

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Date Elementary 36 67710 6114052	SSC Approval Date: 5-13-2021	
School Address	9011 Oleander Avenue, Fontana, CA 92335-4532	Local Governing Board Approval Date: Presented to the Board on 6/2/2021	
		Original	
Name of Principal	Robert Soriano	Phone # and Email	(909) 357-5240, Robert.Soriano@fusd.net
Name of SSC Chairperson	Aaron Des Combes	Phone # and Email	(951) 318-9866, Descal@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Our mission is to provide the physical, emotional, intellectual and moral foundation for students to be successful in a diverse community. Through innovative teaching we will foster responsibility, teamwork, and recognition of excellence and strive to provide a caring and safe environment. We hold all who enter Date Elementary School to the highest academic standards, quality work, a positive attitude, and exemplary effort to achieve their potential. It is our expectation that students at Date Elementary will be critical thinkers, problem solvers, and leaders in school and in the community.

SCHOOL AND COMMUNITY PROFILE

Since its opening in Fall of 1997, Date Elementary School has continued to make great strides in curricular programs, student achievement, staff development and parent involvement. Teaching and support staff are highly dedicated individuals, focused on promoting and developing instructional strategies to ensure students acquire mastery and proficiency in all subject areas.

Date houses 23 general education classes, one Specialized Academic Instruction (SAI) class, two moderate to severely handicapped classrooms, and two computer labs. Additionally, a state preschool program is available to eligible 3-5-year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth.

All students participate in a rigorous curriculum as prescribed in the core curriculum for the Fontana Unified School District. State academic content standards form the foundation for teaching and learning. The staff works collaboratively to deliver the curriculum using a variety of effective instructional strategies. Teachers regularly evaluate each student's performance data to identify individual needs for intervention programs and to develop action plans. Instructional programs are modified based upon student learning levels, employing proven, research-based strategies focused on increasing proficiency in language arts and math and on closing the achievement gap.

SPSA HIGHLIGHTS (bullet points)

- Working towards increasing student proficiency levels in math and English Language Arts (ELA) for grades (K-5)
- Working towards increasing student proficiency both academically and linguistically with English Learners (EL's)
- Increasing access to targeted professional development focused on core subject matter
- Promoting Professional Learning Community (PLC) planning time and data analysis through a systematic process
- Improved School discipline resulting in zero students being suspended, as well as, a decrease in overall referrals for behavior schoolwide.
- Increase technology allowing students to have 1 to 1 access to devices
- Leader in Me Year 3- focuses on the whole child and support students academically as well as social-emotionally through targeted leadership strategies.
- PBIS- Implementation of all 3 tiers of PBIS. Date will continue to promote positive behavior, increased attendance and academic growth through a school-wide incentive system.
- Promote connections to community by participating in a variety of programs which will benefit others such as Pennies for Patients, Jump rope for Heart, etc.

SCHOOL BACKGROUND

INCREASED OR IMPROVED SERVICES
(bullet points)

Increase extended learning opportunities for all students in core subject areas
Increase technology and online use of available resources through district adopted curriculum for interventions and enrichment.
Increase opportunities for Professional Learning Communities
Increase in social/emotional services
Increase in interventions for reading and math

MOONSHOT

Date Elementary will create a leadership academy, focused on providing all students with the necessary skills and tools to become leaders in school and in the community. Date Elementary will implement the Leader in Me program to help support student efforts in goal setting, community outreach projects, academic/social clubs, as well as student led initiatives. The goal will be to have students identify their inner genius and use those skills/talents to contribute to school and community culture.

School and Student Performance Data

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

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

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
632	96.5	45.9	0.5
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	290	45.9
Foster Youth	3	0.5
Homeless	6	0.9
Socioeconomically Disadvantaged	610	96.5
Students with Disabilities	83	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	5.1
Asian	2	0.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	3	0.5
Hispanic	573	90.7
Two or More Races	5	0.8
Pacific Islander	1	0.2
White	16	2.5

These data points indicate:

1. Date Elementary has a large EL population (45.9%) which will require more intensive interventions to meet academic and linguistic student needs.
2. Date Elementary currently has 13.1 % of the student population receiving special education services.
3. Date Elementary has a 96.5% socioeconomically disadvantaged population requiring a need for further parent and community support, and social/emotional interventions.

School and Student Performance Data

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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Blue

These data points indicate:

1. The highest area of performance for Date is suspension rate.
2. The lowest area of performance for Date is chronic absenteeism.
3. In academics, the performance is in the yellow band in both ELA and math.

School and Student Performance Data

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

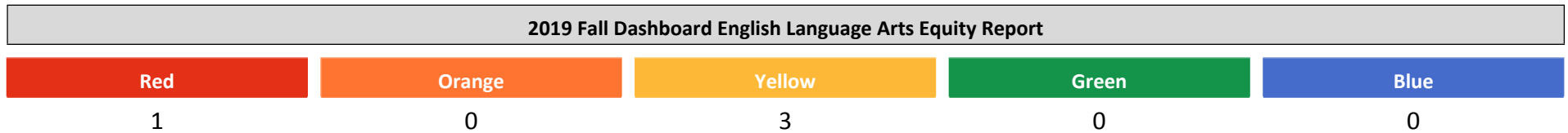
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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

















This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 35.4 points below standard Increased ++14.3 points 311	 Yellow 36.4 points below standard Increased Significantly ++18.5 points 213	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 38.1 points below standard Increased ++11.5 points 287	 Red 82.6 points below standard Maintained ++1.5 points 46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color 65.3 points below standard</p> <p>Declined -11.4 points</p> <p>16</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>
<p>Hispanic</p>  <p>Yellow 32.3 points below standard</p> <p>Increased Significantly ++17.4 points</p> <p>286</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>64.8 points below standard</p> <p>Increased Significantly ++18.1 points</p> <p>152</p>	<p>Reclassified English Learners</p> <p>34.5 points above standard</p> <p>Increased Significantly ++25.1 points</p> <p>61</p>	<p>English Only</p> <p>42.6 points below standard</p> <p>Maintained ++2.3 points</p> <p>89</p>

These data points indicate:

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

2. Based on the 2019-2020 Date Elementary school data, the number of English Learners performing at ELA grade level standards, overall increased significantly. Specifically, current ELs increased significantly by 18.1 points in ELA and reclassified ELs increased significantly by 25.1 points in ELA.
3. Based on the 2019-2020 Date Elementary school data, two student groups needing more attention and supports to improve their ELA grade level standard performance are African American students and students with disabilities. African American students' ELA performance declined by -11.4 points and while students with disabilities maintained their performance with only a 1.5 increase.

School and Student Performance Data

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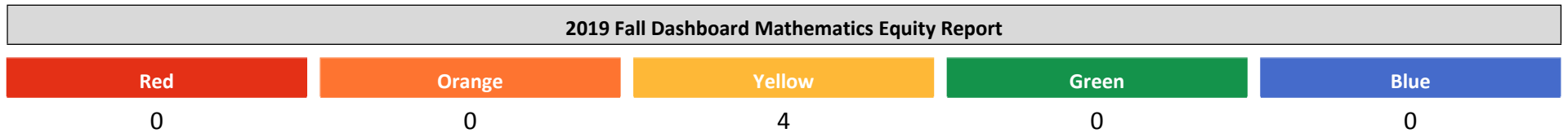
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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








This section provides number of student groups in each color.








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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 51.4 points below standard Increased Significantly ++20.1 points 311	 Yellow 51.1 points below standard Increased Significantly ++22.9 points 213	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 53.1 points below standard Increased Significantly ++18.4 points 287	 Yellow 94.6 points below standard Increased ++7.5 points 46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 91.8 points below standard Declined Significantly -25.4 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.1 points below standard Increased Significantly ++23.5 points 286	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72.9 points below standard	3.2 points above standard	60.7 points below standard
Increased Significantly ++22.8 points 152	Increased Significantly ++27.4 points 61	Increased ++9.8 points 89

These data points indicate:

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

2. Based on the 2019-2020 Date Elementary school data, the number of English Learners performing at math grade level standards, overall increased significantly 22.9 points. Specifically, current ELs increased significantly by 22.8 points and reclassified ELs increased significantly by 27.4 points in Math.
3. Based on the 2019-2020 Date Elementary school data, the African American student group needs more attention and supports to improve their math grade level standard performance. African American students' math performance declined significantly by -25.4 points.

School and Student Performance Data

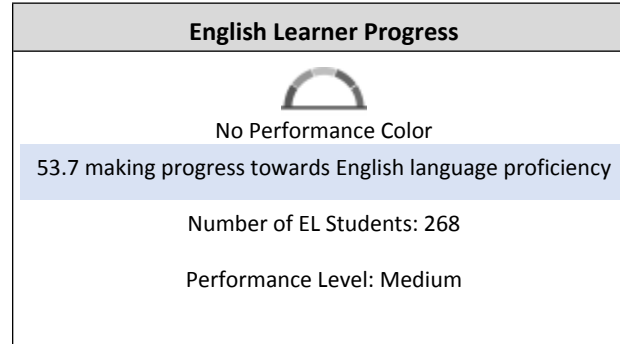
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A review of the following data informs the comprehensive needs assessment.

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
12.6	33.5	3.7	

These data points indicate:

- Based on the 2019-2020 Date school data, English Learner progress is at a medium performance level where 53.7% of ELs are making progress toward English language proficiency.
- The 2019 Fall dashboard English Learner progress indicator shows Date had 12.6% of EL students decrease one ELPI level.

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

School and Student Performance Data

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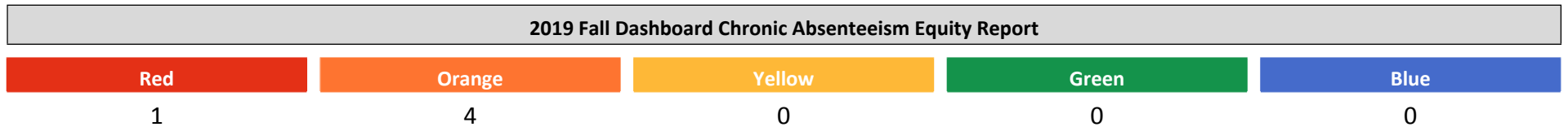
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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









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
 Red 11 Increased Significantly +3.3 700	 Orange 6.8 Increased +1.8 365	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 37.9 Increased +7.2 29	 Red 10.9 Increased Significantly +3.1 642	 Orange 19.2 Increased +6.2 99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 14.3 Increased +2.7 35	 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 Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.4 Increased +3 633	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 12.5 Increased +3.4 16

These data points indicate:

- Chronic Absenteeism data for Date 2019-2020 school year had an overall significant increase of 3.3 points for all students.
- All sub groups had an increase in chronic absenteeism rates - ELs increased 1.8 points, homeless students increased 7.2 points, socioeconomically disadvantaged students increased 3.1 points, and students with disabilities increased 6.2 points.
- Date chronic absenteeism rates increased for all races/ethnicities - African American students increased 2.7 points, Hispanic students increased 3 points, and White students increased 3.4 points.

School and Student Performance Data

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

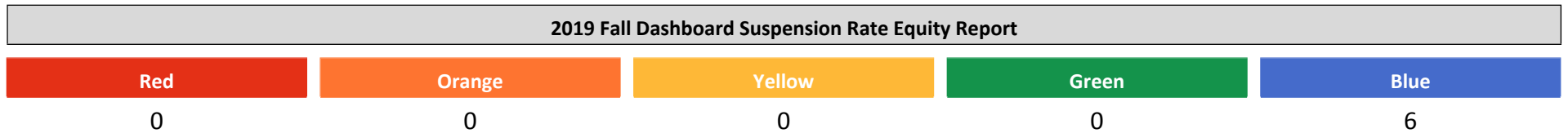
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

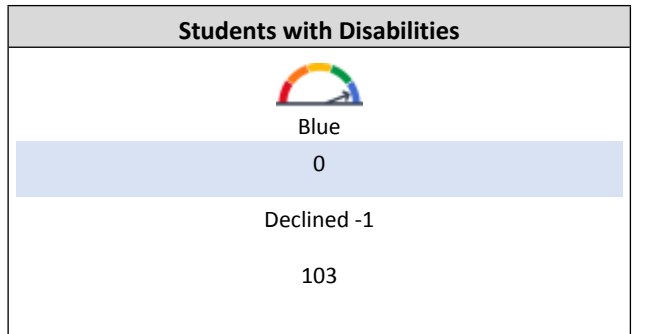
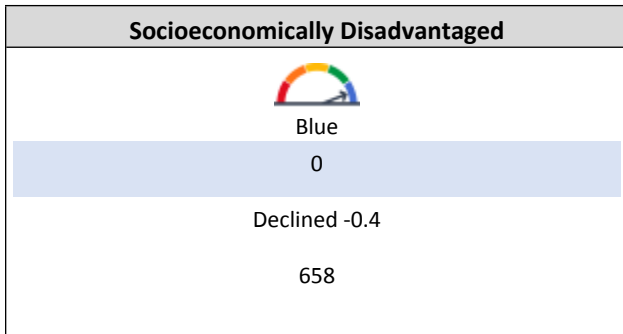
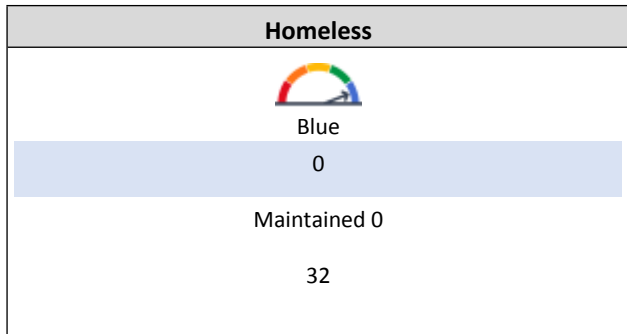
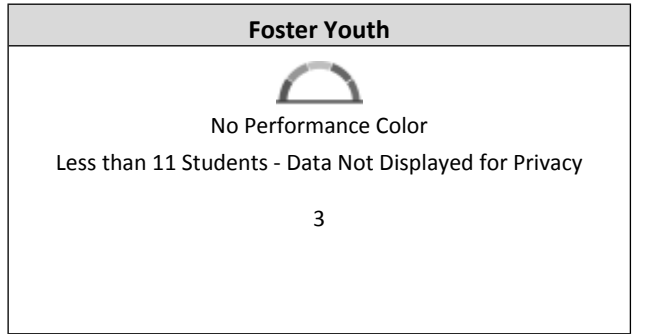
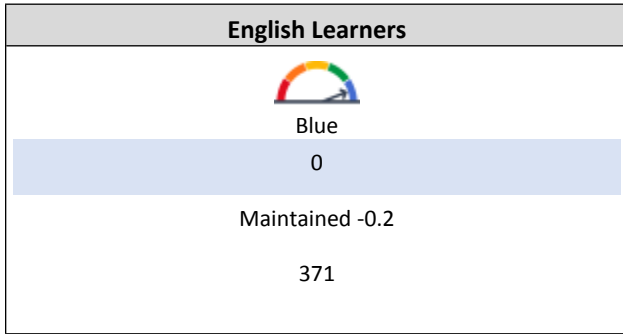
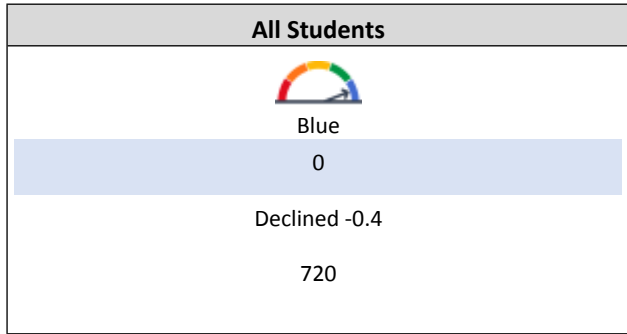


This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -2.2 37	 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 Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.3 651	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Maintained 0 16

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0

These data points indicate:

- Based on 2019-2020 Date school data suspension rates overall declined by -0.4 points for all students.
- Subgroups like English learners' suspension rates declined by -0.2 points, socioeconomically disadvantaged students' suspension rates declined by -0.4 points, and students with disabilities suspension rates declined by -1 points.
- 2019-2020 suspensions rates by race/ethnicity also improved at Date Elementary - African American student rates declined by -2.2 points, and Hispanic student rates declined by -0.3 points.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.07 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.45
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.12 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures: % of Weekly Lexia Usage Schoolwide	74%
Site Specific Measures: % of Classrooms That Had Evidence of Teacher Clarity (Learning Targets/Success Criteria)	96%

These data points indicate:

The MAP CGI data indicates that the All Student Group is below the expected conditional growth index of ≥ 0 (i.e. students did not achieve one years growth in one years time) in all content areas with language being the lowest. Site specific data suggests a need to increase weekly LEXIA usage to encourage growth in reading and phonemic awareness skills. Walkthrough data indicates that 96% of teachers are incorporating elements of Teacher Clarity into their daily instructional practices.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.08 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.60
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.04 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures: % of Teachers That Followed Essential Language Routines During Designated ELD	88%
Site Specific Measures: % of Weekly Lexia Usage	70%

These data points indicate:

The MAP CGI data indicates that EL students are below the expected conditional growth index of ≥ 0 in all content areas. The data indicates that the EL Student Group achieved a higher Conditional Growth Index than the All Student Group in math. Site specific data suggests a need to increase weekly Lexia usage to encourage growth in reading and help build foundational phonemic awareness skills. Walkthrough data indicates that 88% of teachers are incorporating elements of the Essential Language Routines during designated ELD times..

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 15.62% Level 3: 41.44% Level 2: 31.53% Level 1: 11.41%
2018-2019 ELPAC Listening Domain: % by Performance Level	23.12% - Well Developed 64.56% - Somewhat/Moderately Developed 12.31% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	35.14% - Well Developed 53.75% - Somewhat/Moderately Developed 11.11% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	13.21% - Well Developed 63.66% - Somewhat/Moderately Developed 23.12% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	17.42% - Well Developed 63.06% - Somewhat/Moderately Developed 19.52% - Beginning Development
Site Specific Measures: % of Teachers That Followed Essential Language Routines During Designated ELD	88%

Language Acquisition Data – English Learners (EL)

Site Specific Measures:

These data points indicate:

A breakdown of each domain using ELPAC data shows the greatest area of need being reading (23.12% Beginning Development) and writing (19.52 % Beginning to Develop). Analyzing the ELPAC data for students that were able to test prior to school closures reveals a similar pattern for 2019-20. Site specific data shows that 88% of teachers are implementing Essential Language Routines during designated ELD.

Parent/Family Engagement

School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	45%
Site Specific Measures: # of Parent Events	12
Site Specific Measures: % of Parent Satisfaction on Parent Empowerment Workshops	100%

These data points indicate:

Date Elementary met and surpassed the district goal of 25% participation. The survey indicates that 91% of parents feel there is a positive environment at Date, 93% believe the school is implementing inclusive efforts, and 88% believe the school offers parent support. Site specific measures indicate that the school held 12 parent events and had a 100% satisfaction on exit surveys for parent workshops conducted.

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: 0.33 Fall 2nd to Fall 3rd: -0.13 Fall 3rd to Fall 4th: -0.39
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: 40% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 26% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 30% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020

Site Specific Measures: % of Classrooms Demonstrating Blended Learning Reading Strategies (RTI-Walkthrough in grades K-3)	76%
Site Specific Measures:	

These data points indicate:

The MAP CGI data indicates that current 3rd and 4th grade students are below the expected conditional growth index of ≥ 0 (i.e. students did not achieve one years growth in one years time). The data shows that 30% of current first grade students, 26% of current 2nd grade students, and 40% of current 3rd grade students are at-risk of not reading at grade level by the end of 3rd grade by cohort. This reveals a need to provide targeted reading interventions in K-3. Site specific data suggests a need to increase professional development with a Common Core Teacher on Assignment on proper instructional strategies during Response to Intervention.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures: % of Suspensions	0% students suspended
Site Specific Measures: % of Teachers delivering daily PBIS lessons	100% of teachers are participating in daily PBIS lessons
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Date Elementary has implemented PBIS to all tiers of student population (Tier I, II, and III). As a result, suspension rates are at 0% for the school year for the third consecutive year. In addition, 100% of teachers are delivering daily PBIS, Tier I lessons to all students, focusing on the social/emotional well-being of all students. The PBIS expectations at Date Elementary are to be respectful, responsible, and engaged.

ELD Evaluation

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

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

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

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

Designated ELD has been implemented effectively at Date Elementary for all teachers taught state-adopted ELD standards during a protected time as part of the regular school day. At Date, all teachers taught English learners lessons to develop English language proficiency during designated ELD time. The school's commitment to effectively help ELs develop the language skills needed to learn content taught in English and to be able to express their content knowledge in English can be supported by classroom walkthrough data. Based on the Master Schedule, during designated ELD times, data indicates that 88% of classrooms were demonstrating evidence of essential language routines including response frames and productive partnering techniques. Further planning and professional development time will be allotted to increase teacher and student efficacy in designated English Language instruction.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

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

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>Based on the results of the parent survey, 45% of parents participated in the district parent survey, surpassing the goal of 25% set by the district. According to the survey, 91% of parents feel there is a positive environment at Date, 93% believe the school is implementing inclusive efforts, and 88% believe the school offers parent support. Site specific measures indicate that the school held 12 parent events and had a 100% satisfaction on exit surveys for parent workshops conducted. Based on the survey, Date Elementary needs to work diligently on increasing the learning opportunities for students (67%), increase the degree to which families become involved with their child's school (17%), and provide more information for parents/students the current policies of the district/school (50%). All parent survey data will assist in the decision making process for the upcoming school year.</p> <p>Based on the results of the student survey, 82% of students feel they have supportive relationships, 78% of students have positive teacher relationships, and 77% of students believe that their teachers have high/rigorous expectations for their learning. Based on the survey, Date Elementary needs to work diligently on increasing the learning opportunities for students (32%), increasing student's self-efficacy (61%), and increasing school safety awareness (67%). All student survey data will assist in the decision making process for the upcoming school year.</p> <p>The annual staff survey indicates that nearly all staff members believe that the school is moving in the right direction in regard to instruction (95%), safety (92%), and parent involvement (98%). One area that needs to be improved upon is the area of chronic absenteeism and student engagement which staff indicates has caused a greater gap in student learning, especially during distance learning. All teacher survey data will assist in the decision making process for the upcoming school year.</p>
<p>Classroom Observations</p>	<p>Classroom walkthroughs are conducted on a weekly basis in all classrooms and focus around specific teaching and learning areas. Those areas include: math instruction, language arts instruction, Teacher Clarity, Positive Behavior Intervention Supports (PBIS) implementation, Leader in Me implementation, Response To Intervention (RTI) (small group instruction),</p>

Analysis of Qualitative Data

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

English language Development (ELD) designated/integrated time, science/social studies, and math intervention. The administration team provides instant feedback using a Microsoft Forms checklist so teachers can view areas that were not observed during the walkthrough. The administration team shares overall weekly data based on the walkthroughs in a weekly email. The data is then used to provide the appropriate professional development and coaching for areas of need. Professional Learning Communities (PLC's) are also encouraged to use the data generated from walkthroughs in their planning and instruction. An example of the progress gained from classroom walkthroughs is that 96% of classrooms were demonstrating Teacher Clarity strategies (Learning Targets and Success Criteria) which increased from 4% from the beginning of the year.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Academic performance data indicates that students at Date Elementary School made growth in ELA by 14.3 points on the Smarter Balanced Assessment Consortium (SBAC) Assessment. This is above the district level (6.4 points) and state level (3.7 points). Overall, Date students fall within the yellow performance indicator with a distance from standard (DFS) of 35.4 points. This is below the district level (22.3 points) and state level (2.5 points). Students at Date Elementary School increased significantly in Mathematics with 20.1 points on the SBAC Assessment. This is above the district level (+3.9 points) and state level (+2.9 points). Overall, Date students fall within the yellow performance indicator on the California Dashboard with a DFS of 51.4 points. This is above the district level (63.7 points) and below the state level (33.5 points). 2019 Fall MAP assessment data for all students shows a Conditional Growth Index (CGI) of -0.06 in reading, -0.09 in language, and -0.12 in mathematics. Data also indicates zero suspensions for the school year. 100% of teachers and students utilize components of the PBIS framework and Leader in Me program.

Improvements for student achievement include: Differentiated instructional plans focused on closing the achievement gap in math and language arts, supplemental instructional materials and parent workshops to promote early literacy skills, and access to technology to enrich students' understanding of the curriculum.

Standards, Assessment, and Accountability

<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Based on the state and local data, progress is being made by our English Language Learners (ELLs). 53.7% of students are making progress towards EL proficiency while 33.5% of students maintained their English Learner Progress Indicator (ELPI) levels and 12.6% decreased at least one ELPI level. A further breakdown of each domain using ELPAC data shows the greatest area of weakness being reading (28.3% Beginning to Develop) and writing (21.5 % Beginning to Develop). Although progress is being made, there are linguistic needs that must be addressed. The linguistic needs of our ELLs include providing greater exposure to academic vocabulary, phonics, phonemic awareness, and grammatical cues such as subject verb relational, tone, and syntax. Students will need additional opportunities for oral and written English language practice through productive partnering strategies. ELL's will need to be given proper linguistic scaffolding through visuals, labeling, think alouds, response frames, and linguistic manipulatives. Additional professional development focused on meeting the linguistic needs of our EL population will be essential for continued growth in language development. The academic needs of our ELL include developing decoding skills with explicit instruction in phonics and phonological awareness. Students will need increased exposure to academic vocabulary and will need appropriate scaffolding with response frames for oral and written opportunities. Our ELL's will need to be given various opportunities to engage in oral dialogue through productive partnering routines and engage in comprehension strategies such as closed reading techniques. In addition, instructional lessons will need to be designed to enhance vocabulary knowledge supported by pictures and labeling, which will allow ELL's to acquire concrete words and concepts as well as more abstract academic vocabulary.</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>Progress monitoring and annual evaluation was conducted in collaboration with School Site Council (SSC) and was presented at the February 26th, March 30th, and April 22nd meetings. During this meeting, all parties were updated on the progress towards meeting goals in all domains. School data was presented in the areas of academic growth and achievement, promoting multilingualism and multiculturalism, increase academic growth in English Learners, demonstrating language proficiency with English Language Learners, and demonstrating grade level literacy skills by the end of 3rd grade. SSC provided questions and comments throughout the evaluation process and the discussion of the evaluation was approved by all members present. Information and input was gathered by the English Language Advisory Committee (ELAC) representatives which were present during School Site Council meetings. The annual evaluation was also presented to ELAC to gain additional feedback prior to developing the new school plan. Progress is monitored through monthly meetings where school, district, and state assessment data is shared. Also, both SSC and ELAC are updated on the progress of programs and services initiated with Title I money allowing them to guide decisions that address the needs of low-achieving students and those students at-risk who are not meeting academic standards.</p> <p>A comprehensive analysis of the data demonstrated a need to continue providing intervention services for our students in the area of language arts and math. Growth in reading levels at all grade levels were correlated with the usage of supplemental software/subscriptions for Reading (Accelerated Reader). SSC recognized the importance of STAR as another measure of academic progress and recommended that the school continue the purchase for the upcoming year. The increase in the number of licenses to support English Learners allowed for an increase in academic growth in targeted students. Additional devices were made available for students to access Tier II intervention software and Lexia. An increase in interventions resulted in a decrease in the number of students in the SIT process and an increase in students meeting their targets. SSC determined that an increase in targeted software licenses for English Learners and for targeted math support should be available to students in need of Tier I and/or II interventions and to decrease the number of students at-risk as determined by achievement scores. The implementation of Positive Behavior Interventions and Supports (PBIS) resulted in a decrease in the number of student disciplinary incidents and referrals. Additionally, incentives for attendance resulted in an increase in students recognized for perfect attendance each month but a further effort needs to be placed on reducing the</p>

Standards, Assessment, and Accountability

	<p>overall rate of chronic absenteeism. SSC recommends continuing to include parents/community in workshops, trainings, whether in person or virtually. Date Elementary recognizes that behavior, achievement, attendance and parent participation are key indicators for student success and will implement the actions indicated by the Evaluation to ensure the improvement for these indicators. State and local assessment data was used to modify instruction through an increase in PLC time, targeted professional development, and Common Formative Assessment (CFA) planning and data analysis throughout the school year.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>The process of evaluating the progress of EL program goals is ongoing through monthly analysis at SSC and ELAC meetings. Data is also shared with parents through other forums such as Coffee with the Principal, PTA meetings and through our school website. Teachers regularly analyze EL data through PLC collaboration and results are then shared with stakeholders focusing on specific areas of growth and areas of deficiencies in the four domains (Reading, Writing, Speaking, and Listening). These data chats with teachers are led by the English Learner Teacher On Assignment (EL TOA) and administrators which guide discussions through a data protocol analysis. This analysis helps in evaluating if actions/services are positively impacting the EL population and if not, what changes need to be made to address the needs of low-achieving ELs. Next steps are generated by the administrative team which coordinates an effort with the EL department at the district to remedy any deficient areas of ELD instruction or program.</p>

Identified Needs based on Findings:

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

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Professional development was provided to help address the deficiencies in student writing and provide scaffolds for students especially to those in low performing groups. The implementation of Write From The Beginning yielded positive results based on Measure of Academic Progress (MAPs) assessments and classroom walkthroughs. Classroom walkthrough data shows 78% of classrooms were demonstrating Write From the Beginning strategies or had evidence of the Write From The Beginning program during Core ELA time. Professional development is provided in all core areas through TOA's and district office presenters. Date Elementary continues to align professional development with state standards using local and state metrics to analyze its effectiveness.</p>
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Staffing and Professional Development

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Ongoing coaching was provided by the Common Core Teacher On Assignment (CC TOA) in the areas of language arts and math. Specifically, the CC TOA met with 81% of teachers in a coaching role and presented at six staff meetings on topics including mathematical practices, close reading strategies, and developing appropriate learning targets and success criteria. The CC TOA also worked closely with PLC's to analyze Common Formative Assessments (CFA) data, district data and develop next steps in lesson planning. Walkthrough data showed 90% of teachers implemented strategies that were developed with the CC TOA.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teachers participated in grade level PLC's focusing on math and ELA data analysis, standards based lesson planning, aligning assessment data, and overall collaboration with the CC TOA. Teacher Clarity was the main focus of PLC's which included unwrapping standards, developing learning targets and success criteria, and analyzing assessment targets. As is evident through classroom walkthroughs, 96% of classrooms were demonstrating strategies or had evidence of the strategies discussed in PLC's, in particular, learning targets and success criteria were posted and/or referred to during a lesson. PLC's were offered twice a month for grades The CC TOA, EL TOA, and administration team helped facilitate data analysis meetings during PLC time to draw conclusions from the data and create next steps in planning.

Identified Needs based on Findings:

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

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Teachers use the Wonders curriculum in language arts and My Math curriculum for mathematics to fidelity. Lesson plans are developed through the district's curriculum guides which focus on aligning curriculum and instruction to state standards. Ongoing coaching through the CC TOA is provided to all teachers and lesson design is monitored weekly by the administration team. Professional development in online curriculum support in language arts and math was provided by the Teaching and Learning department during staff meetings. In addition, the district's science coordinator provided professional development in Next Generation Science Standards (NGSS) and new curriculum, Mystery Science. Supplemental materials including Scholastic News and Accelerated Reader are aligned with state standards to provide additional student resources in language arts. In addition, Write From The Beginning materials were also provided for teachers with the purpose of supporting students during whole and small group language arts lessons.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	There is an ample availability of standards-based instructional materials for all student groups. The administration team works closely with library services and Teaching and Learning to provide both written and digital instructional materials for all students. The administration team will continue to monitor and ensure the availability of standards-based instructional

Teaching and Learning

materials for all learners. The following standards-based instructional materials are available for all students: textbooks, workbooks, Accelerated Reader, LEXIA, MobyMax, instructional manipulatives, and all other Wonders and My Math materials.

Identified Needs based on Findings:

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

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Instructional Support Teacher (IST) provides services to underperforming students to help meet standards in language arts. The IST help support 96 students through the use of Read 180, Systems 44, and the Wonders curriculum. The IST works closely with the SIT coordinator to help track the progress of 212 students in the Student Intervention Team (SIT) process. Students not showing academic growth are given additional interventions that are recommended through the Special Education Review Team (SERT). Additionally, teachers in grades K-6 provided two six week intervention sessions afterschool in math and/or language arts. Results of tutoring are as follows:

Afterschool Intervention Pre/Post Assessment Data:
Pre/Post Test was used to evaluate student growth-

K Grade- (Session 1: 6 Weeks) 9 students-
Kindergarten saw 42% increase with latter names and sounds, 1-1 correlation and sight words.
(Session 2: 6 Weeks) 10 students

Kindergarten saw 54% increase with latter names and sounds, 1-1 correlation and sight words.

1st Grade- (Session 1: 6 weeks) 12 students -ELA
Phonemic awareness, fluency, high frequency words: 12/12 students increased letter recognition
10/12 Nonsense words
53% increase in pre/post scores
(Session 2: 6 weeks) 9 students
Phonemic awareness, fluency, high frequency words: 10/11 students increased letter recognition
8/11 Nonsense words
45% increase in pre/post scores

Opportunity and Equal Educational Access

2nd Grade- (Session 1: 6 weeks) 12 students -ELA
Pre/Post High Frequency Word Test- 15.4% increase
Pre/Post Fluency Test- 35% increase
. They increased by 6 sight words pre/post and an average of 32 WPM.

(Session 2: 6 weeks) 12 students -ELA
Pre/Post High Frequency Word Test- 18.4% increase
Pre/Post Fluency Test- 30% increase
. They increased by 10 sight words pre/post and an average of 36 WPM

3rd Grade- (Session 1: 6 weeks) 13 students- ELA
Pre/post Fluency- Increase of 37 wpm (avg)
Overall increase- 52%

(Session 2: 6 weeks) 10 students- ELA
Pre/post Fluency- Increase of 28 wpm (avg)
Overall increase- 39%

4th Grade- (Session 1: 6 weeks) 10 students-ELA Writing/Reading fluency
Pre/post Fluency- 29.2% increase in fluency
Pre/Post Writing Rubric- 31.6 % increase in writing proficiency

(Session 2: 6 weeks) 15 students (13 students reported)-ELA Reading/Fluency
Pre/post Fluency- 36.3% Overall increase in fluency

5th Grade- (Session 1: 6 weeks) 14 students ELA
Reading Fluency/Comprehension
Pre/post Reading Assessment- 38% increase
(Session 2- 6 weeks) 12 students ELA
Reading Fluency/Comprehension
Pre/post Reading Assessment- 38% increase

Opportunity and Equal Educational Access

<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Date Elementary will focus on students in the subgroups who did not meet their target (African American, Foster Youth and Students With Disability (SWD)). There is a need to identify and address specific gaps in learning with our African American, Foster Youth and SWD populations to increase student achievement in the areas of math and language arts. The data shows that attendance is a relevant factor in these particular subgroups and could play a major factor in their achievement gap. These results will need to be addressed by providing these subgroups with more access to technology and training, greater resources with social/emotional support, implementing attendance interventions/incentives, academic interventions and providing staff with ongoing effective professional development. Tier II and tier III strategies will also be utilized, when appropriate, to provide greater interventions both academically and social/emotionally.</p>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>Date Elementary met the goal of increasing our overall proficiency levels in ELA and math based on the final common formative assessment in February. One of the reasons for the increase in student performance was an overall increase in Professional Learning Community time for all grade levels. During PLC's, Teacher Clarity was the school's primary focus which included unwrapping standards, developing learning targets and success criteria, and analyzing assessment targets. In addition, during this structured time, teachers were given time to analyze student data, lesson plan using these findings, create next steps, and address the achievement gaps. Another reason for the increase in student performance was the implementation of an afterschool tutoring program facilitated by teachers. Pre/post data for the first and second semester demonstrates that students performing at lower academic levels increased their foundational skills in language arts. Also, the increase in technology (Action 1) allowed students to have more time for language arts and math programs such as Lexia and Moby Max, which helped support students in phonemic awareness, reading, writing skills, . The increase in computer program licenses for English Language Learners and to promote early literacy skills, allowed Date Elementary students to increase academically as indicated by CFA data. Teachers also received training in Write From the Beginning. The implementation of this writing curriculum also contributed to an increase in writing strategies utilized during core language arts time. Date Elementary continued to promote positive behavior and character among students, which decreased the number of disciplinary referrals and resulted in the elimination of the need to suspend students from school. The increase in growth in language arts and the significant increase in growth in math by our English Language Learners shows that progress is being made. PLC planning time was given to teachers to develop targeted lesson plans focused on designated and integrated instruction. Classroom Walkthroughs show 88% of classrooms were following essential language routines during designated ELD block. This included providing response frames, engaging in productive partnering strategies, and providing appropriate visuals. While the EL population at Date Elementary is making good progress, further interventions need to be implemented to ensure their academic and linguistic needs are met. ELPAC data shows that students still lacked skills in the reading and writing domains. Additional interventions and professional development will address these areas of weakness allowing for a greater number of students to be reclassified and score proficient on ELPAC and SBAC assessments.</p>
<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • School site needs to provide tiered interventions to decrease chronic absenteeism for all student groups. • School site needs to continue with PBIS tiered interventions to maintain a positive and safe learning environment for all students. 	

Opportunity and Equal Educational Access

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

Parental Engagement

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

Date Elementary provided parents and community members with multiple events with the purpose of informing, training, and supporting these stakeholders. Date Elementary met the goal of hosting at least eight community events and also met the recommended participation rate on the school survey. Some of the events that the school hosted were Literacy Night, Parenting Empowerment Workshops, ELAC, Coffee with the Principal, SSC, etc. Further analysis shows that parents will need ongoing and targeted support to assist underachieving students. Date Elementary will meet this need by providing The Leader in Me parent connection and Parent Empowerment workshops which will address topics such as distance learning, Improving Literacy Skills, and Active Parenting Techniques.

Identified Needs based on Findings:

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

Funding

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

State and local funding was used to address our students' social and emotional needs, to provide incentives for improving attendance, and to continue advancement in technology access for all students. Through this funding source, membership for the Leader in Me (LIM) was purchased. LIM focuses on developing seven habits of highly effective people which include 1) be proactive, 2) begin with the end in mind, 3) put first things first, 4) think win-win, 5) seek first to understand then to be understood, 6) synergize, and 7) sharpen the saw. Implementation of these seven habits lead to improvement in academic and social and emotional needs of all students. Moreover, an increase in technology and devices provided more access for underperforming students in Lexia, Moby Max, and ConnectEd (Wonders curriculum).

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

Federal categorical funding was utilized to address the achievement gaps in math and language arts. Through Title I funding source, Date Elementary was able to provide tutoring, supplemental language arts materials, computer program licenses, computer adaptive software to support English language development, Student Intervention Team coordination, professional development in writing, Professional Learning Community collaboration time for teachers, and ongoing parent workshops.

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

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In February, March, and April School Site Council conducted progress monitoring on the SPSA actions and services. The tutoring for first and second semester were fully implemented and all participating students' achievement increased between 30-54% as measure by pre/post assessment. Parent workshops focused on building early literacy skills and on navigating online/distance learning and were fully implemented. Imagine Learning software for English Learners began in February and initial results are showing growth.

In April ELAC reviewed the progress monitoring and provided input to School Site Council for English Learner services in the SPSA.

In April School Site Council met to determine which actions and services to continue, modify or discontinue based on progress monitoring and the anticipated needs of students. ELAC's input was to increase services by additional software licenses and tutoring opportunities.

In May School Site Council reviewed and approved the 2021-22 SPSA.

Identified Needs based on Findings:

-Maintain the virtual platform but when safe to do so have in-person meetings so all ELAC and SSC members may continue to participate fully.

Resource Inequities

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

Based on the needs assessment, an increase in targeted interventions for at-risk students beyond the regular day such as after-school tutoring was an inequity identified. Based on the needs assessment, an increase in parent access to educational opportunities such as parent workshops was another inequity addressed. In addition, greater access to technology and devices for all students was an inequity identified by SSC and ELAC groups. This was particularly the case for students who need academic interventions in ELA, math, and/or ELD.

SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Teachers will utilize district adopted curriculum and supplementary resources to prepare each student to attain mastery of the CCSS. Students will have an opportunity to receive differentiated instruction based on their needs during ELD, MTSS, PBIS, Intervention with our ILT, supporting early literacy, and After School Tutoring. The Specialized Academic Instruction teacher and the Intervention Support Teacher will facilitate learning groups using Systems 44, Read 180, and Wonders/My Math intervention materials. Students with disabilities will benefit from the co-teaching model which immerses special education students in the general education setting. The major areas of focus will be to provide instructional differentiation through supplemental resources, software, and access to technology. An additional area of focus will be providing teachers access to professional development on strategies that improve receptive language during designated ELD instruction and to increase students' academic vocabulary during integrated ELD instruction. Also, there is a need for student access to Tier 1-3 Positive Behavior Interventions and Supports to promote positive behavior, decrease chronic absenteeism overall, and provide access to presentations on the dangers of tobacco and substance abuse.</p>	<p>Differentiated Instruction- Daily August-May Intervention/Co-teaching- Daily August-May Professional Development- Designated ELD - TOA monthly PBIS- Daily/August-May</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Teachers will receive professional development to support the implementation of the core instructional curriculum, to analyze data and to strengthen the use of instructional strategies. Teachers will also work with research-based interventions that meet the needs of students. In addition, teachers will receive professional development on a monthly basis with EL strategies in designated and integrated instruction. Ongoing coaching from the Common Core and English Learner Teachers on Assignment will continue including data analysis and lesson planning during PLC time. Professional development and PLCs will improve teachers' capacity to teach the core subjects and increase student learning as well as engagement. Strengths and Needs Assessments will also be embedded within each cycle of professional learning to monitor the effectiveness of the academic program throughout the year.</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Common Core-TOA Monthly • EL TOA Monthly <p>PLC's- Twice monthly August-May Strengths and Needs Assessments- First semester and second semester</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>Teachers will participate in Professional Learning Communities throughout the year that will help grade levels in analyzing data and appropriately planning to support students that are academically at-risk. The SIT coordinator will help in identifying at-risk students through the SIT process and develop a structured intervention plan designed to increase student academic growth. The Intervention Support Teacher will provide monthly updates of student progress to help identify the proper interventions for at-risk students. The additional areas of focus will be to provide students with access to literature and nonfiction text, increased access to differentiated curriculum and instruction, additional support to develop English Language skills, and increased use of attendance</p>	<p>PLC's- Twice monthly August-May SIT Process-Monthly August-May Access to literature and nonfiction text- Daily Differentiated Instruction- Daily August-May ELD Supports- Daily August-May</p>

	<p>outreach to provide tiered interventions that decrease chronic absenteeism. Tutoring for EL students in the domain of reading will be provided for students who maintained or decreased their ELPI level. Tutoring will also be provided for reclassified students who showed regression in their reading skills based on MAP data.</p>	<p>Attendance Outreach- Weekly September-May Tutoring English Learners- 3 times a week for 6 weeks September and February</p>
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Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-35.4	>= -20.4
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-51.4	>= -36.4
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.07 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.45	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.12 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	45%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> MAP and Smarter Balance assessment data indicates that K-5th grade students need to develop a strong foundation of number sense to promote mathematical understanding Smarter Balance assessment data shows that 3rd - 5th grade students need to build literacy skills in reading and writing Parent surveys indicate a need for workshops in PBIS, family engagement, EL student achievement, Distance Learning, early literacy development, and academic intervention systems for at-promise students
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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>A -Provide differentiated instruction during and outside of the school day to develop student's academic vocabulary, phonemic awareness, and mathematical reasoning</p> <ul style="list-style-type: none"> • Certificated hourly • Supplemental Instructional Materials • Instructional technology • Supplemental Computer Software Licenses and Subscriptions 	<ul style="list-style-type: none"> • Compiled Teacher Lesson Plans • Curriculum Embedded Assessments in ELA and Math • Lexia Usage, Performance Predictor and/or Growth Data 	ALL Students	Teachers, IST, SIT Coordinator	\$27,648.60	\$18,968.84
<p>B-Provide small group tutoring in math to build mathematical reasoning, foundational skills, and a conceptual understanding</p> <ul style="list-style-type: none"> • Certificated Hourly 	<ul style="list-style-type: none"> • Pre/Post Assessments 	Students performing below grade level based on teacher recommendation and MAP RIT score below 30th percentile	Certificated staff providing the tutoring	\$2,714.38	
<p>C- Deliver parent workshops and coaching to help support student's early literacy skills and social-emotional needs</p> <ul style="list-style-type: none"> • Consultant/Membership Fees and Materials 	<ul style="list-style-type: none"> • Sign-in Sheets • Parent Surveys 	ALL Students	Assistant Principal, Community Aide	\$3,594.15	\$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
<ul style="list-style-type: none"> • Translation • Supplemental printing/resources 					
<p>D-Provide PLC collaboration time to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned?</p> <ul style="list-style-type: none"> • Teacher Hourly • Substitutes • Supplemental printing/materials 	<ul style="list-style-type: none"> • PLC Agendas • Classroom Walkthroughs 	ALL Students	Principal, Teachers, Common Core TOA	\$21,811.99	
Total Estimated Cost for This Goal:				55,769.12	23,968.84

Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic needs for English Learners: English Learners will demonstrate improved academic growth and achievement in reading through the use of targeted response frames		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-36.4	>= -21.4
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-51.1	>= -36.1
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.08 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.60	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.04 (Excludes invalid Fall 2020 K-1 results)	>= 0

Identified Need(s):	MAP and Smarter Balance assessment data indicates a need to focus on increasing the academic skills in the domain of reading for emerging level EL students
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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
1aA- Deliver small group, differentiated instruction to target EL student's skill deficits in reading through the use of targeted response frames <ul style="list-style-type: none"> • Supplemental Software License • Printing 	<ul style="list-style-type: none"> • Software Usage Reports 	EL's at the emerging level (1 and 2L)	Principal, Teachers, Bilingual Aides	\$10,050	

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
1aB- Provide English Language Learners extended learning opportunities and differentiated instruction to develop academic vocabulary and increase reading proficiency <ul style="list-style-type: none"> • Instructional Technology • Printing 	<ul style="list-style-type: none"> • Software Usage Reports 	EL's at the emerging level (1 and 2L)	Principal, Teachers, Bilingual Aides	\$7,525.50	
Total Estimated Cost for This Goal:				17,575.50	

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of English Learners: English learners will demonstrate EL proficiency growth in their receptive language by developing their reading skills through the intentional development of academic vocabulary		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	53.7%	>= 56.7%

Identified Need(s):	<ul style="list-style-type: none"> The English Learner Progress Indicator and the ELPAC domain from the CA Dashboard indicates a need to focus on receptive language for EL students who maintained or decreased one ELPI level and develop reading skills ELPAC assessment data indicates a need to focus on receptive language for Reclassified EL students and develop reading skills
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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
1bA- Provide additional one-on-one or small group tutoring to improve EL's receptive language in reading through the development of academic vocabulary <ul style="list-style-type: none"> Classified Hourly Certificated Hourly Printing 	<ul style="list-style-type: none"> Curriculum embedded assessments in ELA and ELD 	<ul style="list-style-type: none"> Long term EL's at the expanding level Reclassified English Learners that demonstrate regression 	Teachers, Bilingual Aides, EL TOA	\$2,459.47	\$824.01

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

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	20.5%	>= 23.5%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-63.7	>= -48.7
MAP Growth Reading: Average Fall 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: 0.33 Fall 2nd to Fall 3rd: -0.13 Fall 3rd to Fall 4th: -0.39	>= 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: 40% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 26% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 30% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 30% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 16% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 20% (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"> MAP data indicates that K-3rd grade students need to build early literacy skills through a focus on phonological and phonemic awareness Parent surveys indicate a need for workshops on read aloud strategies to support students' early literacy development
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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
2A: Provide differentiated instruction to students to address their learning needs in phonics and phonemic awareness	Common Formative Assessments	K-3 students receiving interventions	Teachers, IST	\$2,134.15	

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
<ul style="list-style-type: none"> Supplemental instructional materials Supplemental software Supplemental Printing 	Curriculum Embedded Assessments in ELA				
2B- Provide small group tutoring in reading to build a strong foundation in decoding, phonics and comprehension skills <ul style="list-style-type: none"> Certificated hourly 	Pre/Post Assessments	K-3 students performing below grade level based on teacher recommendation and MAP RIT score below 30th percentile	Certificated Staff Providing the Tutoring	\$5,428.76	\$3,102.15
Total Estimated Cost for This Goal:				7,562.91	3,102.15

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal1 Action C- Deliver parent workshops to help parents support their child's early literacy skills and social-emotional needs <ul style="list-style-type: none"> • Classified Staff Additional Hourly for Child Care 	All Students	\$3,000	Principal
Goal 1 Action B- Provide professional development in language arts strategies to target student's skill deficits in writing <ul style="list-style-type: none"> • Consultant Services and Materials 	All Students	\$12,000	Principal
Goal 1-New Action-Provide students with incentives that help promote early literacy and math achievement <ul style="list-style-type: none"> • Student Awards 	All Students	\$3,000	Principal
Goal 1 Action A- Provide differentiated instruction during and outside of the school day to develop student's academic vocabulary, phonemic awareness, and mathematical reasoning <ul style="list-style-type: none"> • Printing Encumbrance 	All Students	\$10,000	Principal
Goal 1- New Action- Provide professional development in early numeracy and literacy strategies to target student's skill deficits in math and reading Conferences and Travel	All Students	\$2,500	Principal
Goal 2 Action A- Provide differentiated instruction to students to address their learning needs in phonics and phonemic awareness <ul style="list-style-type: none"> • Instructional Material 	All Students	\$5,000	Principal
Goal 1 Action A- Provide differentiated instruction during and outside of the school day to develop student's academic vocabulary, phonemic awareness, and mathematical reasoning <ul style="list-style-type: none"> • Computer Software and Service 	All Students	\$7,000	Principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal 1 Action A- Provide differentiated instruction during and outside of the school day to develop student's academic vocabulary, phonemic awareness, and mathematical reasoning <ul style="list-style-type: none"> • Instructional Supplies 	All Students	\$5,000	Principal
Goal 2 Action A- Provide differentiated instruction to students to address their learning needs in phonics and phonemic awareness <ul style="list-style-type: none"> • Small Group Guided Reading Books 	All Students	\$8,000	Principal
Goal 1 Action D- Provide PLC collaboration time to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned? Substitute Costs	All Students	\$10,000	Principal
Goal 1 Action A- Provide differentiated instruction during and outside of the school day to develop student's academic vocabulary, phonemic awareness, and mathematical reasoning <ul style="list-style-type: none"> • Computer/Technology Items • Taggable Supplies 	All Students	\$55,000	Principal
Goal 1 Action D- Provide PLC collaboration time to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned? <ul style="list-style-type: none"> • Certificated Hourly 	All Students	\$25,000	Principal

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$46,760
X	Title I, Part A: Carryover	\$36,607
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).	\$2,087
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)	\$27,895
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		111,262
Total amount of state funds spent (SUPC)		27,895
Total amount of federal funds spent (Title I)		83,367
Total amount of state and federal funds spent		111,262
Balance		0

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Robert Soriano	Principal	Not-Applicable	Not-Applicable	1
Aaron Des Combes	Classroom Teacher	2 Years	05/24/2021	1
Shonte Crump	Classroom Teacher	2 Years	05/24/2022	1
Diana Esparza	Classroom Teacher	2 Years	05/24/2021	1
Lorena Avalos	Librarian	2 Years	05/24/2022	1
Maria Martinez	Parent/Community Member	2 Years	05/24/2021	1
Rosa Perez	Parent/Community Member	2 Years	05/24/2022	1
Laura Arreguin Garcia	Parent/Community Member	2 Years	05/24/2022	1
Adriana Delgadillo	Parent/Community Member	2 Years	05/24/2021	1
Jennifer Moreno	Parent/Community Member	2 Years	05/24/2021	1

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

Name of School: Date 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 
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: May 13, 2021.

Attested:

Robert Soriano  5-14-21
Typed name of School Principal Signature of School Principal Date

Aaron Des Combes  5-14-21
Typed name of SSC Chairperson Electronic Signature of SSC Chairperson Date