

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Hemlock Elementary 36 67710 6111173		SSC Approval Date: 5/11/2021
School Address	15080 Miller Avenue, Fontana, CA 92336-2395		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Kelly Arena	Phone # and Email	(909) 357-5470, Kelly.Arena@fusd.net
Name of SSC Chairperson	Colleen Gerke	Phone # and Email	(909) 357-5470, GerkCM@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

At Hemlock Elementary School, students will receive a high-quality education in an environment that inspires perseverance, innovation, excellence and the development of self-efficacy needed to thrive in their journey towards college, career, and beyond. Hemlock recognizes that student achievement is increased when staff, students and parents work together as partners to support student learning.

SCHOOL AND COMMUNITY PROFILE

Hemlock Elementary is identified as a Title 1 school where all students receive free breakfast and lunch meals. Hemlock Elementary serves a population of 439 students. Data indicates that Hemlock’s population is comprised of the following subgroups; Socioeconomically Disadvantaged (62.9%), English Language Learners (10.5 %), Foster Youth (1.1%), McKinney-Vento (0.7%), and Students with Disabilities (9.8%).

All staff are highly qualified and provide rigorous learning opportunities in the areas of English Language Arts (ELA), Math, Science, Social Studies, Physical Education (PE), and English Language Development (ELD). Staff use data to guide instruction and develop Response to Intervention (RtI) and enrichment opportunities to best meet the needs of each student.

SPSA HIGHLIGHTS (bullet points)

- Hemlock has continued to maintain zero suspensions and low incidents/referrals during the school year by implementing behavior expectations, positive behavior supports and restorative practices.
- Teaching staff will continue to provide high quality first instruction that is guided by the analysis of multiple measures in order to support students at promise, as well as provide acceleration to students as needed. Teachers engage in Visible Learning professional development where they regularly break down standards for the development of Learning Targets and Success Criteria. Assignments and assessments are aligned to the Learning Targets and common core standards and maintain rigor for all students at Hemlock. Teachers also continue to provide targeted Response to Intervention (RtI) within an identified block of the instructional day.
- Hemlock students have participated in extended learning opportunities for EL students, focusing on language proficiency tasks.

INCREASED OR IMPROVED SERVICES (bullet points)

- Additional planning time during distance learning for aligned, high quality instruction. Teaching staff was provided with additional hourly and release day time for planning around common core state standards (CCSS), developing high-quality assessments, analyzing data and planning for Response to Intervention (RtI) and Enrichment opportunities for acceleration.
- Teachers require professional development to strengthen their knowledge and lesson delivery for designated and integrated ELD instruction.
- Additional supplemental resources are needed to support the language development of EL students.

SCHOOL BACKGROUND

MOONSHOT

Currently, Hemlock is exploring the components of The Leader in Me program. Several schools in the Fontana Unified School District have begun implementing the tenants of the program, including Almeria Middle School, Hemlock's feeder middle school. Hemlock is currently working with a Leader in Me consultant in order to set up visits to sites to observe the application of the program in exemplary schools. Hemlock will also collaborate with Almeria Middle School in order to create a pathway from elementary to middle school around the development of the Principles of Leadership.

Paired with a rigorous curriculum, focused on common core state standards, The Leader in Me program is closely aligned with Hemlock's Mission; Students will receive a high-quality education in an environment that inspires perseverance, innovation, excellence and the development of self-efficacy needed to thrive in their journey towards college, career, and beyond

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
439	62.9	10.5	1.1
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	46	10.5
Foster Youth	5	1.1
Homeless	3	0.7
Socioeconomically Disadvantaged	276	62.9
Students with Disabilities	43	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	12.8
American Indian	2	0.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	17	3.9
Filipino	20	4.6
Hispanic	307	69.9
Two or More Races	8	1.8
White	29	6.6

These data points indicate:

1. Data indicates Hemlock's student population is predominately Socioeconomically Disadvantaged at 62.9% and Hispanic at 69.9%.

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.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Blue

These data points indicate:

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

School and Student Performance Data

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)]

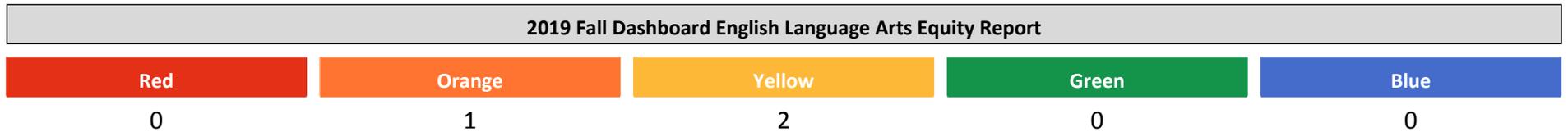
A review of the following data informs the comprehensive needs assessment.

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.9 points below standard Declined -9 points 18	61 points above standard Increased ++5.6 points 21	6.5 points below standard Maintained ++1 points 129

These data points indicate:

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

School and Student Performance Data

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)]

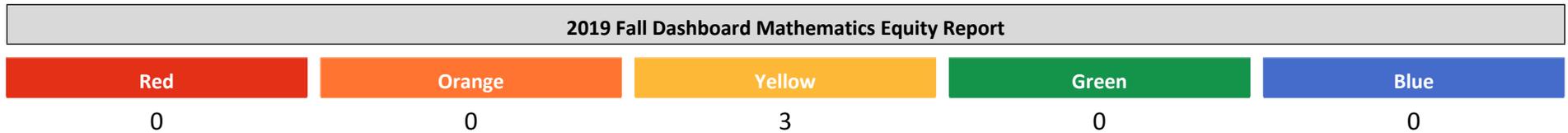
A review of the following data informs the comprehensive needs assessment.

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


Yellow

31.4 points below standard

Increased ++8.7 points

174

English Learners


Yellow

31 points below standard

Increased ++11.9 points

39

Foster Youth


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

Socioeconomically Disadvantaged


Yellow

41.2 points below standard

Increased ++7.6 points

127

Students with Disabilities


No Performance Color

54.2 points below standard

Increased Significantly
++21 points

13

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.3 points below standard Maintained ++2 points 18	13.9 points above standard Increased ++14.3 points 21	33.6 points below standard Increased ++5 points 129

These data points indicate:

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

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

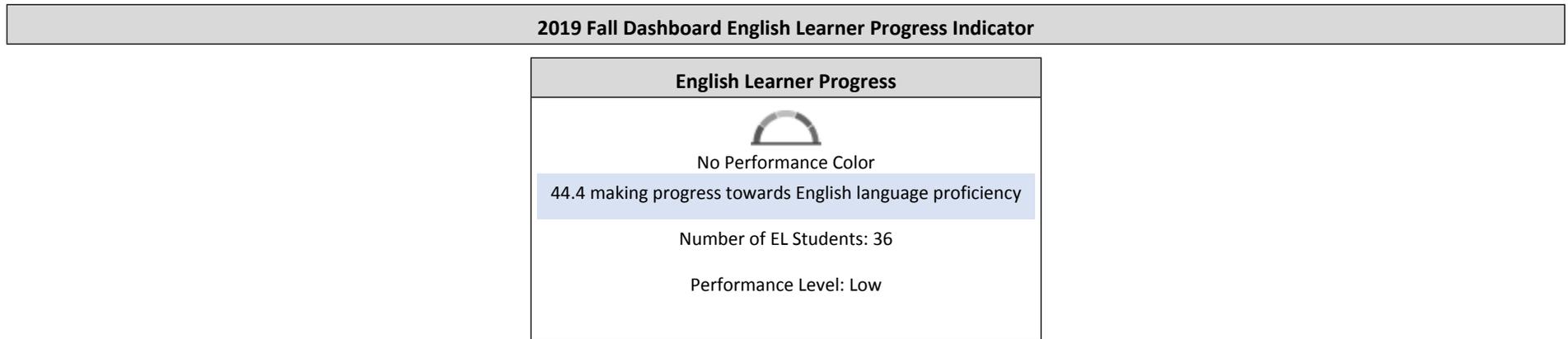
School and Student Performance Data

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)]

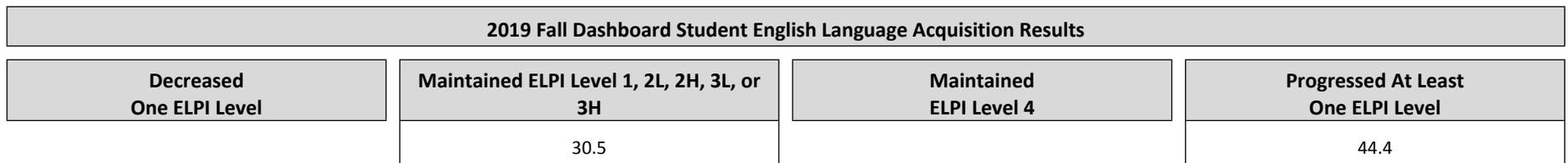
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



These data points indicate:

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

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)]

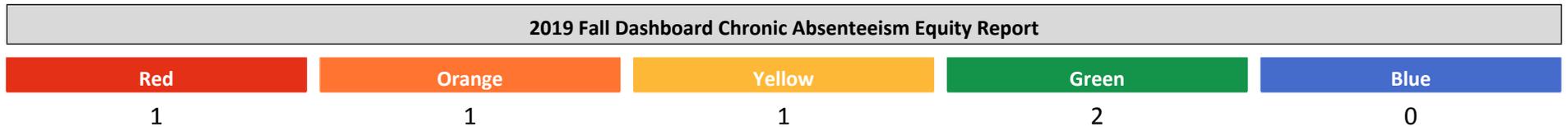
A review of the following data informs the comprehensive needs assessment.

Academic 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
 Yellow 9.3 Maintained +0.4 454	 Green 6.7 Declined -3.2 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Orange 11.7 Increased +1.8 316	 Red 26.1 Increased +13.9 46

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

These data points indicate:

1. Based on the groups that increased, maintained, or declined in Chronic Absenteeism, there is an increase in absences among Socioeconomically Disadvantaged Students and Students with Disabilities, while English Learners have shown a decrease in chronic absences.

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)]

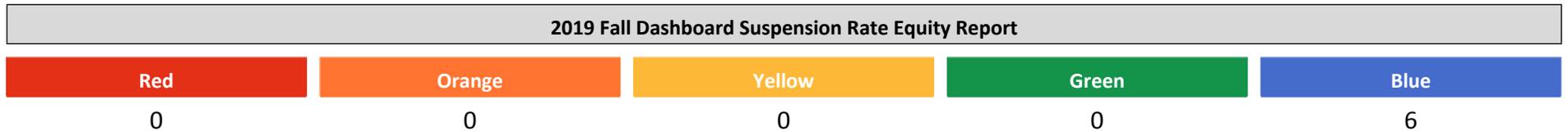
A review of the following data informs the comprehensive needs assessment.

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

All Students	English Learners	Foster Youth
 Blue 0 Maintained -0.2 467	 Blue 0 Maintained 0 61	 No Performance Color 0 Declined -7.1 13
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Blue 0 Declined -0.3 326	 Blue 0 Maintained 0 46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0

These data points indicate:

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

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.14 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.09
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.08 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures: iReady Reading Diagnostic (ALL): Fall to Winter	51% of all students are performing at or above grade level in Reading. +4.0% increase in proficiency from Fall to Winter.
Site Specific Measures: iReady Math Diagnostic (ALL): Fall to Winter	40% of all students are performing at or above grade level in Math. +10% increase in proficiency from Fall to Winter.

These data points indicate:

For All Student Groups, expected growth was made in MAP Reading, excluding Fall 2020-2021 results due to possible inflation of scores among these grade levels. For all student groups, MAP Math data indicates less than expected growth among students. For the All Hemlock Students group, iReady Reading data indicates 51% of all students are performing at or above grade level, with an increase of 4% from Fall to Winter 2020. iReady Math data indicates that 40% of all students are performing at or above grade level, with a 10% increase from Fall to Winter.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.97 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	0.57
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.65 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

For EL students, expected growth was made in Reading and Math. iReady data is currently not disaggregated by EL level and is unavailable to report.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 12.50% Level 3: 43.75% Level 2: 31.25% Level 1: 12.50%
2018-2019 ELPAC Listening Domain: % by Performance Level	29.17% - Well Developed 60.42% - Somewhat/Moderately Developed 10.42% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	25.00% - Well Developed 62.50% - Somewhat/Moderately Developed 12.50% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	12.50% - Well Developed 56.25% - Somewhat/Moderately Developed 31.25% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	18.75% - Well Developed 64.58% - Somewhat/Moderately Developed 16.67% - Beginning Development
Site Specific Measures: Reclassification Rate	26.4%
Site Specific Measures:	

These data points indicate:

Hemlock EL data indicates consistency among the level of development in the areas of Listening and Speaking, where 60% or more of students are reported as somewhat/moderately developed. EL data indicates an inconsistency among the reading and writing domains, with 31.25% of students reported as performing in the beginning development stage in reading and 16.67% in the beginning development stage in writing.

Less than half of Hemlock's current EL students have made progress towards language proficiency, while 26.4% were reclassified as proficient in English, which is higher than the district (7.3%), county (13.8%) and state averages (13.8%).

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	33%
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Hemlock received survey feedback from 33% of parents, exceeding the district goal of 25%, as well as the district average completion rate of 19%.

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: 1.71 Fall 2nd to Fall 3rd: -0.11 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: 18% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 7% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 10% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020
Site Specific Measures:	

Site Specific Measures:	
-------------------------	--

These data points indicate:

Fall conditional MAP Growth in Reading indicates growth among current 2nd grade students from the previous Fall. This data is consistent with what we have observed in previous years, indicating our 1st graders made typical progress.

Fall Conditional MAP data indicates a decline in MAP Reading Growth for current 3rd and 4th grade students when compared to reading achievement from the previous Fall.

Overall, the percent of students At-Risk of Not Reading at Grade Level by the the end of 3rd grade is low, with 18% of current 3rd grade students and 7% of current 2nd grade students. Due to inflated scores not typical of 1st Grade students, results from Fall 2019 were reported for this grade level and indicate 10% of students are At-Risk of Not Reading at Grade Level by the end of 3rd grade.

Scores were not reported for current Kindergarten students following the Fall MAP Reading administration as data did not reflect typical results.

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.

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

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

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

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

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

Comprehensive Needs Assessment

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

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s).</p>	<p>Parents were provided with the California Parent Survey for the purpose of gathering feedback regarding Hemlock's programs and school climate. According to the survey results, 66% of parents report that parent involvement opportunities are available and encouraged, with over 70% of parents reporting that school staff are helpful, take concerns seriously, and seek input from parents. In addition, 65% of parents report Hemlock provides information to families, including over 70% reporting that teachers explain learning expectations, communicate student progress, communicate the role of the parent, and how to help with homework. Parents feel they are well informed and receive prompt follow up from staff. Over 75% of parents feel all students are treated with respect, high expectations are communicated, and students are encouraged how to care about how others feel.</p> <p>Data gathered from the California Parent Survey did reflect declines in various areas, as students transitioned to an online learning format during the 2020-2021 school year. Parents reported feeling less satisfied with the quality of activities and that motivation to learn was an issue for students. In addition, adult participation also declined during the school closure as a result of the COVID-19 pandemic.</p> <p>Teaching Staff were provided a Teacher Clarity Self Assessment Survey. The survey served multiple purposes; (1) Teaching staff self-evaluated their personal level of Teacher Clarity implementation, (2) Teaching staff developed personal and PLC Teacher Clarity goals and identified the resources needed to accomplish their goals, (3) data from the survey allowed the Instructional Leadership Team to identify three key components within Teacher Clarity to focus on and provide meaningful professional development to staff, and (4) provided the teaching staff an opportunity to celebrate their accomplishments around Teacher Clarity. Teaching staff rated their level of Teacher Clarity implementation using the following scale; 1-This is commonplace and systematically embedded in my classroom or practice, 2-This exists in pockets, but couldn't be considered commonplace, yet, and 3-This is not yet established in my classroom or practice. Results indicated staff rated themselves between 1.15 and 2.38. Results from the survey are consistent with walk through observation data. Teaching staff rated</p>

Analysis of Qualitative Data	
	<p>themselves most favorably in the following areas; "Learning Targets & Success Criteria are accessible to my students" and "I collaboratively design Learning Targets and Success Criteria with my PLC." Identified areas of challenge or in need of support are, "I use exemplars in my classroom to show what success looks like" and "Students self-assess their progress using the Learning Targets and Success Criteria." This data allows teaching staff to celebrate on progress made and also allows the ILT to identify next steps in the development of goals and meaningful professional development for successful implementation.</p>
<p>Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.</p>	<p>Classroom observations were conducted on a bi-weekly basis for the purpose of determining the level of Visible Learning implementation & DOK level of instruction. Data was analyzed and used to develop professional learning opportunities aligned with the site's goals in order to build upon the strengths of instructional practices.</p> <p>Visible Learning Implementation data indicated that during semester 1, 58% of staff had a Learning Target accessible to all students and 45% of staff referenced the Learning Target within the lesson. Data from semester 2 indicated that 86% of staff had a Learning Target accessible to all students and 45% of staff referenced the Learning Target during the lesson. Data suggests that staff have made progress in providing Learning Targets for students, however, additional support is needed in order to include the Learning Targets within lessons.</p> <p>Depth of Knowledge Data indicates the following levels of instruction observed through classroom observations; DOK 1-37%, DOK 2- 42%, DOK 3- 17%, DOK 4-4%. Data indicates an increase in DOK 3 & 4 opportunities, however, additional support continues to be necessary to develop DOK 3 & DOK 4 level tasks.</p>

Analysis of Instructional Program
<p>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:</p> <ul style="list-style-type: none"> • Not meeting performance goals • Meeting performance goals • Exceeding performance goals <p>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.</p>

Standards, Assessment, and Accountability

<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>Data is obtained and analyzed from state assessment results, interim assessments, including Measurement of Academic Progress (MAP), common formative assessments (CFAs), grade level common assessments, and supplemental program assessments, such as STAR and iReady diagnostics. The results of the data analysis are used to inform instructional practices and address the identified needs of students to ensure students receive targeted instruction within the core curriculum and increase achievement. Teachers utilize a variety of assessments to determine students' success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.</p> <p>Findings based on state assessment results indicate overall growth in both English Language Arts and Mathematics. Although the achievement gap is narrowing among most groups, the achievement gap is widening among current EL students, socioeconomically disadvantaged students, and African American students in ELA. Local assessments indicate that two of four grade levels are making expected growth in reading. CFA data indicates an overall increase in achievement for both ELA and Math.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Data is obtained and analyzed from state assessment results, interim assessments, including Measurement of Academic Progress (MAP), and common formative assessments (CFAs). The results of the data analysis are used to determine targeted student support for both Integrated and Designated ELD. English Language Proficiency domains are analyzed in order to strategically group students based on performance in each domain for extended learning opportunities.</p> <p>Findings indicate that current EL students are declining in proficiency towards standard in both ELA and Math, while Re-designated EL students have increased in proficiency towards meeting standard in both ELA and Math. ELPAC data indicates that EL students are showing the least amount of progress in the language domain of Reading.</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>Identified goals are evaluated throughout the school year by the School Site Council and grade level Professional Learning Communities (PLCs). Data from MAP and CFAs are reviewed and analyzed to determine progress made towards goals and identify student needs.</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>Identified goals are evaluated throughout the school year by the School Site Council, EL Site Monitor and grade level Professional Learning Communities (PLCs). Stakeholders identify EL students who are reclassified as English Language Proficient. The EL Site Monitor facilitates collaboration with grade levels on MAP progress and language development in order to provide instruction that targets areas needed in order to make progress towards academic and language proficiency.</p>
<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • In order to continue moving forward with progress made, utilizing aligned, common formative assessments across grade levels will allow staff to track and measure progress of student cohorts more effectively. 	

Standards, Assessment, and Accountability

- Identifying EL students within the CFA analysis will allow staff to plan for targeted, academic interventions for EL students and increase progress monitoring of EL students.

Staffing and Professional Development

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

Hemlock teachers engage in Visible Learning staff development where they identify priority standards within the common core, engage in the process of unpacking each priority standard, and develop learning targets, learning progressions and success criteria in order to provide targeted and high quality instruction to students. In addition, teachers identify and/or develop aligned assessments and learning activities to the learning targets in order to maximize the instructional benefit. Teachers are also provided staff development around supplemental instructional programs to ensure maximum implementation in order to yield valuable feedback of program effectiveness.

Teachers are provided time to engage in regular data analysis of common formative assessments in order to deliver targeted and aligned intervention and enrichment opportunities to students.

Teachers are provided with resources to support their work around Visible Learning, which includes but is not limited to, professional articles, research-based books, Visible Learning Progression plan, templates, worked examples, grade level standards, and Math/ELA frameworks. Teachers participate in co-constructing and revision of the site's Visible Learning Progression Plan and complete Clarity self-assessments in order to determine personal Teacher Clarity goals.

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

The Instructional Leadership Team works collaboratively to ensure communication between grade levels. Monthly meetings include discussion and analysis of the impact that current instructional practices are having on student achievement. The ILT also engages in dialogue around site needs and professional development planning.

The academic Teacher on Assignment provides training and instructional coaching to teachers that are aligned with the site's current goals. The principal meets with the TOA monthly to communicate site needs, review data and collaborate on professional development.

To support the implementation of Visible Learning, a consultant provides training to teachers in the area of Teacher Clarity and PLCs are provided time to meet with the consultant to gather feedback on their grade level Clarity.

Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)

Recognizing that teacher collaboration is an important component to increased student achievement, every other Wednesday is a time for teacher collaboration within Professional Learning Communities. Professional learning includes, training designed to improve student achievement, development of Visible Learning units of study focused on common core state standards, review of the ELA/ELD and Math framework, analysis of student data, progress monitoring, development of common assessments, and the development of RtI student groups and planned differentiated instruction.

Staffing and Professional Development

Additional grade level release time during the instructional day and additional hourly opportunities are provided throughout the school year in order to plan units of study that include identifying priority standards, the development of Learning Targets and Success Criteria, identifying DOK levels, and the development of common assessments and aligned activities. Grade levels are grouped together during release time to facilitate discussions and actions around vertical alignment of standards and learning targets.

Identified Needs based on Findings:

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

Teaching and Learning

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

Lessons are delivered using district adopted core instructional materials in ELA, Math, Science and Social Studies and are supported with research-based supplemental materials and programs that align with the common core state standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to district, core instructional materials for ELA, Math, Science, and Social Studies, as well as supplemental programs that target common core ELA/Math development. Students identified as needing additional reading support through diagnostics, assessment and progress monitoring, are provided instruction within our Read 180 program.

Identified Needs based on Findings:

- Teachers require high quality, supplemental materials in order to plan and deliver instruction aligned with the rigor of the Common Core State Standards (CCSS).
- Students require consistent Response to Intervention (RtI), differentiated small group instruction and quality first instruction that is aligned with the rigor of the CCSS. Target groups at promise of academic proficiency include, African American students, current EL students, and socioeconomically disadvantaged students.
- EL students need targeted, small group instruction through extended learning opportunities in order to develop and increase language proficiency.
- Teachers identify a Designated ELD block within the school day and deliver lessons around targeted language tasks.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>In order to support the needs of at promise students, we provide Response to Intervention, Bilingual aide support, and engage in Co-Teaching with our student with disabilities. Co-teaching supports are extended to students not identified as having a disability but are at promise of reaching grade level standards as well.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Data indicates that our EL student population, Socioeconomically Disadvantaged student population, and African American student population are not making progress towards proficiency in both ELA and Math, thereby increasing the achievement gap among these student groups compared to their peers. Root causes include the lack of an identified designated ELD block to engage students in the development of language proficiency and lack of professional development around language domains and planning time to address the needs of EL students.</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>It can be determined that the needs of EL students have been partially met with academic support through RtI and Bilingual aide support within the instructional day. Development of language proficiency has been supported through extended learning opportunities.</p>

Identified Needs based on Findings:

- EL students need targeted, small group instruction through extended learning opportunities in order to develop and increase language proficiency.
- Teachers need to identify a Designated ELD block within the school day and deliver lessons around targeted language tasks.
- Teachers require professional development and planning time in the area of integrated and designated ELD in order to narrow the gap between language acquisition and academic ELA/Math proficiency.

Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>The following resources were made available to families in order to support their children's education and assist under-achieving students; Parent/teacher conferences (formal & informal), monthly school calendar, translations of home-school communication, Twitter communication, Back to School Night, monthly Coffee with the Principal, Annual Title 1 meeting, Common Formative Assessment (MAP and iReady) results shared, fliers informing parents of events, Blackboard Connect communication, Parent Teacher Association, Parent Involvement Policy/Parent-Student-School Compact, School Site Council, SARC, SART/SARB, School Counselor, Bilingual Aide, Parent surveys, including distance learning, Kindergarten Parent Orientation and extended learning opportunities for EL students. During parent meeting opportunities, parents have expressed the need for additional information on how to support their student(s) in developing proficiency towards grade level standards.</p>
----------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Identified Needs based on Findings:

- Additional parent education opportunities is needed around understanding common core state standards and strategies on how to support their student(s) in developing proficiency towards grade level standards.

Parental Engagement

- Increased outreach efforts to improve parent participation on surveys in order to receive accurate feedback around instructional programs, climate and culture.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.	State and local funding for the school site includes, SUPC and general funds. State and local funds were used to purchase the following to meet the needs of underperforming students; Printing of common core instructional materials and additional instructional supplies in order to provide students with adequate resources to fully participate in the learning program, extended learning opportunities for English Learners to support language development and proficiency with language tasks, additional hours provided for ELD instructional planning, and Visible Learning consultant provided professional development on implementing Teacher Clarity in the Classroom & Teacher Self-Efficacy.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Federal categorical funding is received from Title 1 funds. Categorical funds were used to purchase the following to meet the needs of underperforming students; Read 180 teacher and curriculum (funded by the district), instructional supplies and materials in order to provide students with adequate access to the curriculum, extended learning opportunities for English Learners, headphones in order to access online instructional programs and resources, Professional Learning Community professional development and planning around Teacher Clarity, building units of study, analyzing data and planning for intervention/enrichment, communication folders to develop habits of organization, Parent Empowerment Workshops, family learning events, and the Accelerated Reader program in order to promote literacy and measure reading growth.

Identified Needs based on Findings:

- Based on progress made, funds will continue to be utilized to provide high quality supplemental materials and programs in order to plan and deliver instruction aligned with the Common Core State Standards, professional development and planning around quality first instruction, Response to Intervention, and differentiated small group instruction targeting at promise student groups, including, African American students, current EL students, and socioeconomically disadvantaged students.
- EL students continue to need targeted, small group instruction through extended learning opportunities in order to develop and increase language proficiency.

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.	<p>In February, March, and April, School Site Council conducted progress monitoring on the SPSA actions and services. Students increased in proficiency in both Reading and Math due to the delivery of differentiated instruction in both ELA & Math.</p> <p>In April and May 2021, School Site Council determined which actions to continue, modify or discontinue based on progress monitoring and the anticipated needs of students. School Site Council expressed the need to continue differentiated instruction with instructional software and supplemental materials. To support our EL students, SSC wants to continue to provide Professional Development around designated and integrated ELD instruction.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Stakeholder Involvement

In May 2021, ELAC was provided data, indicating the need to support EL learners with reading development. Due to the low level of implementation of the actions/services, ELAC chose to continue with the current actions/services in order to gain full implementation of the programs identified in the SPSA.

In May 2021, School Site Council approved the 2021-2022 school site SPSA. ELAC was present to assist in the evaluation of the programs identified to support EL language development in the area of Reading and chose to continue with the implementation of these programs for the 2021-2022 school year.

Identified Needs based on Findings:

- ELAC representatives will be involved in the SPSA development process by reviewing multiple data sets, identify the greatest needs among EL students and help to form appropriate SPSA goals targeting the needs identified. ELAC meetings will include periodic review of SPSA actions and services in order to best meet the needs of students.
- The SSC will meet on a monthly basis to review site needs and review the SPSA's actions and services in order to best meet the needs of our students.
- Staff and parent surveys will continue to be utilized in order to gather additional information on student and staff needs for the purpose of receiving input on site decisions that will maximize learning and increase proficiency.

Resource Inequities

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

Due to a low English Learner population, Hemlock's ELAC has been underrepresented due to lack of participation in the decision making process for EL students and SPSA development. English Language Learners require targeted designated ELD identified at each grade level and teachers need to be supported in the delivery of both integrated and designated ELD through professional development on EL resources within the common core programs and also language proficiency domains and tasks.

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>Teaching staff will engage in the research based strategy of Teacher Clarity in order to develop rigorous Learning Targets and Success Criteria for quality first instruction, identify and/or create high quality assessments that are aligned to the standards, time to analyze data and plan for interventions and enrichment opportunities. Teaching staff will define a set of learner qualities in order to develop learner agency.</p> <p>Extended learning opportunities to support EL students develop language proficiency.</p>	<p>Visible Learning PLC Planning-Monthly, August-May</p> <p>EL Extended Learning Opportunities-4 weeks semester 1 & 4 weeks semester 2 from October-February</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>Staff requires professional development in order plan and deliver high quality, first instruction that is aligned with the rigor of the Common Core State Standards (CCSS), analyze data, plan and deliver differentiated, small group instruction, Response to Intervention & Enrichment/Acceleration.</p> <p>Teachers require professional development and planning time in the area of integrated and designated ELD in order to narrow the gap between language acquisition and academic ELA/Math proficiency.</p> <p>By providing teachers with the resources necessary to implement effective instruction, their capacity to engage students in higher level thinking and instructional differentiation will increase.</p>	<p>Visible Learning PD-Monthly, August-May</p> <p>ELD Professional Development & Planning-Bi-Monthly, August-May</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>Hemlock will develop a Foundational Literacy Skills Committee in order to establish key literacy skills and progressions at each grade level.</p> <p>Students will be provided with activities and assessments aligned to priority standards in order to demonstrate learning and address needs based on formative assessments.</p> <p>Multiple opportunities for formative and summative assessments will be provided in order to analyze data and provide intervention and/or acceleration.</p> <p>Response to Intervention opportunities aligned to priority standards will be provided to all students.</p>	<p>Foundational Literacy Skills Committee and progress monitoring to occur in 6-8 week cycles beginning in August through May.</p> <p>Professional Development provided by Foundational Literacy Skills Committee on literacy progressions, accompanying activities, and assessments.</p>

	Class walkthroughs will be conducted to measure engagement and effectiveness of instruction.	Response to Intervention will occur daily and progress monitoring for RtI will occur every 6-8 weeks. Classroom Walkthroughs will occur weekly.
--	----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-4.6	>= 3.4
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-31.4	>= -16.4
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.14 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.09	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.08 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	33%	>= 25%

Identified Need(s):	<p>Based on class walk through data, teachers need to continue their learning on the use of Learning Targets and Success Criteria in the areas of reading comprehension and mathematical practices. As a result, teachers will need additional professional development, planning time, and supplemental materials.</p> <p>MAP and CAASPP data indicate that students require differentiated, small group instruction in order to continue to make gains towards standard met in the areas of reading comprehension and mathematical practices. As a result, staff will require additional planning time to analyze data and develop targeted differentiated instruction.</p> <p>Based on parent survey results, parent workshops are needed to support parents' understanding and knowledge of reading comprehension standards and mathematical practices in order to best support their student(s).</p>
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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>Goal 1 Action A- Deliver Differentiated Instruction in both ELA & Math</p> <ul style="list-style-type: none"> • Supplemental Instructional Materials • Supplemental Printing Materials • Instructional Software to support literacy development. <p>SUPC</p> <p>Teacher Hourly</p> <ul style="list-style-type: none"> • WFTBB PD Delivery Planning • SIT Coordinator <p>HoverCams</p>	<p>Common Formative Assessment Data</p> <p>Walkthrough Observations</p> <p>Program Assessment Data</p>	All Students	Principal Clerk Secretary Teachers SIT Coordinator	17,362.00	7222.00
<p>Goal 1 Action B- Provide Professional Development and Planning Time in order to deliver high quality, first instruction aligned with Common Core State standards.</p> <ul style="list-style-type: none"> • Certificated additional hourly • Substitute coverage 	<p>PLC Agendas</p> <p>Walkthrough Observations</p> <p>Qualitative Surveys</p>	All Students	Principal Teachers TOA	11,000.00	
<p>Goal 1 Action C- Increase parent communication, understanding and knowledge of common core standards to</p>	<p>Qualitative Survey Data</p>	All Students	Principal Clerk	2000.00	

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
support students at home. <ul style="list-style-type: none"> • Parent Workshop related fees (consultant fee & materials) • Student Communication Folders 					
Goal 1 Action D- Provide student awards & incentives to increase academic achievement, attendance, and positive behavior. <ul style="list-style-type: none"> • Awards & Incentives 	Number of Students Receiving Awards	All Students	Principal Clerk Teachers		2500.00
Goal 1 Action E-Implement Climate & Culture Committee to improve Social/Emotional Learning. <ul style="list-style-type: none"> • Certificated Hourly 	Walk Through Observations	All Students	Principal Clerk Teachers Counselor MTSS TOA		3000.00
Total Estimated Cost for This Goal:				30,362	12,722

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 : English Learners will demonstrate improved academic growth and achievement in reading through the use of academic discourse, structured with response frames.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-8.2	>= 6.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-31.0	>= -16
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.97 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	0.57	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.65 (Excludes invalid Fall 2020 K-1 results)	>= 0

Identified Need(s):	Common Formative assessment and CASSPP data reveal that English Learners need to develop reading comprehension skills. As a result, teaching staff need professional development training in the area of Academic Discourse through Structured Response Frames, specific language tasks, and delivery of ELD components within the district's core ELA program.
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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
Goal 1a.1: Provide professional development and planning in academic discourse through structured response frames, language tasks, and delivery of ELD components within the core ELA program for the purpose of increasing academic proficiency among EL students.	Common Formative Assessment Data PLC Agenda	EL Learners	Principal Teachers EL TOA	3000.00	

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"> Certificated additional hourly 					
Total Estimated Cost for This Goal:				3,000	

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

Identified Need(s):	Language proficiency (ELPAC & ELPI) data reveal that EL students need to improve their reading skills in order to develop and increase language proficiency. In addition, teaching staff need professional development training in the area of reading language tasks.
----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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
Goal 1b.1- Provide professional development and planning in reading language tasks for the purpose of delivering designated ELD instruction and extended learning opportunities. <ul style="list-style-type: none"> Certificated additional hourly 	Classroom Walkthrough Pre/Post Assessment Data	EL Learners K-5	Principal Teachers EL TOA	5500.00	
Goal 1b.2- Provide a blended learning model to increase language proficiency among EL students. <ul style="list-style-type: none"> Instructional Software 	Program Usage	EL Learners K-5	Principal Teachers	6000.00	

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
Total Estimated Cost for This Goal:				11,500	

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	42.7%	>= 45.7%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-9.6	>= 5.4
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: 1.71 Fall 2nd to Fall 3rd: -0.11 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: 18% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 7% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 10% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 8% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 0% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 0% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

Identified Need(s):	<p>MAP Growth from Fall to Fall indicates a decline in reading achievement for students entering grades 3 and 4. This identified decline also increases in percentage from grade 3 to grade 4.</p> <p>The percentage of students at risk of not reading by 3rd grade remains low across grade levels, but has increased from grade 2 to grade 3.</p> <p>As a result, additional supplemental materials and technology-based resources are needed to assist with assessment and progress monitoring in order to deliver targeted phonics and phonemic awareness instruction through grade 3.</p>
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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
Goal 2 Action A- Deliver differentiated instruction to increase early literacy	Program Assessment Data	All students K-3	Principal Staff	1300.00	3500.00

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
proficiency. <ul style="list-style-type: none"> • ESGI software (K-1 Phonics Progress Monitoring) • Supplemental Instructional Materials • Additional Teacher Hourly (Early Literacy Committee) 	Common Formative Assessment Data Foundational Literacy Plan				
Total Estimated Cost for This Goal:				1,300	3,500

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal 1 Action A- Deliver Differentiated Instruction in both ELA & Math <ul style="list-style-type: none"> • Instructional Technology (Laptops, Monitors, HoverCams, Charging Stations) 	All Students	50,000	Principal Secretary Clerk Staff
Goal 1 Action A- Deliver Differentiated Instruction in both ELA & Math <ul style="list-style-type: none"> • Instructional Software 	All Students	25,000	Principal Secretary Clerk Staff
Goal 1 Action A- Deliver Differentiated Instruction in both ELA & Math <ul style="list-style-type: none"> • Instructional Supplies and Materials 	All Students	25,000	Principal Secretary Clerk Staff
Goal 1 Action 1B- Provide Professional Development and Planning in order to deliver high quality, first instruction aligned with Common Core State standards. <ul style="list-style-type: none"> • Additional Hourly (Certificated) • Consultant Fees & Materials • Professional Literature Books 	All Students	25,000	Principal Secretary Clerk Staff
New Action Goal 1F-Provide STEAM opportunities to increase student engagement & achievement. <ul style="list-style-type: none"> • STEAM instructional materials. • Robotic Kits • Presenter/Consultant Fees 	All Students	30,000	Principal Librarian Teachers
Goal 1 Action A- Deliver Differentiated Instruction in both ELA & Math <ul style="list-style-type: none"> • Additional Printing 	All Students	20,000	Principal Secretary Clerk Staff

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal 1 Action A- Deliver Differentiated Instruction in both ELA & Math <ul style="list-style-type: none"> • Library Books 	All Students	10,000	Principal Secretary Clerk Staff Librarian

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.	\$25,890
X	Title I, Part A: Carryover	\$20,272
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).	\$1,155
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)	\$16,222
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		62,384
Total amount of state funds spent (SUPC)		16,222
Total amount of federal funds spent (Title I)		46,162
Total amount of state and federal funds spent		62,384
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
Kelly Arena	Principal	Not-Applicable	Non-Applicable	1
Colleen Gerke	Classroom Teacher	2 Years	May 2022	1
Linda Flores	Classroom Teacher	2 Years	May 2021	1
Mary Beth Barron	Classroom Teacher	2 Years	May 2022	1
Kalene Smith	Other Staff Member: Health Assistant	2 Years	May 2022	1
Ryan Barr	Parent/Community Member	2 Years	May 2022	1
Maira Gutierrez	Parent/Community Member	2 Years	May 2021	1
Sashiko Keenan	Parent/Community Member	2 Years	May 2022	1
Michael Lake	Parent/Community Member	1 Year	May 2022	1
Trang Negron	Parent/Community Member	2 Years	May 2022	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

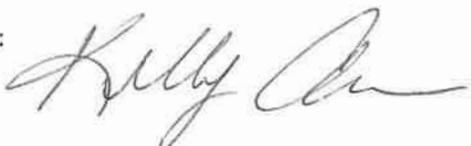
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on (enter date). 5/11/2021

Attested:


Colleen M. Gerke


Principal, Kelly Arena on	5/14/21
SSC Chairperson, Colleen Gerke on	5-14-2021