a typical school year families are provided with numerous opportunities to participate in their child's education. Extended library hours offer access to families before and after school. Nurturing parenting classes are offered to families with children ages five and under. This allows us to capitalize upon the critical first five years. Crafting workshops, English as a Second Language (ESL) Classes, Community Resource Fairs, College/Career Days, Family Nights, and other school events are just a few of the many activities made available to families. The school also provides opportunities for parents to volunteer and serve on a variety of committees that help shape the educational program at the school site. Positive home/school connections are encouraged through multiple communication formats. A monthly calendar is prepared and printed. Phone calls/emails/text messages serve as reminders of upcoming events. Our Community Aide serves as a liaison between the home and school, providing access to resources within the community should families require further assistance. Teachers communicate regularly with parents regarding students' progress and celebrate their successes. Good citizenship is honored at our monthly Bruin Awards Assemblies. All school correspondence is offered to families in both English and Spanish. Translation services are provide by our Community Aide and Bilingual Aides as needed. 2019-2020 school year ended abruptly due to COVID, and some of the technology/equity gaps that exist became immediately evident.

Identified Needs based on Findings:

Parental Engagement

- Families need access to English as a Second Language (ESL) classes so they better understand how their children are learning language.
- Families need to understand how students are now required to demonstrate a knowledge of math concepts.
- Families need access to workshops and other school events to learn how to better support their child's academic and language development.
- Families need access to books.
- Families need to learn strategies to support language development and academic needs of their children.
- Families need to understand the intended learning goals for the grade level of their children.
- Families need to engage in school activities.
- Families need to learn to advocate for the needs of their children.
- Families need to understand the achievement levels of their children.
- Families need access to technology and the skills to navigate the various educational platforms

Funding

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>Site based general and Supplemental Concentration (SUPC) funds were used to purchase supplemental instructional materials and printing to differentiate instruction for intervention and awards/incentives to recognize improvement as motivation for improvement.</p> <p>The district provided two Resource Specialist (RSP) teachers and two RSP aides to provide Specialized Academic Instruction (SAI) and other support to our Students with Disabilities (SWD). Additionally, two bilingual aides were funded centrally to provide support to our English Learners (EL) in developing both their language and academic skills.</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Site-based federal categorical funds that are allocated to the school site are used to promote the academic achievement of at-promise students across all content areas as outlined in the SPSA. Expenditures that specifically addressed the needs of underperforming students included the following:</p> <ul style="list-style-type: none"> • Supplemental instructional materials to differentiate instruction • Extended learning opportunities • Teacher professional development specifically geared toward identifying learning progressions that allow for appropriate planning. • Online CORE Reading Academy for identified staff to identify gaps in OUR learning that may attribute to poor reading performance. As a result, this team is working to build the PD plan that will allow us to improve teaching AND learning for our students. • Title I funds were used to fund an Instructional Support Teacher (IST) to provide more specialized support in literacy development to our most at-promise students.

Identified Needs based on Findings:

Funding

- School site needs state, local, and federal funds to enable underperforming students to meet standards.
- School site needs to improve our ability to engage students and families in virtual formats.
- Teachers need more time with students outside the scope of the regular school day, especially now (shortened day, harder to monitor/assess progress).
- Students need extended learning opportunities beyond the scope of the regular school day.
- Students need access to books at their independent reading levels to practice and apply reading comprehension skills.
- English Learners need additional support from Bilingual Aides to ensure both language acquisition and academic achievement.
- Teachers need access to instructional materials to address the varied needs of students.
- Teachers and Classified Support staff need professional development to effectively perform their roles and responsibilities.
- Families need additional opportunities for participation and engagement in the school community.
- Families need support navigating the distance learning environment.
- Families need support with identifying their student's social-emotional needs.
- Stakeholders have expressed concerns regarding the social-emotional well being of students and the impact this may have on achievement. More state and federal funds may need to be directed to support needs in this area.
- More state and federal funds are needed to support writing because students have lacked formal practice in this area due to the pandemic.

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 January and March, School Site Council (SSC) met to review progress toward identified goals. A review of SPSA actions, implementation and outcomes to date was discussed. Team specifically discussed the Diagnostic Prescriptive Action Research Project and the limitations of implementation due to distance learning. This action, while deemed necessary will need to be extended to the 2021-2022 school year. It was noted that the change in school format had a greater effect on math in terms of learning loss than in reading. However, those deficits are being recovered at a greater rate than in reading.

In April, ELAC reviewed the progress of our EL students and our current program for the purpose of making recommendations to SSC for SPSA actions and services.

In April, SSC determined which actions to continue, modify, or discontinue. Additional actions were created to address identified needs.

In May, SSC approved the 2021-2022 SPSA.

Identified Needs based on Findings:

- Families need access to technology to ensure that technology is not a barrier to meeting participation and to promote increased participation and engagement in the school community.

Stakeholder Involvement

- We have found that parent participation in formal meetings is better in person due to lack of parent access to technology in the home (student devices are being used for class). These meetings will resume in person as soon as it is safe to do so.
- Families need access to translation services to actively participate and engage in the school community.
- Committee members need access to formative and summative student data to make informed decisions regarding proposed actions/services.
- Committee members need to advocate on behalf of stakeholders to ensure all students' needs are met.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based upon a comprehensive evaluation of Beech Avenue's instructional program and resultant data, it became evident that we need to increase services and supports for both our Students with Disabilities and our English Learners. We need to add additional layers of professional development focused on literacy while continuing to refine the work we have done around math. Students need continued access to technology. They need opportunities to engage with content in a more relevant context (art, music, STEAM, family events).

The school closure in March 2020 impacted student progress in ways we still do not fully understand. Only about one-third of our students had adequate technology. Providing access to technology and quality internet services continues to be critical as we navigate the distance learning environment. In addition, we need to be prepared to address the social/emotional needs of our students and their families as we begin to unfold the real impact of this crisis.

SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Teachers will participate in professional development around clarity to maintain learning targets and success criteria for math and emphasize reading comprehension. More specifically, we will utilize the Common Core State Standards to determine learning progressions that will allow us to better differentiate instruction for students. Teachers will be provided professional development in the use of Standards Based lesson planning and Looking at Student Work protocols. Teachers will also be provided time to evaluate performance of all students on a regular basis. Select teachers and Classified Instructional Staff will participate in the CORE Reading Academy, Part II, to build expertise in the building blocks of literacy to improve reading comprehension.	Visible Learning PD July -May Student Work Protocols-Quarterly Core Reading Academy January-April
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	Six grade level leaders will receive specialized support in math pedagogy. This will improve teacher capacity to teach the core subject areas. Increasing students' access to high quality materials including technology will enhance engagement and help to deepen their learning. Renaissance Learning (STAR Reading and Accelerated Reader (AR)) will be purchased to support the desire to read and to monitor progress of reading comprehension and fluency.	Math Pedagogy September -March Renaissance August-May
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards	K-3 teachers will be provided training in the use of the A2i assessment tool and the Common Core State Standards (CCSS) to better identify students' specific needs. All teachers will participate in a diagnostic prescriptive action research project that provides practice in planning instruction matched to the unique needs of students. Teachers will use iReady reports as a tool to identify next steps and plan appropriate instruction. Teachers will receive supplemental instructional resources to enrich or remediate concepts during Student Support Time. Accessing Complex Text and Ready Common Core will be used with targeted student populations to support acquisition of standards. ESGI will be used to monitor acquisition of foundational reading skills in Grades K-2.	A2i/ESGI- Every 6 weeks Diagnostic Prescriptive Action Research- August-May in 6 week cycles iReady Training/Data Analysis- August, December, March, May

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)	-14.8	>= 0.2
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-16.8	>= -6.8
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.45 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.66	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.67 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	44%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> Multiple measures of student achievement data and classroom observation data indicate that certificated teachers and classified Instructional staff need professional development in the building blocks of literacy to provide purposeful and differentiated reading instruction to increase the likelihood of student academic success. Multiple measures of student achievement data and classroom observation data indicate that certificated teachers and classified Instructional staff need continued professional development in the area of mathematics-specifically with regard to the progression of the standards across grade levels. Multiple measures of student achievement data and classroom observation indicate that students struggle to demonstrate strategic thinking in math. Multiple measures of student achievement data and classroom observation data indicate that certificated teachers and classified Instructional staff need a deeper understanding of the Common Core State Standards (CCSS) and what successful acquisition of those standards looks like.
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	<ul style="list-style-type: none"> Based on principal observation of instruction and a review of SIT files, it is evident that teachers need support in identifying what students CAN do, identifying next steps in instruction, and designing interventions that are both relevant and specific. Parent surveys indicate that families need support in general parenting strategies, EL student achievement, literacy development, common core math, and navigating distance learning.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1A Provide Small Group, Differentiated Instruction to Improve Reading Comprehension and Strategic Thinking in Math Supplemental Instructional Materials (Reading and Math) Supplemental Printing Supplemental Instructional software to support literacy development (Renaissance Suite) Organizational Supplies Fiction/Nonfiction Books	iReady Diagnostic Growth Results Reading/Math STAR Reading Growth Reports CFA Results- ELA/Math AR Reports	ALL	Classroom Teachers Support Staff TOAs Library Specialist	\$15,000	
1B Provide Professional Development in Literacy, Vocabulary Development, Math, and Teacher Clarity, to Build Reading Comprehension and Strategic Thinking Professional Books Course Registration Fees and Related Materials PD Materials Printing Costs Additional Hourly (Certificated/Classified)	Qualitative Surveys Classroom Visits	ALL	Principal TOAs Classroom Teachers Support Staff ILT	\$10,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1C Provide Opportunities to Promote Family Advocacy, Navigating the Educational System, and Positive Home/School Communication to Support Student Achievement</p> <p>Childcare Printing Costs Workshop Materials Parent Center Resources Contracted Services and Related Fees Additional Hourly (Certificated/Classified)</p>	<p>Event Participation Records Feedback Forms</p>	ALL	<p>Principal/Assistant Principal Teachers Community Aide</p>	\$4,500	
<p>1D Provide Time for Teachers to Collaborate with Colleagues and Parents to Plan for Instruction in ELA and Math, Monitor Student Achievement, and Reinforce Learning at Home</p> <p>Additional Teacher Hourly Classified Hourly (Translation Services) Supplemental Student Instructional Materials Printing</p>	<p>Meeting Agendas Lesson Plans Parent Feedback</p>	ALL	<p>Principal/Assistant Principal Classroom Teachers TOAs Support Staff</p>	\$10,000	
<p>1E Provide Small Group Tutoring to Address ELA and Math Needs as Identified by Common Formative Assessments and Classroom Performance</p> <p>Additional Teacher Hourly Classified Hourly</p>	<p>Pre-/Post Assessments</p>	<p>Identified Students based on multiple measures for reading and math achievement</p>	<p>Principal/Assistant Principal Intervention Coordinators Classroom Teachers Classified Instructional Staff</p>	\$17,523	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Supplemental Student Instructional Materials Printing					
<p>1F Provide Time for Teachers to Monitor Student Academic Progress as part of the Schoolwide Diagnostic Prescriptive Action Research Project</p> <p>Additional Hourly (Teachers to plan/collaborate with colleagues to solve the learning challenge; meet with parents) Classified Hourly (Translation services/materials preparation) Supplemental Student Instructional Materials Teacher Professional Learning Resources</p>	SIT Logs Parent Feedback	Identified Students based on multiple measures for reading and math achievement	Principal/Assistant Principal Classroom Teachers Certificated Support Staff Common Core TOA	\$15,000	
<p>1G Create a Culture of Learning Focused on Perseverance, Goal Setting, and Growth Mindset</p> <p>Academic Achievement Awards Additional Hourly (Certificated/Classified)- Academic Mentors/Coaches Contracted Services Printing</p>	Awards Given Student Surveys	All Students PK-6	Principal/Assistant Principal Teachers Library Specialist	\$2,500	\$7,731
<p>1H Provide Learning Opportunities That Promote Development of the Whole Child Through the Exploration of Art, Science, Music, Theater, and Other Content Areas</p>	Qualitative Surveys Student Work Samples	All Students PK-6	VAPA Coordinator(s) Enrichment Teachers Administration Teachers	\$5,000	\$25,000

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Classified/Certificated Hourly Contracted Services and Related Materials Instructional Supplies Organizational/Production Related Materials Printing/Copies/Advertising Expenses Student Awards					
Total Estimated Cost for This Goal:				79,523	32,731

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 EL Students: English Learners will demonstrate improved academic growth and achievement in all content areas through the use of academic language within and across disciplines.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-19.7	>= -4.7
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-19.0	>= -9.0
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.41 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.72	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.55 (Excludes invalid Fall 2020 K-1 results)	>= 0

Identified Need(s):	<ul style="list-style-type: none"> Multiple measures of student achievement and classroom observation indicate that EL students need explicit instruction in academic language across disciplines. Multiple measures of student achievement and student interviews indicate that EL students need to improve reading comprehension and math strategic thinking. A review of lesson plans and classroom instruction indicate that teachers and classified instructional staff need professional development in analyzing academic lessons to identify language objectives and support strategies as part of the Integrated ELD program. Staff interviews/feedback indicate that classified instructional staff need professional development in the building blocks of literacy and their relevance to EL students to better support academic growth in reading and to improve reading comprehension.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1a-1 Provide Professional Development to Support Integrated ELD Across ALL Content Areas and Increase the Use of Academic Language</p> <p>Additional Teacher Hourly Additional Classified Hourly PD Materials Printing</p>	<p>MAP Growth Reports Reading/Math iReady Reading/Math Teacher Lesson Plans Walkthrough Data</p>	<p>EL Students Grades K-6</p>	<p>Administration Participating Teachers EL TOA</p>	\$1,500	
<p>1a-2 Provide Small Group Tutoring to EL Students to Improve Their Vocabulary/Reading Comprehension and/or Math Strategic Thinking</p> <p>Additional Teacher Hourly Additional Classified Hourly Supplemental Student Instructional Materials Printing</p>	<p>Pre-/Post- Assessments</p>	<p>Identified EL Students Reclassified Students Not Making Adequate Progress</p>	<p>Administration EL Site Monitor Teachers Bilingual Aides EL TOA</p>	\$3,500	
<p>1a-3 Provide Time to Collaborate with Colleagues and Parents to Monitor Academic Progress of English Learner Students Including Reclassified Students</p> <p>Additional Teacher Hourly Classified Hourly (Translation Services) Supplemental Student Instructional Materials Printing</p>	<p>SIT Logs R-FEP Monitoring Logs Meeting Agendas</p>	<p>Identified EL Students</p>	<p>Administration EL Site Monitor Bilingual Aides EL TOA</p>	\$1,000	
Total Estimated Cost for This Goal:				6,000	

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 EL Students: English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading comprehension skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	51.7%	>= 54.7%

Identified Need(s):	<p>Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment.</p> <ul style="list-style-type: none"> • ELPAC Domain data indicate that English Learners (EL) at Beech need support to develop their receptive language skills, specifically reading comprehension. • ELPI data review at the individual student level indicates that 2nd, 3rd, and 6th grade students are less likely to meet growth expectations in the areas of receptive language (listening/reading). • MAP Growth for Language results showed the most significant decline in the area of language. Students will need structured and frequent opportunities to speak during designated ELD.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b-1 Provide Professional Development to Support Designated ELD and Increase Students' Receptive Language Skills Additional Teacher Hourly Classified Hourly Supplemental Teacher Resource Materials Printing	Qualitative Surveys Classroom Visits Lesson Plans MAP Growth Language	EL Students Grades K-6	Principal EL TOA EL Site Monitor	\$2,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b-2 Provide Small Group Tutoring to EL Students to Improve Their Receptive Language Development Classified Hourly Additional Teacher Hourly Supplemental Student Instructional Materials Printing	Pre-/Post Assessment Results	Identified Students with Moderately Developed Language	Principal EL Site Monitor EL Intervention Coordinator Teachers Bilingual Aides	\$3,500	
1b-3 Provide Opportunities for Teachers to Collaborate with Other Teachers and Meet with Parents to Monitor Progress for Long Term English Learners (L-TEL) and Students Not Meeting Language Growth Goals Additional Teacher Hourly Classified Hourly (Translation Services) Supplemental Student Instructional Materials Printing	SIT Logs Parent Feedback Meeting Agendas	Identified L-TEL Students Identified EL Students Not Meeting Language Growth Goals	Principal EL Site Monitor Classroom Teachers	\$2,000	
Total Estimated Cost for This Goal:				7,500	

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	49.6%	>= 52.6%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-8.3	>= 6.7
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.09 Fall 2nd to Fall 3rd: -0.30 Fall 3rd to Fall 4th: -0.65	>= 0 for each grade level
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 33% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 29% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 11% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 23% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 19% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 1% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

Identified Need(s):	<ul style="list-style-type: none"> Based on classroom observation data and multiple measures of student achievement, teachers need professional development to understand the building blocks of literacy including how to assess and respond to the resultant data to build students' reading comprehension. A2i Assessments and MAP Growth results indicate that K-3 students lack the basic foundational reading skills to support comprehension. Multiple measures of student achievement indicate that students lack the vocabulary to support reading comprehension. Observation data and lesson plans indicate that many students do not receive enough time on meaning focused activities.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>2A Provide Professional Development for Teachers and Classified Instructional Support Staff focused on the essential components of reading instruction, formative assessment tools, instructional decision making, and appropriate response to instruction to build students' vocabulary and reading comprehension</p> <p>Additional Hourly: Teachers and Classified Instructional Staff Printing PD Materials</p>	<p>RtI Lesson Plans Classroom Visits Qualitative Surveys</p>	All K-3 students	Principal Participants in CORE Online Reading Academy	\$0	
<p>2B Provide Collaboration Time for K-3 Teachers to Support Early Literacy Instruction and to Ensure that Time is Allocated in BOTH Code and Meaning Focused Activities</p> <p>Additional Teacher Hourly Classified Hourly Professional Books and Resources/Materials Printing</p>	<p>A2i Results Classroom Visits Lesson Plans</p>	All K-3 students	Principal Instructional Support Teacher Common Core TOA Classroom Teachers Classified Instructional Staff	\$1,330	
<p>2C Provide Small Group Differentiated Instruction to Improve Basic Literacy Skills and Monitor Progress Toward Reading Competency</p> <p>Supplemental Technology Software (ESGI, Imagine Learning) Supplemental Student Instructional Materials Organizational Supplies</p>	<p>iReady Diagnostic Results Reading STAR Reading Growth A2i Results Classroom Visits</p>	All K-3 students	Classroom Teachers Classified Instructional Support Staff	\$5,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Books Printing					
Total Estimated Cost for This Goal:				6,330	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A Provide Small Group, Differentiated Instruction to Improve Reading Comprehension and Strategic Thinking in Math</p> <p>Supplemental Instructional Materials (Reading and Math) Supplemental Printing Supplemental Instructional software to support literacy/math development Additional Hourly (Certificated/Classified) Fiction/Nonfiction Books</p>	<p>ALL</p>	<p>\$100,000</p>	<p>Principal/Assistant Principal Library Specialist Teachers</p>
<p>1B Provide Professional Development in Literacy, Vocabulary Development, Teacher Clarity, and Math to Build Reading Comprehension and Strategic Thinking</p> <p>Professional Books Travel and Conference PD Materials Printing Costs Additional Hourly (Certificated/Classified)</p>	<p>ALL</p>	<p>\$25,000</p>	<p>Principal/Assistant Principal Teachers Classified Instructional Staff Certificated Support Staff</p>
<p>1C Provide Opportunities to Promote Family Advocacy, Parent Education, and Positive Home/School Communication</p> <p>Childcare Printing Costs Workshop Materials Conferences for Families Additional Hourly (Certificated/Classified)</p>	<p>ALL</p>	<p>\$75,000</p>	<p>Principal/Assistant Principal</p>
<p>1E Provide Small Group Tutoring to Address ELA and Math Needs as Identified by Common Formative Assessments and Classroom Performance</p>	<p>Identified Students Not Meeting Grade Level</p>	<p>\$50,000</p>	<p>Principal/Assistant Principal Teachers Intervention Coordinators</p>

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Additional Teacher Hourly Classified Hourly Supplemental Student Materials Printing	Standards in ELA and/or Math		
2A Provide Professional Development for Teachers and Classified Instructional Support Staff focused on the essential components of reading instruction, formative assessment tools, instructional decision making, and appropriate response to instruction to build students' vocabulary and reading comprehension Additional Teacher Hourly	ALL K-3 students	\$20,000	Principal/Assistant Principal Teachers Intervention Coordinators
1G Create a Culture of Learning Focused on Perseverance, Goal Setting, and Growth Mindset Academic Achievement Awards Additional Hourly (Certificated/Classified)-Academic Mentors/Coaches Contracted Services Printing	ALL PK-6 students	\$15,000	Principal/Assistant Principal Teachers Library Specialist
1H Provide Learning Opportunities That Promote Development of the Whole Child Through the Exploration of Art, Science, Music, Theater, and Other Content Areas	ALL PK-6 students	\$35,000	VAPA Coordinator(s) Enrichment Teacher Administration Teachers
1b-2 Provide Small Group Tutoring to EL Students to Improve Their Receptive Language Development	Identified EL Students	\$20,000	Principal EL Site Monitor EL Intervention Coordinator Teachers Bilingual Aides
2C Provide Small Group Differentiated Instruction to Improve Basic Literacy Skills and Monitor Progress Toward Reading Competency	All K-3 students	\$30,000	Classroom Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
			Classified Instructional Support Staff

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.	\$55,726
X	Title I, Part A: Carryover	\$43,627
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).	\$2,487
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)	\$32,731
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		132,084
Total amount of state funds spent (SUPC)		32,731
Total amount of federal funds spent (Title I)		99,353
Total amount of state and federal funds spent		132,084
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
Michele L Mower	Principal	Not-Applicable	Not-Applicable	1
Carlos Gonzalez	Classroom Teacher	2 years	May 2022	1
Laura Fuentes	Classroom Teacher	2 years	May 2021	1
Amber Barrett	Classroom Teacher	2 years	May 2022	1
Carol Pace	Other Staff Member (Specify): Health Assistant	2 years	May 2021	1
Britny Mustaller	Parent/Community Member	2 years	May 2022	1
Lilia Lopez	Parent/Community Member	2 years	May 2022	1
Angie Garcia	Parent/Community Member	2 years	May 2022	1
Carmen Angulo	Parent/Community Member	2 years	May 2021	1
Irene Barrios	Parent/Community Member	2 years	May 2021	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2021.

Attested:

Principal, Michele Mower on May 13, 2021

SSC Chairperson, Lilia Lopez on May 13, 2021

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

Name of School: Beech Avenue Elementary

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):

English Learner Advisory Committee Delores A Lopez
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: .

Attested:

Michelle Mower
Typed name of School Principal

[Signature]
Signature of School Principal

5/13/2021
Date

Lilia Lopez
Typed name of SSC Chairperson

[Signature]
Electronic Signature of SSC Chairperson

5/13/21
Date