

# 2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Juniper Elementary 36 67710 6035794		SSC Approval Date: 5/5/2021
School Address	7655 Juniper Avenue, Fontana, CA 92336-2025		Local Governing Board Approval Date: Presented to the Board on 6/2/2021  Original
Name of Principal	Tammy Fleming	Phone # and Email	(909) 357-5480, Tammy.Fleming@fusd.net
Name of SSC Chairperson	Richelle Halbrook-Puente, Vice Chairperson	Phone # and Email	(909) 357-5480, Halbra@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

At Juniper Elementary School we recognize that parents, educators and the community are integral parts of a child’s educational experience. It is our collective responsibility to support learners as they strive to fulfill their potential in an atmosphere of acceptance, respect, and high academic expectations. Our daily mission is to create and sustain a learning environment in which students are RESPECTFUL, RESPONSIBLE and SAFE, and that they persevere to meet their academic, social and emotional goals.

### SCHOOL AND COMMUNITY PROFILE

Juniper Elementary School is a Title I school that serves a diverse population. Current enrollment data indicates that Juniper Elementary School serves 450 Kindergarten-Grade 5 students, 21 Early Childhood students, and 39 State Preschool students.

We commit to offering our students a comprehensive instructional program that is intentionally designed to meet their academic, social and emotional needs. We continuously reflect on our actions and make the necessary refinements to ensure students are best served within their current learning environments. We model life-long learning by engaging in ongoing professional development and implement both relevant and innovative research-based strategies to promote optimal learning opportunities for our students. We are diligent in our efforts to meet the needs of every child entrusted to our care, and hold ourselves accountable for their performance and the attainment of our established goals.

### SPSA HIGHLIGHTS (bullet points)

**PBIS (Positive Behavioral Intervention & Supports) –** The school will continue focusing on establishing school-wide behavior expectations and an acknowledgement/response system to promote positive academic and social/emotional/behavioral outcomes. This is an extension of our No Excuses University endorsement.  
**Supporting Data Statement:** Although there was a decrease in suspensions and maintenance of attendance rates, there needs to be a continued effort to promote behavioral supports and interventions that appropriately engage students and sustain a healthy school environment.

**Quality First Instruction and Targeted Intervention/Enrichment Opportunities –** Each teacher will provide a quality core program that fully addresses grade level content area standards. The school will engage in the analysis of multiple metrics to identify students whose needs are not being fully met by the core instructional program. Intervention and enrichment opportunities will be offered to students within and beyond the school day.  
**Supporting Data Statement:** State (CAASPP) and local (MAP Growth) data suggests that students are making gains in English Language Arts and Mathematics across all grade levels. However, the proportion of students who are not demonstrating proficiency remains high, as many student continue to struggle to meet the demands of the Common Core State Standards (CCSS). This calls for early intervention in K-2, so students build capacity over time and are adequately prepared to access skills and concepts with appropriate grade level rigor. Additionally, English Learners require daily instructional opportunities for designated and integrated English Language Development (ELD) instruction to ensure equitable access to all content areas and to progress toward reclassification. Furthermore, multiple metrics indicate that African American students, particularly male students, are not making adequate growth

## SCHOOL BACKGROUND

	<p>in both ELA and Math in comparison to other student populations. Students who fall into this demographic will need to be monitored and appropriate interventions offered to promote growth and attainment of content area standards.</p> <p>Professional Development – The school will provide opportunities for professional development to ensure all staff are well prepared to fulfill their roles and responsibilities.</p> <p>Supporting Data Statement: Mid-year teacher survey data indicates that they are working toward collective efficacy through the Professional Learning Community (PLC) process. Over the course of three years, they have demonstrated increased confidence with implementing cycles of professional learning and leveraging shared leadership practices. They have self-identified areas for improvement: professional reading, peer visit/reflection, shared lesson planning, CCSS ownership, data driven decision-making, and PLC communication. Furthermore, they recognize the need for professional development pertaining to Teacher Clarity, integrated and designated English Language Development, Thinking Maps/Write From the Beginning, and PBIS.</p> <p>Parent Involvement – The school will promote parent involvement by offering learning opportunities, family events, community resources and communication assistance.</p> <p>Supporting Data Statement: There has been a marked increase in parent engagement during the 2020-2021 school year. Many of the engagement opportunities were aligned to distance learning, thus suggesting that there is a need and support for such opportunities within and beyond the school day. Juniper will continue to offer the community weekly English as a Second Language (ESL) classes when it is safe to do so, recognizing that empowering parents supports student achievement.</p>
<p><b>INCREASED OR IMPROVED SERVICES</b> (bullet points)</p>	<p>For our most at-risk populations, a sense of school connectedness is critical to achieving long-term educational goals. When students have a purpose to attend school and find the experience rewarding, the likelihood of being college and career ready increases exponentially. It is imperative that we offer students a myriad of educational experiences within and beyond the core curriculum to ensure that we are providing a balanced educational program that will engage all learners. Juniper Elementary School will continue to address school connectedness by offering:</p> <p>PBIS (Positive Behavioral Intervention &amp; Supports) – The school will focus on establishing school-wide behavior expectations, and an acknowledgement/response system to promote positive academic and social/emotional/behavior outcomes. This is an extension of our No Excuses University endorsement.</p> <p>Quality First Instruction and Targeted Intervention/Enrichment Opportunities – Each teacher will provide a quality core program that fully addresses grade level content area standards. The school will engage in the analysis of multiple metrics to identify students whose needs are not being fully met by the core instructional program. Intervention and enrichment opportunities will be offered to students within and beyond the school day.</p>
<p><b>MOONSHOT</b></p>	<p>Juniper Elementary School of the Arts</p>

## SCHOOL BACKGROUND

Juniper Elementary School has partnered with our community high school to form the Dance Collaborative Pipeline, as outlined in the Local Control Accountability Plan (LCAP). This pathway offers all Early Childhood/Preschool through Grade 12 students the opportunity to use weekly dance classes as a means for exploring, expressing, and externalizing aesthetic experience. It is a powerful means of communication through movement, and expression of tradition and culture. The pipeline ends at Fontana A.B. Miller High School whose Conservatory of Dance program is recognized statewide as an exemplary standards-based program. The successful implementation of this program has been instrumental in spearheading additional Visual and Performing Arts (VAPA) programs at Juniper Elementary School that focus on each of the four disciplines of art: dance, theater, visual arts, and music. The Visual and Performing Arts have had a significant and lasting impact on students, as they have become collaborative problem solvers who are confident and can think creatively.

At this time, Juniper Elementary School would like to expand our program to become a comprehensive Elementary School of the Arts. By implementing a Visual and Performing Arts program, we will offer a variety of creative opportunities to students while maintaining and emphasis on core academics. The program will include visual arts, dance, theatre, music, technology and media arts. Students will develop communication, collaboration, creativity and critical thinking by participating in activities such as plays, art exhibits, and major drama and musical productions. We believe that such skills are critical for ensuring students' success and preparing them for the challenges in college and career. Industries in California's creative economy supported more than 1.6 million direct, indirect and induced jobs, and generated \$406.5 billion in economic output according to the Otis report on the Creative Economy of California. In addition to the direct benefits of arts programming, studies show that students benefit in students in other ways:

1. An interest in visual and performing art leads to a high state of motivation that produces the sustained attention necessary to improve performance and the training of attention that leads to improvement in other domains of cognition.
2. Specific links exist between high levels of music training and the ability to manipulate information in both working and long-term memory; these links extend beyond the domain of music training.
3. In children, there appear to be specific links between the practice of music and skills in geometrical representation.
4. Correlations exist between music training and both reading acquisition and sequence learning. One of the central predictors of early literacy, phonological awareness, is correlated with both music training and the development of a specific brain pathway.
5. Training in acting appears to lead to memory improvement through the learning of general skills for manipulating semantic information.

**SCHOOL BACKGROUND**

6. Learning to dance by effective observation is closely related to learning by physical practice, both in the level of achievement and the neural substrates that support the organization of complex actions. Effective observational learning may transfer to other cognitive skills.

In conclusion, the study of the arts is important for advancing the physical and mental development of students – specifically, the arts greatly enhance a student’s academic prowess by cultivating their visual and performing arts discipline. Therefore, Juniper Elementary School of the Arts will not only seek to foster outstanding, professional artists and musicians, but also academically inclined individuals who will positively impact their neighborhoods, communities, and the world.

## 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
<b>511</b>	<b>96.9</b>	<b>36.6</b>	<b>1.8</b>
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	187	36.6
Foster Youth	9	1.8
Homeless	11	2.2
Socioeconomically Disadvantaged	495	96.9
Students with Disabilities	40	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	9.4
Asian	3	0.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	2	0.4
Hispanic	436	85.3
Two or More Races	6	1.2
Pacific Islander	1	0.2
White	15	2.9

**These data points indicate:**

1. Juniper Elementary School serves a community that has been identified as predominately Socioeconomically Disadvantaged. As such, we must be cognizant of the unique needs of our Title I population and be prepared to address the academic, social and emotional needs of students entrusted to our care.
2. The vast majority of students attending Juniper Elementary School are Hispanic, although six races/ethnicities are represented in the student population. Approximately one third of our students have been identified as English Language Learners. As a result, the school community must be prepared to embrace the cultural needs of our students and broaden our understanding of diversity.
3. Students with Disabilities represent approximately 7% of our student population. It is critical to understand the unique needs of these students and to provide the necessary modifications/accommodations to access the core curriculum.

## 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



Yellow

###### Mathematics



Yellow

##### Academic Engagement

###### Chronic Absenteeism



Orange

##### Conditions & Climate

###### Suspension Rate



Yellow

**These data points indicate:**

1. Overall, students continue to make gains toward demonstrating proficiency in English Language Arts and Mathematics. Juniper students made significant gains toward mastery of Mathematics standards and are outperforming students within the District and similarly to the State average. Although Juniper students made positive gains in English Language Arts, they are further away from meeting the proficiency threshold than their peers in the District and State.
2. According to the Fall Dashboard, suspension rates were maintained at 1.3%. It should be noted that the number of suspensions is low in comparison to the State average (3.4%) and can be attributed to the implementation of Positive Behavior Interventions and Support (PBIS) within the school setting.
3. Chronic Absenteeism continues to be an area of concern as it increased 3.8% over the course of the year. Although comparable to the State average, a tiered level of support is needed to support our most at-promise families within our school community. Distance learning has had a negative impact on attendance rates; appropriate interventions and supports need to be provided to reengage our at-promise population.

## 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)]

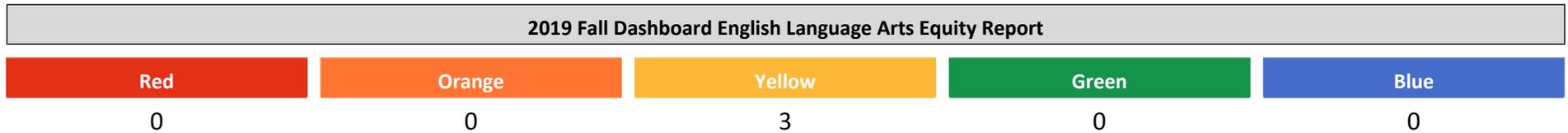
A review of the following data informs the comprehensive needs assessment.

### 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 33.1 points below standard Increased ++8.3 points 249	 Yellow 27.7 points below standard Increased Significantly ++16.6 points 120	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 36 points below standard Increased ++8.6 points 230	 No Performance Color 125.3 points below standard Maintained 0 points 28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>No Performance Color 66.2 points below standard Declined Significantly -32.2 points 23</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>
<p><b>Hispanic</b></p>  <p>Yellow 31.7 points below standard Increased ++11.8 points 210</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>46.4 points below standard Increased Significantly ++29.1 points 92</p>	<p><b>Reclassified English Learners</b></p> <p>34 points above standard Increased Significantly ++19.9 points 28</p>	<p><b>English Only</b></p> <p>41 points below standard Maintained -0.1 points 126</p>

**These data points indicate:**

- Overall data indicates that all students are making gains toward demonstrating mastery of ELA standards. However, closer examination of the data shows that our Students with Disabilities are making limited growth and are performing well below their general education counterparts. Although this

student group is demonstrating progress toward goals written in their IEPs, additional resources should be allocated to address the significant distance from standard as measured by CAASPP.

2. Students who have been identified as English Learners continue to make significant gains in ELA performance. In contrast, English Only students have maintained performance levels and are not making anticipated growth. Reclassified English Learners appear to be most equipped to meet the demands of the CCSS. Further attention needs to be directed toward building language and literacy competencies in both our English Language Learners and our English Only students to decrease the distance from standard.
3. The only student group that showed regression was our African American students. Although the African American population is too small to designate a performance color, it is clearly evident that these at-promise students require targeted supports and adequate progress monitoring of stated goals. To best address the needs of our students, we must evaluate our instructional programs and adjust them accordingly to ensure access and equity for every student on campus. Furthermore, social/emotional supports need to be made available to our students to increase their sense of self-efficacy and sense of school connectedness.

## 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)]

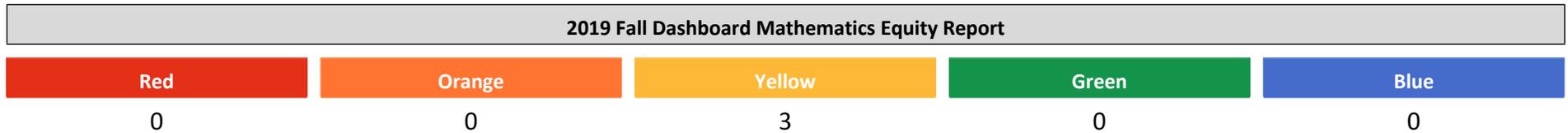
A review of the following data informs the comprehensive needs assessment.

### 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**

<b>All Students</b>
 Yellow
37.8 points below standard
Increased ++13.8 points
249

<b>English Learners</b>
 Yellow
35.5 points below standard
Increased Significantly ++16.7 points
120

<b>Foster Youth</b>
 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy
2

<b>Homeless</b>
-----------------

<b>Socioeconomically Disadvantaged</b>
 Yellow
40.1 points below standard
Increased ++14.9 points
230

<b>Students with Disabilities</b>
 No Performance Color
101.2 points below standard
Increased Significantly ++17.7 points
28

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 58.1 points below standard Declined -9.8 points 23	 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.2 points below standard Increased Significantly ++16.3 points 210	 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 10	

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

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
45.8 points below standard Increased Significantly ++25.2 points 92	2 points below standard Increased Significantly ++15.3 points 28	42.2 points below standard Increased ++8.2 points 126

**These data points indicate:**

- Overall data indicates that all students are making significant gains toward demonstrating mastery of Mathematics standards. Closer examination of the data shows that our Students with Disabilities are making similar gains as their general education counterparts; however, they continue to perform well

below their peers. Although this student group is demonstrating progress toward goals written in their IEPs, additional resources should be allocated to address the significant distance from standard as measured by CAASPP.

2. Students who have been identified as English Learners continue to make significant gains in Math performance. Reclassified English Learners appear to be most equipped to meet the demands of the CCSS. Further attention needs to be directed toward building early numeracy competencies and language of the discipline in both our English Language Learners and our English Only students to decrease distance from standard.
3. The only student group that showed regression was our African American students. Although the African American population is too small to designate a performance color, it is clearly evident that these at-promise students require targeted supports and adequate progress monitoring of stated goals. To best address the needs of our students, we must evaluate our instructional programs and adjust them accordingly to ensure access and equity for every student on campus. Furthermore, social/emotional supports need to be made available to our students to increase their sense of self-efficacy and sense of school connectedness.

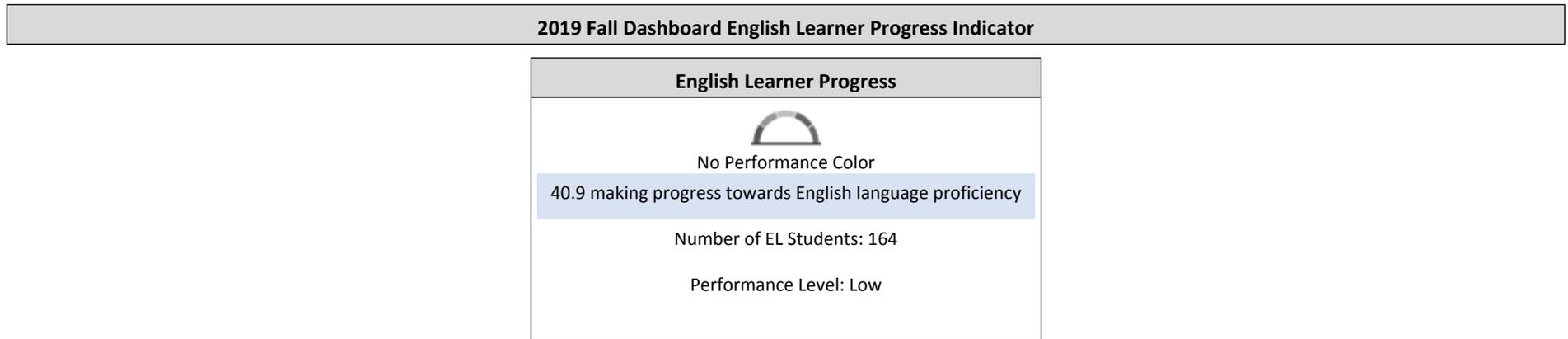
## School and Student Performance Data

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.

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
28.0	31.0	1.2	39.6

#### These data points indicate:

- Although English Learners (EL) have demonstrated increased proficiency in ELA and Math, a large portion of this student group is not making adequate growth in acquiring the English language. In fact, 28% of them decreased one ELPI level. Designated and integrated English Language Development (ELD), as well as instructional strategies and scaffolds, must be provided daily to ensure mastery of the language and progress toward reclassification. Appropriate progress monitoring tools need to be utilized to measure progress toward language goals.

2. One third of our EL students have maintained their ELPI level. This warrants closer examination of individualized data analysis to identify the domains in which each student may require additional support to avoid becoming Long-Term English Learners (L-TEs).
3. A small portion of our EL population has maintained an ELPI Level 4. As such, these students need to be carefully monitored and provided the necessary supports to meet the criteria for reclassification.

## School and Student Performance Data

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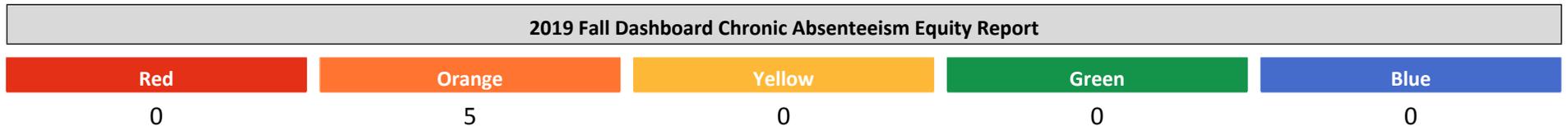
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

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

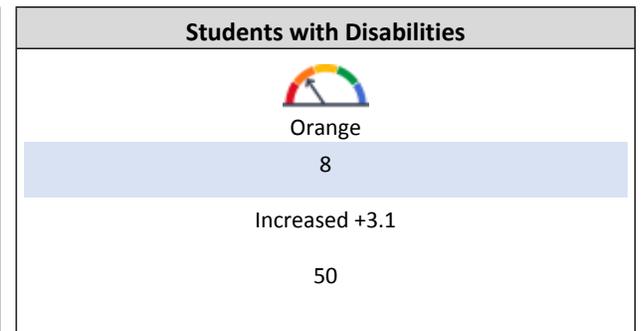
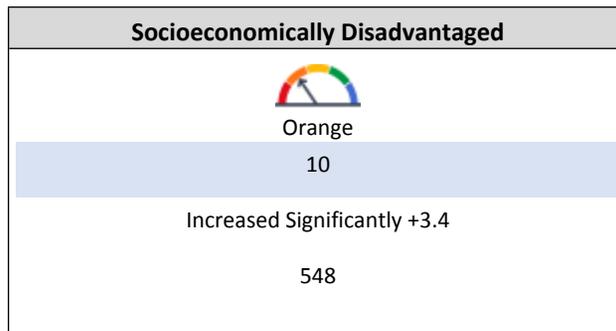
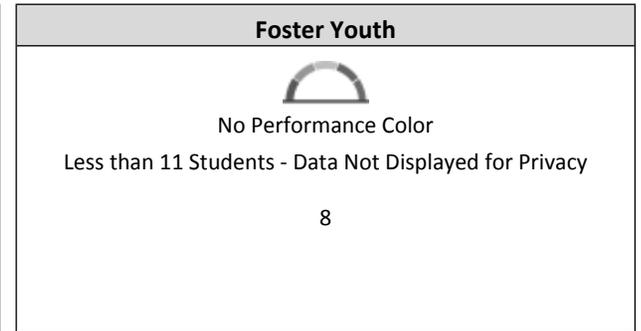
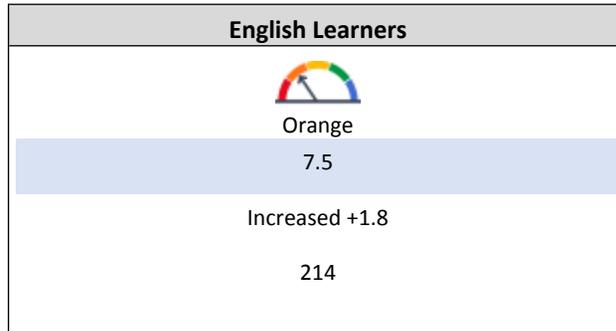
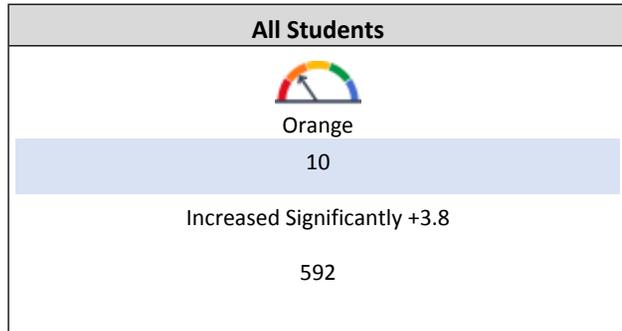


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 14.1 Increased +5.2 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.9 Increased +2.9 485	 No Performance Color 16.7 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 9.1 Maintained 0 22

**These data points indicate:**

1. Our Homeless population continues to grow and there may be a correlation to our increased Chronic Absenteeism rate. These students are most at-risk due to changes in their living environments and are in need community outreach and support services.
2. African American students appear to be the ethnic group that demonstrates poor school attendance patterns. The relationship between attendance and academic performance needs to be further explored and monitored.
3. Target populations for interventions include African American, White, and Homeless students. The PBIS team will provide such interventions and monitor their effectiveness in an attempt to decrease the chronic absenteeism rate. Distance learning has had a negative impact on absenteeism rates; appropriate interventions and supports need to be provided to our most at-risk students.

## School and Student Performance Data

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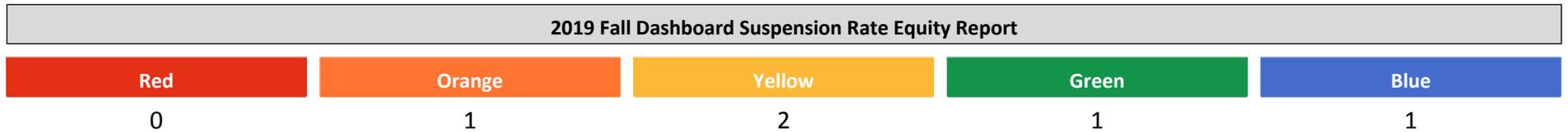
A review of the following data informs the comprehensive needs assessment.

### Conditions & Climate Suspension Rate

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

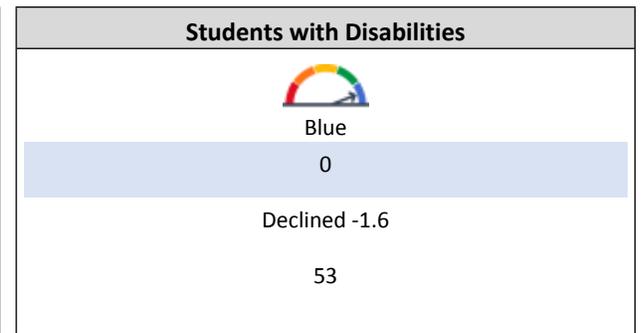
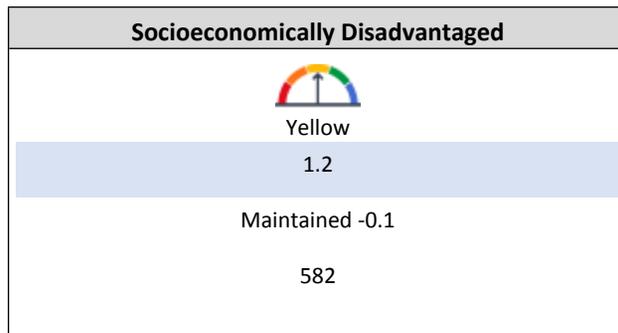
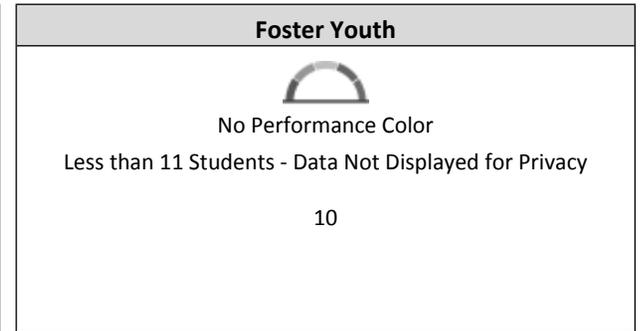
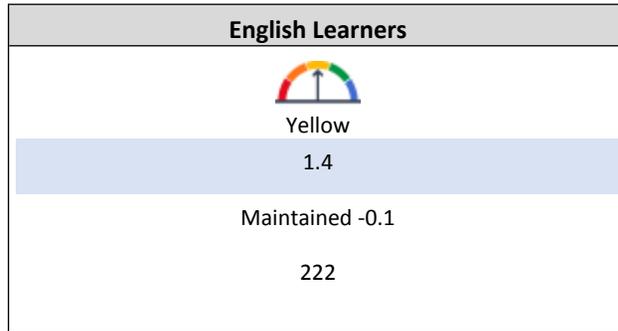
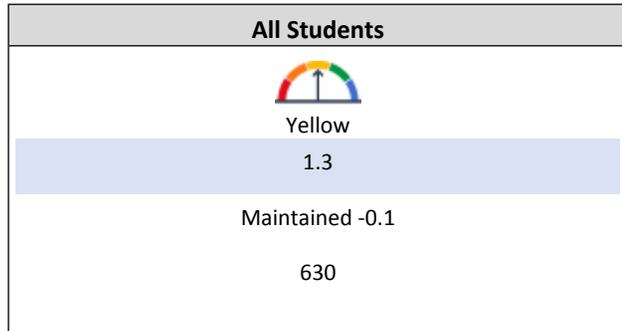


This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 4.2 Increased +2.1 72		 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 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 1 Maintained 0 512	 No Performance Color 0 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Declined -3.6 23

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.4	1.3

**These data points indicate:**

- According to the Fall Dashboard, suspension rates were maintained at 1.3%. It should be noted that number of suspensions is low in comparison to the State average (3.4%) and can be attributed to the implementation of Positive Behavior Interventions and Support (PBIS) within the school setting. Since the numbers of suspensions are so low, it is difficult to look for trends that truly represent any particular student group. It should be noted that there were no suspensions during the 2020-2021 school year.
- Given academic indicators and suspension rates, a concerted effort needs to be made to offer our African American students positive behavior interventions and supports to promote social/emotional/behavioral well-being and a sense of school connectedness.

3. Although Fall Dashboard data does not disaggregate data based on gender, all suspensions were issued to male students. This trend is important to note to anticipate social/emotional/behavioral supports for students.

## 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)	0.02 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.22
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.07 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures: STAR Reading GE	K - n/a Grade 1 - n/a Grade 2 - 1.7 Grade 3 - 2.6 Grade 4 - 3.3 Grade 5 - 4.4
Site Specific Measures: STAR Math GE	K - n/a Grade 1 - n/a Grade 2 - 1.9 Grade 3 - 3.0 Grade 4 - 4.0 Grade 5 - 4.8

#### These data points indicate:

Although disaggregated data varies by grade level, school-wide data indicates that Juniper students made expected growth in Reading, but made less than expected growth in Language and Math. Site metrics indicate that foundational literacy skills are more readily acquired in K-3, while numeracy skills show marked increase in grades 3-5.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.17 (Excludes invalid Fall 2020 K-1 results)

Academic Data – English Learners (EL)	
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.38
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.06 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures: STAR Reading GE (EL)	K - n/a Grade 1 - n/a Grade 2 - 1.6 Grade 3 - 2.6 Grade 4 - 3.4 Grade 5 - 4.9
Site Specific Measures: STAR Math GE (EL)	K - n/a Grade 1 - n/a Grade 2 - 3.0 Grade 3 - 3.1 Grade 4 - 4.0 Grade 5 - 4.9

**These data points indicate:**

Although disaggregated data varies by grade level, school-wide data indicates that Juniper EL students made expected growth in Reading, but made less than expected growth in Language and Math. This data corresponds to the trends noted on the Fall 2019 Dashboard. STAR Reading and Math data indicates that EL students typically outperform school-wide only peers on both metrics.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 10.66% Level 3: 42.13% Level 2: 36.55% Level 1: 10.66%
2018-2019 ELPAC Listening Domain: % by Performance Level	26.40% - Well Developed 64.97% - Somewhat/Moderately Developed 8.63% - Beginning Development

Language Acquisition Data – English Learners (EL)	
2018-2019 ELPAC Speaking Domain: % by Performance Level	27.41% - Well Developed 59.90% - Somewhat/Moderately Developed 12.69% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	9.14% - Well Developed 63.96% - Somewhat/Moderately Developed 26.90% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	12.69% - Well Developed 73.60% - Somewhat/Moderately Developed 13.71% - Beginning Development
Site Specific Measures: Classroom visits - academic language	87% of students are able to respond to prompts using complete sentences containing the language of the discipline
Site Specific Measures: STAR Reading GE (EL)	K - n/a Grade 1 - n/a Grade 2 - 1.6 Grade 3 - 2.6 Grade 4 - 3.4 Grade 5 - 4.9

**These data points indicate:**

Upon examination of ELPAC data, EL students' strengths lie in the areas of Listening and Speaking; Reading and Writing continue to be challenging domains for our EL students, hence the site focus on reading comprehension. Designated and integrated ELD, as well as instructional strategies and scaffolds, must be provided to ensure mastery of the language and progress toward reclassification.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	24%
Site Specific Measures: Engagement Opportunities/Meeting Participation	Implications of COVID-19 negatively impacted parents' participation in engagement opportunities and school meetings.

**Parent/Family Engagement**

Site Specific Measures:

n/a

**These data points indicate:**

Parent/Family Climate survey data indicates that the vast majority of respondents believe that their children attend a safe school that values the academic, social/emotional and behavioral well-being of students. Although the survey data represents 24% of the parent population, parents stated they were most concerned about the implications of distance learning and accessibility to staff due to varied parent work schedules. 88% of parents indicated that they felt involved and welcomed at the school, but only 14% indicated an active participation in their child's education/school activities. Given the limited response rate to the survey, we must proceed with the understanding that this data may not fully represent the entire parent population.

**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: 0.21 Fall 2nd to Fall 3rd: 0.32 Fall 3rd to Fall 4th: 0.36
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: 31% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 31% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 24% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020
Site Specific Measures: STAR Reading GE	Grade 2 – 1.7 Grade 3 – 2.6
Site Specific Measures: A2i	A2i Assessment – Average Growth: Kindergarten – 0.49 yrs Grade 1 – 0.08 yrs Grade 2 – 0.17 yrs Grade 3 – 0.26 yrs

**These data points indicate:**

Conditional Growth Index and Cohort data indicate the need for a continued focus on developing early literacy skills upon entry to school. Many students enter Kindergarten with limited school experiences and absent foundational skills. It is critical to gather data to determine needs, provide targeted instruction for all students, and monitor both attainment and fluency of basic early literacy skills including concepts of print, phonemic awareness, phonics, vocabulary development, and reading comprehension. Site specific measures indicate that students are making typical yearly growth; however, additional growth needs to be made to address the gaps present upon entering school.

<b>Behavior</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
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 English Language Development is embedded into daily lessons across all content areas, emphasizing both language and content objectives in all K-5 classrooms. Language acquisition is designed through the PLC process and is monitored via administrative observation and ELPAC/CAASPP data. TOA support is available to teachers to enhance ELD instruction and to provide professional development around ELD Standards, instructional models, and research-based strategies that best support the needs of English Language learners.

Quantitative and qualitative data suggests that Integrated ELD instruction has been effective in promoting significant growth in ELA (+16.6, -27.7 DFS) and Mathematics (+16.7pts, -35.5 DFS) as measured by CAASPP. Our English Learners are currently demonstrating greater proficiency in both content areas in comparison to District and State peer groups. Classroom observations and anecdotal data suggests that instructional practices designed to meet the needs of the EL student are regularly implemented during core instruction. Visual supports, frontloading vocabulary, the use of cognates as appropriate, GLAD strategies, essential language routines and response frames are regularly observed in classrooms and differentiated learning experiences are provided to students based on their unique needs.

It should be noted that students who have been reclassified as English proficient consistently out-perform their District/State peer groups across all content areas (ELA +19.9, +34 DFS; Math +15.3, -2 DFS). This speaks to the effectiveness of monitoring strategies and targeted supports while enrolled at Juniper Elementary School.

During the 2020-21 school year, English Language Development was offered virtually; however, instruction was impacted due to the shortened instructional day and the accessibility to students online. The effects on learning are still unknown, although it is predicted that English Learners did not fully benefit from distance learning opportunities.

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

Designated English Language Development is offered to EL students four days per week for 40 minutes per session. Students are grouped within their grade level according to their ELPAC levels. Lessons are designed to promote the acquisition of language and to deepen students' understanding of both the forms and the functions of language. Teachers utilize Wonders as the state/local adopted core integrated curriculum that is aligned to ELD standards.

ELPAC data indicates that 40.9% of our English Learners are making progress toward English language proficiency. Although this percentage accounts for nearly one half of our English Learners, the goal should be for every EL student to make gains in language proficiency. The discrepancy between CAASPP and ELPAC performance data indicates a need to focus efforts during our Designated ELD blocks to better address the language acquisition needs of our EL learners. Further disaggregation of ELPAC data suggest domain specific strengths and areas of need. K-5 EL learners consistently demonstrate greater proficiency in the Listening (receptive language) and Speaking (expressive language) domains. This has been a focus of professional development for staff for the past four years, encouraging the use of productive partnering routines, response frames, speaking in complete sentences, and justifying/evidencing responses. As such, it would be expected that students show marked strength in both areas. Reading (receptive language) is the domain that continues requires the greatest support across all grade levels.

Long-Term English Learner (L-TEL) data was also reviewed. More than half of the students identified as LTEL are dually identified as English Learners and as Students with Disabilities. The speaks to the need for further understand the unique needs of this student group and to plan appropriate and timely interventions to ensure they make gains toward language and academic proficiency.

Lastly, we have offered our novice EL students and identified L-TELS additional interventions that are specific to their individual needs. In addition to Integrated and Designated ELD instruction, these students have been provided small group instruction with the Bilingual Aide within the instructional day. As a result, the targeted students made gains in BICS (novice ELs) and CALP (L-TELS) and have consequently made progress toward language proficiency.

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

We have dedicated significant time and resources to developing foundational listening and speaking skills in our English Learners with the understanding that student who can talk about a given topic are more able to read and write about it. Quantitative and qualitative data sources indicate that this approach had benefitted students and have allowed them to engage in rigorous content with greater cognitive demand despite limitations in reading and writing skills. Multiple measures suggest, however, that reading comprehension is the area to which our focus must shift.

As such, specific actions must be taken to support the development of a language-focused instructional program that will enhance reading comprehension for all K-5 students:

- Further professional development on ELD standards, the locally adopted integrated curriculum, demands of the ELPAC, the development of language objectives, as well as research-based instructional strategies that foster engagement with and understanding of complex texts.
- Disaggregation of ELPAC/EPLI data to strategically group students within the classroom setting (Integrated ELD) and within the grade level (Designated ELD) to provide targeted instruction based on identified needs.
- Monitor ELD instruction to ensure previous strategies persevere while new ones are introduced.
- Provide opportunities for PLC collaboration to plan for language instruction and monitoring growth of EL students.
- Continue to provide extended learning opportunities for targeted EL students to promote ELPI movement and reclassification.
- Monitor students at an individual rather than collective level to ensure needs are met and progress is achieved.



## 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><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Throughout the course of the school year, qualitative data was gathered from stakeholders to measure the effectiveness of our actions and to inform school priorities. Parents were offered opportunities to share perception data and provide input regarding school programs via the Annual Parent Survey, School Site Council, English Learner Advisory Committee and during Coffee with the Principal meetings. Students were offered opportunities to share their perceptions of their school experiences during the Annual Student Survey, PBIS Tiered Fidelity Inventory (TFI), and the PBIS School Climate Survey (SCS). Furthermore, staff members engaged in similar tasks (i.e. TFI, SAS).</p> <p>Results from the survey data suggest that parents think that Juniper Elementary School is a safe, nurturing environment that is inclusive and sensitive to student needs.</p> <p>Parents expressed concerns about distance learning models and returning to school procedures given the current pandemic and the uncertainties that accompany it. Parents would like educational opportunities to develop their English Language skills, strategies to support the social/emotional/behavioral needs of their children, information pertaining to EL Reclassifications, and methods to support academic achievement in all content areas.</p> <p>Through surveys staff members indicated that additional time, resources and professional development around Tier 1 and Tier 2 PBIS implementation would be helpful to support our at-risk students. Additionally, teachers requested time, resources and professional development around the use of technology/distance learning strategies, Write From the Beginning, Teacher Clarity, and early literacy instruction.</p> <p>Students survey results suggest that the vast majority of students feel safe at school and have positive feelings about themselves and their ability to succeed at school. They expressed concerns about having a sense of belonging and the changing landscape of school climate/culture. This speaks to the need to provide social/emotional supports for our students and to re-build/sustain the school climate established prior to the onset of COVID-19.</p>

## Analysis of Qualitative Data

### Classroom Observations

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

Virtual classroom observations, both formal and informal, were conducted on a weekly basis by site administration.

Instructional classroom observations were intended to measure the implementation of teacher clarity and utilization of learning targets and success criteria within the instructional setting. During the online observations, site administration would ask students questions such as, "What are you working on right now?" and/or "What are you learning?" 67% of students were able to describe what they were learning or the intended learning target. Professional development is still needed to effectively communicate intended learning across various learning platforms, as well as the use of success criteria. Additionally, writing instruction was qualitatively observed to identify areas of strength and need within our K-5 continuum. Based on observation data, professional development continues to be required to ensure continuity and rigor of the program within and across grade levels.

Climate and culture observations were intended to measure the implementation of Tier 1 and Tier 2 PBIS initiatives. Results from observations indicate positive shifts in instructional strategies and increased self-efficacy in both students and staff despite the implications of distance learning. Data collected during observations was shared and disaggregated by stakeholder groups to identify areas of strength and areas of promise. The data rendered was used for planning purposes and to determine a course of action for further implementation of site/district initiatives. Data indicates that 92% of students and 98% of staff members are versed in school-wide expectations, 100% of classrooms utilized the school-wide incentive program, and 88% of students interviewed were acknowledged for their positive behavior and were able to articulate the reason(s) they were provided positive reinforcement. Particular attention needs to be placed on students who demonstrate patterns of chronic absenteeism (14.6%), as there has been a marked increase in the proportion of students who are absent from school during distance learning.

Results suggest that we need to provide a comprehensive instructional program that focuses not only on academic needs, but also social-emotional needs of students. Teachers require additional professional development and the instructional resources to meet these needs.

## 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**

<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>State and local assessments were administered throughout the school year to monitor students' progress toward mastery of the Common Core State Standards. Formative assessments, including MAP Growth, STAR Reading, STAR Math, SIPPS, DIBELS and district CFAs were administered to maintain a pulse on student learning and to plan for differentiated learning experiences for all students within the core classroom setting. Furthermore, the data was utilized to determine intervention and enrichment needs of each student entrusted to our care. As such, students were strategically assigned to instructional groups during our school-wide Response to Intervention (RTI) block based on their individual needs.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>English Learner performance and language development data was collected and disaggregated by site administration and teaching staff to design a comprehensive ELD program that attends to both the academic and language needs of students.</p> <p>Integrated English Language Development is embedded into daily lessons across content areas, emphasizing both language and content objectives in all K-5 classrooms. Language acquisition is designed through the PLC process and is monitored via administrative observation and ELPAC/CAASPP data. TOA support is available to teachers to enhance ELD instruction and to provide professional development around ELD Standards, instructional models, and research-based strategies that best support the needs of English Language learners.</p> <p>Designated English Language Development is offered to EL students four days per week for 40 minutes per session. Students are grouped within their grade level according to their ELPAC levels. Lessons are designed to promote the acquisition of language and to deepen students' understanding of both the forms and the functions of language. Teachers utilize Wonders as the state/local adopted core integrated curriculum that is aligned to ELD standards. Although distance learning has been challenging, teachers have dedicated time and resources to meeting the needs of English Learners. This is an ongoing area of focus for the 2022-2022 school year.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>At the onset of every school year a comprehensive review of formative and summative data is conducted by all stakeholder groups to evaluate the effectiveness of our actions/services and to plan for the new school year. This evaluation aides stakeholders with providing informed recommendations that will enhance learning experiences for all students. Once the plan is established, formative assessments are strategically administered during the year to monitor student learning and to inform our responses. Based on the results of multiple metrics, appropriate supports are paired to identified needs; actions are taken to ensure the needs of low-achieving students and those at risk for not meeting state academic content standards are prioritized to addressed to promote academic growth and achievement.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>At the onset of every school year ELPAC and CAASPP data is analyzed by all stakeholder groups to understand the unique needs of our language learners and to design a comprehensive instructional program that will promote language acquisition. Our EL Site Monitor maintains records of student progress, both academic and linguistic, to ensure students are making progress toward reclassification. Furthermore, the Bilingual Aide supports the language needs of specific EL students (i.e. newcomers, LTELs); formal progress monitoring tools that are specifically designed to monitor language acquisition would be beneficial to evaluate the effectiveness of the support rendered.</p>

**Identified Needs based on Findings:**

Stakeholders need multiple metrics to measure effectiveness of actions and to monitor students' academic and linguistic growth.

### Standards, Assessment, and Accountability

Teachers need to utilize data to design a comprehensive instructional program based on students' individual needs.  
 Administration needs to monitor the implementation of the core instructional program to ensure its alignment to the CCSS, as well as provisions for intervention and enrichment.  
 Administration needs to monitor the implementation of the Designated and Integrated ELD program to ensure its alignment to ELD standards and identified needs of students.

### Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Professional development opportunities were provided to ensure all staff members continue to be well prepared to fulfill their roles and responsibilities. Teacher professional development was designed to enhance the academic (Thinking Maps, Write For the Beginning, Learning Targets/Success Criteria, Academic Language, Early Literacy, Distance Learning) and social-emotional (PBIS) development of students. Classified Staff participated in PBIS professional development, as well as job-specific training to foster excellence in their roles.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	All K-5 teachers had access to Teachers on Assignment (TOAs) for both the core instructional program and for designated/integrated ELD. K-3 teachers were also supported through the United 2 Read initiative, whereby instructional coaches assisted with data collection, data disaggregation, and instructional planning for early literacy skills. The Instructional Leadership team provided grade level support, building collective efficacy and a deeper understanding of teacher clarity. The Thinking Map/Write From the Beginning Trainer of Trainers further supported all K-5 teachers with developing a comprehensive writing program. The PBIS coaches/team provided ongoing support to all staff members with the implementation of school-wide expectations, as well as Tier 1 and Tier 2 strategies. In addition, Special Education teachers were provided guidance and support for each of their unique programs by Program Specialists and district level Coordinators. Lastly, teachers new to the profession were provided mentors/support providers through the district endorsed Teacher Induction and Credentialing program.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teachers were afforded the opportunity for collaboration on a weekly basis during admin-directed time, as well as beyond their work day. Grade level Professional Learning Communities (PLCs) dedicated time to data disaggregation, instructional planning, and to furthering their understanding of teacher clarity and its impact on student learning. PLC meeting minutes were submitted as evidence of collaboration, outlining action items and identified next steps. In addition, K-2 teachers were provided additional hourly compensation to participate in United 2 Read literacy huddles and to engage in professional learning, data disaggregation and instructional planning with their assigned literacy coach(es).

#### Identified Needs based on Findings:

Teachers need on-going professional development to maintain and expand their understanding of research-based instructional strategies designed to accelerate student learning; continued emphasis on learning targets and success criteria will foster clarity in teaching and learning.  
 Teachers need professional development to enhance the Designated and Integrated ELD programs offered to students.  
 All staff members need further support with implementing school-wide expectations, as well as Tier 1 and Tier 2 Positive Behavior Supports and Interventions.  
 All staff members need access to coaching/job-related support to foster increased self-efficacy.

### Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Teachers utilize district approved curricula that have been vetted and approved by the State of California. As such, all instructional materials are aligned to the Common Core State Standards. Supplemental instructional materials that have been purchased by the school site are used to support the core instructional program and to provide additional practice opportunities and increased rigor.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, students who attend the Learning Center are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Lexia, Moby Max, SIPPS). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans (i.e. Read Well, Scholastic Math).

#### Identified Needs based on Findings:

Teachers need to provide rigorous, purposeful and differentiated instruction to increase the likelihood of student academic success across all content areas.

Teachers and students need to access core and supplementary instructional materials to best meet the academic needs of our our students and ensure the attainment of grade level performance standards.

Teachers and administration need to increase students' access to technology and online computer adaptive software to scaffold learning, remediate skill gaps, and accelerate learning for all.

Teachers need time, access to relevant formative data, and a selection of resources to identify student needs, plan comprehensive and rigorous lessons, and evaluate the effectiveness of instruction within the grade level PLC.

### Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	All students are afforded access to the core instructional program. Each student also participates in daily grade level Response to Intervention (RTI) sessions whereby students are grouped based on identified needs. During this block of dedicated time, students receive instruction from grade level teachers, the Instructional Support Teacher, the Bilingual Aide, or the Resource Specialist. Student progress is monitored and instructional services are amended based on growth or lack thereof. In addition, students in grades K-2 participated in the United2Read initiative.
Student groups for whom there exist disparities in achievement and summary of the root causes.	Although overall performance data indicates that students are making significant progress in decreasing distance from standard in both ELA and Math, certain student groups are not making equal gains. Disparities in achievement have been noted in our English Only students, African American students, and Students with Disabilities. Root causes include pre-existing assumptions that English speaking students have an academic advantage due to primary language. Furthermore, our African American students, particularly males, require wrap around services (academic, social-emotional, behavioral) that have been overlooked. Lastly, our Special Education students have identified learning disabilities that require additional time, support and resources to ensure progress toward grade level standards.
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.	Based on the cumulative metrics, additional monitoring of English Learners (for the purposes of language acquisition), African American students (for the purposes of academic achievement), and Students with Disabilities (for the purposes of academic achievement) will be necessary. Furthermore, it will be critical to allocate specific actions and services to ensure access and equity for these student groups.

## Opportunity and Equal Educational Access

### Identified Needs based on Findings:

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

Teachers need to provide timely, targeted intervention for Grades 3-5 students who are not meeting grade level expectations in both English Language Arts and Mathematics as soon as they are identified, so that learning gaps are closed and students are well prepared to meet the academic challenges presented at secondary school.

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

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

African American students need an instructional program that meets their academic and social/emotional needs; supports are required to increase their sense of self-efficacy and sense of school connectedness.

Students with Disabilities (EC-Grade 5) need differentiated instruction within and beyond the core instructional program to meet their diverse needs.

## Parental Engagement

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

During a typical school year families are provided with many opportunities to participate in their child's education. Aside from the workshops, events, and ESL classes offered to parents, the school provides opportunities for parents to volunteer and serve on a variety of committees that help shape the educational program at the school site. In an attempt to maintain positive home/school connections, parents are made aware of school events and opportunities for engagement on a monthly basis. Our Community Aide serves as a liaison between the home and school, providing access to resources within the community should families require further assistance. Teachers dialogue regularly with parents regarding students progress and celebrate their successes. All school correspondence is offered to families in both English and Spanish. Translation services is provide by our Community Aide and Bilingual Aide. During distance learning parents were provided virtual opportunities for participation.

### Identified Needs based on Findings:

Parents need opportunities to engage in their child's education, whether it be through volunteerism, personal learning, or attending school-wide events (virtual or in-person).

Parents need support with translation.

Parents need access to community resources.

## Funding

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

State and local funds (SUPC and General funds) allocated to the school site were used to promote the academic achievements of at-promise student groups (i.e. Students with Disabilities, English Learners, Homeless, Foster Youth) across all content areas as outlined in the SPSA. Actions and services included:

- Professional development for all staff to implement PBIS and provide tiered interventions for at-promise students
- Extended learning opportunities for LTELs and newcomers to promote language acquisition and development

### Funding

	<ul style="list-style-type: none"> <li>• Recognition for students who were reclassified as English proficient</li> <li>• Provisions for instructional resources (i.e. technology related supplies) to ensure access to core and supplemental instruction during online distance learning</li> </ul> <p>Additionally, state and local funds (SUPC and General funds) allocated to the district were used to promote the academic achievement of at-promise student groups (i.e. Students with Disabilities, English Learners, Homeless, Foster Youth) across all content areas. Actions and services included:</p> <ul style="list-style-type: none"> <li>• Bilingual aide services to support the language needs of English Learners</li> <li>• 1.5 RSP teachers to provide SAI services for Students with Disabilities</li> <li>• RSP Aide to provide support for Students with Disabilities</li> </ul>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Federal categorical funds allocated to the school site were used to promote the academic achievement of at-promise Title I students across all content areas as outlined in the SPSA. Actions and services included:</p> <ul style="list-style-type: none"> <li>• Intervention block schedule to strategically and effectively meet the literacy needs of at-promise students</li> <li>• Supplemental instructional materials that afford at-promise students additional practice opportunities</li> <li>• Provide additional planning opportunities for teachers to meet the diverse needs of their students</li> </ul> <p>Additionally, federal categorical funds allocated to the district were used to promote the academic achievement of at-promise Title I students across all content areas. Actions and services included:</p> <ul style="list-style-type: none"> <li>• Instructional support teacher to address early literacy skills of at-promise learners</li> </ul>

**Identified Needs based on Findings:**

Students need extended learning opportunities within and beyond the core content areas to meet the demands of the CCSS.  
 English Learners need additional support from Bilingual Aides.  
 Teacher need access to instructional materials to provide differentiated instruction in ELA, Math, ELD, RSP, Speech, VAPA, STEAM and Early Childhood; they need instructional materials to address the social-emotional needs of all students across learning platforms.  
 Staff members need professional development to address students social/emotional/behavioral needs.  
 Parents need additional opportunities for participation and engagement in the school community to support their at-promise students.

### Stakeholder Involvement

<p>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>	<p>In February SSC and ELAC performed progress monitoring on the SPSA actions and services. It was determined that all actions and services were implemented to varying degrees as outlined in the 2020-21 SPSA. Progress monitoring data suggested that students were making anticipated gains in targeted areas include ELA, Math, ELD. It was also noted that actions and services pertaining to Parent Involvement were implemented but not fully evaluated. For example, we ordered computers for the parent center, but due to extended distance learning parents were unable to access these on-campus resources. SSC also determined that other student subgroups required additional action and services to best meet their needs. For example,</p>
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### Stakeholder Involvement

actions and services need to be developed in the 2021-22 SPSA to address the social-emotional needs of students, the unique needs of Early Childhood students, and those with identified learning disabilities.

In April SSC and ELAC determined which actions to modify, continue or discontinue. Additionally, SSC and ELAC elected to add a new action/service to the 2021-22 SPSA. A particular focus will be on enhancing the social/emotional/behavioral supports offered to all students.

In May SSC approved the 2021-22 SPSA.

### Identified Needs based on Findings:

For the 2021-22 school year SSC and ELAC meetings need to be held virtually and in-person concurrently if/when it is safe to do so.

### Resource Inequities

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

Based upon a comprehensive evaluation of Juniper's instructional program, greater access to enrichment opportunities are need for all students in the areas of visual and performing arts, physical education, and STEAM. Early Childhood students need access to supplemental instructional materials that are developmentally appropriate and promote attainment of goals outlined in the Individual Educational Plans (IEPs). Increased funding and support needs to be allocated to supporting English Learners progress toward reclassification. Furthermore, all students need continued access to technology throughout the instructional day.

The school closure in March 2020 impacted student progress in ways we still do not fully understand. However, we do know that access to technology and internet services continues to be critical as we navigate distance learning and the revised landscape of in-person learning. The school site requires additional technology support to help meet the needs of our students and their families. In addition, social/emotional supports are needed to meet the ever-changing psychological needs of our community.

## SWP Requirements

<p><b>SWP Requirements:</b> [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><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>To best understand and address students’ learning needs, teachers and administration will engage in timely assessment and data analysis. Students will be provided access to quality differentiated instruction and intervention/enrichment opportunities. A school-wide multi-tiered system of supports has been established to ensure students receive such supports within the school day based on their identified area(s) of need.</p> <p>This year our school community will continue to build on their knowledge of Thinking Maps to implement Write from the Beginning. Students will be taught to systematically organize their thinking and transfer their thought processes into cohesive and coherent writing; students will be taught process and on-demand writing techniques that will aide them in communicating their ideas in a variety of settings and across all content areas. In addition, teachers will further explore Teacher Clarity whereby academic standards are dissected, learning targets created, learning progressions developed and success criteria established. Moreover, students will learn to be fluent in understanding learning expectations and have the capability of evaluating their own learning. Lastly, our school will continue to focus on the social, emotional and behavioral needs of our students through the implementation of Positive Behavior Interventions and Supports.</p> <p>*Additional supports and learning around the effective use of technology will be critical as we further navigate the ebb and flow between in-person and distance learning.</p>	<p>Professional development monthly August through May</p> <p>PBIS daily August through 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>In order to provide students with a well-rounded education, we will focus our efforts on providing a quality instructional program (English Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, English Language Development) using our district adopted core curriculum as well as providing differentiated learning experiences to meet the diverse needs of students. Visual and Performing Arts Standards will be addressed through our PreK-5 Dance Collaborative, as well as our weekly enrichment classes. In addition, after-school enrichment opportunities will be provided to students, including identified GATE students, to promote the attainment of State academic standards.</p>	<p>Differentiated instruction daily August through May</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not</p>	<p>As a site, we will utilize SIPPS, Lexia, Read Well, 180/System 44, Accelerated Reader, Number Talks, A2i, Freckle Math, Pathblazer, Literacy Pro and Moby Max as supplemental instructional materials to meet the diverse needs of students and to assist struggling learners with meeting the expectations of the Common Core State Standards.</p>	<p>Supplemental materials July through June</p>

<p>meeting the challenging State academic standards</p>	<p>To ensure all students are provided access to an equitable education, we are committed to providing daily intervention/enrichment opportunities for all students based on their individual needs. Students will receive differentiated instruction during the designated intervention/enrichment blocks. Intensive intervention will be provided by our RSP teacher for students with identified disabilities. Students who are identified as at-risk for reading failure will be serviced by our Instructional Support teacher in the Learning Center. All other students will be provided support within grade level teams.</p> <p>Three target subgroups that are at-risk for academic struggle include our English Learners, African American students as well as our Homeless population. Progress monitoring data will be used to monitor and ensure students in these subgroups are on-track for annual growth and attainment of the Common Core State Standards. Timely and intensive interventions will be provided to those who have been identified as not meeting anticipated growth target in English Language Arts and Mathematics.</p>	<p>Staggered student support time daily August through May</p> <p>Progress monitoring every 6-8 weeks August through May</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)]

<b>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.</b>		
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>	<b>Future Expected Outcomes</b>
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-33.1	>= -18.1
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-37.8	>= -22.8
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.02 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.22	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.07 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	24%	>= 25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• MAP data indicates that Grades K-2 students need to develop foundational literacy skills including decoding, vocabulary and reading comprehension to access grade level fiction and non-fiction texts across disciplines.</li> <li>• MAP and CAASPP data indicates that Grades 3-5 students need to further develop vocabulary and reading comprehension skills to engage with rigorous and complex text across disciplines.</li> <li>• MAP data indicates that Grades K-2 students need to develop number sense to build conceptual understanding of mathematical concepts.</li> <li>• MAP and CAASPP data indicates that Grades 3-5 students need to further develop their understanding and mastery of concepts/procedures and problem-solving skills.</li> <li>• Parent survey data indicates a need for engagement and education opportunities to further support their understanding of CCSS, PBIS, EL programs, ESL, early literacy and distance learning.</li> <li>• Teacher survey data indicates a need for further professional development and collaboration opportunities to enhance their understanding of Teacher Clarity, Thinking Maps/WFTB, early literacy instruction, technology and distance learning.</li> </ul>
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	<ul style="list-style-type: none"> <li>Stakeholder survey data indicates a need for students to develop social/emotional/behavioral skills necessary for academic engagements and success.</li> <li>Stakeholder survey data indicates a need to provide students with a comprehensive instructional program that provides access and equity within all content areas (i.e. ELA, Math, Science, Social Studies, PE, VAPA, STEM).</li> <li>IEP Progress Monitoring data indicates that Early Childhood students need access to differentiated instruction and materials to meet developmental needs of students.</li> </ul>
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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>1-A Provide targeted and differentiated instruction that promotes attainment of grade level ELA, Math, Social Studies, Science, VAPA standards and/or goals outlined in Individual Educational Plans (IEPs) for students in Early Childhood through Grade 5.</p> <p>Expenditures/Resources:            Instructional Supplies            Software Licenses            Printing Encumbrance            Computers/User Fees/Technology Related Services and Supplies            Fiction/Non-Fiction Books            Organizational Tools/Materials            Flexible Seating</p>	STAR Reading Growth Reports STAR Math Growth Reports Accelerated Reader Usage Reports Freckle Math Usage Reports IEP Progress Reports	All Students, particularly GATE Students Homeless Students African American Students Students with Disabilities	Teachers Lead Teachers GATE Coordinator Librarian SPED Teachers/Service Providers	19055	10936
<p>1-B Engage in professional learning opportunities that focus on Teacher Clarity, Thinking Maps/WFTB, Early Literacy Instruction, Technology and Distance Learning to build a rigorous, comprehensive instructional program that meets the diverse needs of students.</p> <p>Expenditures/Resources:</p>	Qualitative Teacher Surveys Classroom Visit Data	All Students	Site Administration ILT Members WFTB Team TOAs Certificated and Classified Staff	14000	0

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
TOA Coaching Substitute Hourly Additional Certificated Hourly Additional Classified Hourly Travel and Conferences Consultant Agreements Professional Development Materials					
1-C Provide parent education/engagement opportunities that equip stakeholders with the skills necessary to support students' academic and social/emotional/behavioral needs.  Expenditures/Resources: Childcare Translation Printing Encumbrance Additional Certificated Hourly Additional Classified Hourly Instructional Supplies/Professional Development Supplies Computers/User Fees/Technology Related Services and Supplies Consultant Agreements Online/Community Resources	Qualitative Parent Surveys Agendas/Sign-Ins	All Students, particularly Homeless Foster Youth EL Students	Site Administration Bilingual Community Aide Certificated Staff	2000	0
1-D Create and sustain a positive school climate that affords the social/emotional/behavioral supports and an environment necessary for academic success.  Expenditures/Resources: Instructional Resources/Supplies	Tiered Fidelity Inventory Student Climate Survey Parent Climate Survey Classroom Visit Data	All Students, particularly Homeless Foster Youth African American Students	PBIS Team	20000	10000

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
Positive Behavioral Supports Software Licenses Organizational Tools/Materials Additional Certificated Hourly Additional Classified Hourly Printing Encumbrance Flexible Seating Travel and Conferences PBIS Team/MTSS Coaching Consultant Agreements Student Incentives					
<b>Total Estimated Cost for This Goal:</b>				55,055	20,936

## Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in all content areas through the use of academic language within and across disciplines.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-27.7	>= -12.7
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-35.5	>= -20.5
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.17 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.38	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.06 (Excludes invalid Fall 2020 K-1 results)	>= 0

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>CAASPP and ELPAC data indicates the need for EL students to acquire and utilize academic language across all measured content areas.</li> <li>Teacher survey data indicates the need for additional professional development that focuses on providing instructional scaffolds for EL learners to acquire and utilize academic language within and across disciplines.</li> </ul>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1a-A Provide teachers with professional development and collaboration time to support Integrated ELD across all content areas to increase students' use of academic language.	Qualitative Teacher Survey Lesson Plans Classroom Visit Data	English Learners	Site Administration EL TOA Teachers	0	0

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
Expenditures/Resources: Coaching/TOA Support Instructional Supplies Additional Certificated Hourly Travel and Conferences Consultant Agreements					
<b>Total Estimated Cost for This Goal:</b>				0	0

## Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of Els: English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading comprehension skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	40.9%	>= 43.9%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>ELPAC data indicates that EL students need to develop their receptive language skills by improving reading comprehension skills, increasing the use of academic language, and enhancing understanding of the forms/functions of the English language.</li> <li>Teacher survey data indicates the need for additional professional development that focuses on designing a comprehensive Designated ELD program that supports EL students' receptive language skills.</li> </ul>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b-A Provide extended learning opportunities for English Learners (L-TEs and Newcomers) focusing on reading comprehension, academic language and forms/functions of the English language.  Expenditures/Resources: Additional Classified Hourly Instructional Supplies	ELA/ELD Curriculum Based Assessments	English Learners	EL Site Monitor Bilingual Aide	740	0
1b-B Provide teachers with professional development and collaboration time to	Teacher Survey Lesson Plans	English Learners	Site Administration EL TOA	0	0

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 designated ELD and to increase students' receptive language skills including reading comprehension skills.  Expenditures/Resources: Coaching/TOA Support Instructional Supplies Additional Certificated Hourly Travel and Conferences Consultant Agreements	Classroom Visit Data		Teachers		
<b>Total Estimated Cost for This Goal:</b>				740	0

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	32.0%	>= 35.0%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-35.4	>= -20.4
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: 0.21 Fall 2nd to Fall 3rd: 0.32 Fall 3rd to Fall 4th: 0.36	>= 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: 31% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 31% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 24% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 21% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 21% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 14% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>MAP data indicates that K-3 students need to demonstrate mastery of basic early literacy skills (code and meaning focused) by the end of Grade 3.</li> <li>Teacher survey data indicates the need for additional professional development that focuses on data disaggregation, literacy-based lesson design, and small group instruction.</li> </ul>
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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
2-A Provide professional development and collaboration time for K-3 teachers to support early literacy instruction.	A2i Assessments Classroom Visit Data	All K-3 Students	Site Administration Categorical Department	0	0

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
Expenditures/Resources: Coaching/TOA Support Additional Certificated Hourly Substitute Hourly Travel and Conferences Consultant Agreements			Professional Development Department Teaching & Learning Department U2R Coach TOAs K-3 Teachers Instructional Support Teacher		
2-B Provide small group differentiated instruction and monitor student growth toward early literacy goals.  Expenditures/Resources: Instructional Supplies Software Licenses Printing Encumbrance Organizational Tools/Materials Flexible Seating Fiction/Non-Fiction Texts Computers/User Fees/Technology Related Services and Supplies	A2i Assessments	All K-3 Students	K-3 Teachers Instructional Support Teacher	8000	0
<b>Total Estimated Cost for This Goal:</b>				8,000	0

**Unfunded School Site Council Priorities**

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
<p>1-A Provide targeted and differentiated instruction that promotes attainment of grade level ELA, Math, Social Studies, Science, VAPA standards and/or goals outlined in Individual Educational Plans (IEPs) for students in Early Childhood through Grade 5.</p> <p>Expenditures/Resources:            Instructional Supplies            Software Licenses            Printing Encumbrance            Computers/User Fees/Technology Related Services and Supplies            Fiction/Non-Fiction Books            Organizational Tools/Materials            Flexible Seating</p>	<p>All Students            GATE Students            Homeless Students            African American Students            Students With Disabilities</p>	<p>50000</p>	<p>Teachers            Lead Teachers            GATE Coordinator            Librarian            SPED Teacher/Service Providers</p>
<p>1-B Engage in professional learning opportunities that focus on Teacher Clarity, Thinking Maps/WFTB, Early Literacy Instruction, Technology and Distance Learning to build a rigorous, comprehensive instructional program that meets the diverse needs of students.</p> <p>Expenditures/Resources:            TOA Coaching            Substitute Hourly            Additional Certificated Hourly            Additional Classified Hourly            Travel and Conferences            Consultant Agreements            Professional Development Materials</p>	<p>All Students</p>	<p>50000</p>	<p>Site Administration            ILT Members            WFTB Team            TOAs</p>
<p>1-C Provide parent education/engagement opportunities that equip stakeholders with the skills necessary to support students' academic and social/emotional/behavioral needs.</p> <p>Expenditures/Resources:</p>	<p>All Students            Homeless            Foster Youth            EL Students</p>	<p>25000</p>	<p>Site Administration            Bilingual Community Aide            Teachers</p>

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Childcare Translation Printing Encumbrance Additional Certificated Hourly Additional Classified Hourly Instructional Supplies/Professional Development Supplies Computers/User Fees/Technology Related Services and Supplies Consultant Agreements Online/Community Resources			
1-D Create and sustain a positive school climate that affords the social/emotional/behavioral supports and an environment necessary for academic success.  Expenditures/Resources: Instructional Resources/Supplies Positive Behavioral Supports Software Licenses Organizational Tools/Materials Additional Certificated Hourly Additional Classified Hourly Printing Encumbrance Flexible Seating Travel and Conferences PBIS Team/MTSS Coaching Consultant Agreements Student Incentives	All Students Homeless Foster Youth African American Students	50000	PBIS Team
1a-A Provide teachers with professional development and collaboration time to support Integrated ELD across all content areas to increase students' use of academic language.  Expenditures/Resources: Coaching/TOA Support Instructional Supplies Additional Certificated Hourly Travel and Conferences	English Learners	50000	Site Administration EL TOA Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Consultant Agreements			
<p>1b-A Provide extended learning opportunities for English Learners (L-TELEs and Newcomers) focusing on reading comprehension, academic language and forms/functions of the English language.</p> <p>Expenditures/Resources: Additional Classified Hourly Instructional Supplies</p>	English Learners	10000	EL Site Monitor Bilingual Aide
<p>1b-B Provide teachers with professional development and collaboration time to support designated ELD and to increase students' receptive language skills including reading comprehension skills.</p> <p>Expenditures/Resources: Coaching/TOA Support Instructional Supplies Additional Certificated Hourly Travel and Conferences Consultant Agreements</p>	English Learners	25000	Site Administration EL TOA Teachers
<p>2-A Provide professional development and collaboration time for K-3 teachers to support early literacy instruction.</p> <p>Expenditures/Resources: Coaching/TOA Support Additional Certificated Hourly Substitute Hourly Travel and Conferences Consultant Agreements</p>	All K-3 Students	50000	Site Administration Categorical Department Professional Development Department Teaching & Learning Department U2R Coach TOA Teachers Instructional Support Teacher
<p>2-B Provide small group differentiated instruction and monitor student growth toward early literacy goals.</p>	All K-3 Students	50000	Teachers Instructional Support Teacher

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
Expenditures/Resources: Instructional Supplies Software Licenses Printing Encumbrance Organizational Tools/Materials Flexible Seating Fiction/Non-Fiction Texts Computers/User Fees/Technology Related Services and Supplies			

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$35,782
X	<b>Title I, Part A: Carryover</b>	\$28,013
X	<b>Title I, Part A: Parent and Family Engagement</b> 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).	\$1,597
X	<b>Supplemental Concentration (SUPC) Allocation</b> 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)	\$20,936
	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		84,731
<b>Total amount of state funds spent (SUPC)</b>		20,936
<b>Total amount of federal funds spent (Title I)</b>		63,795
<b>Total amount of state and federal funds spent</b>		84,731
<b>Balance</b>		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
Tammy Fleming	Principal	Not Applicable	Not Applicable	1
Richelle Halbrook-Puente	Classroom Teacher	2 years	May 2022	1
Angela Moreno	Classroom Teacher	2 years	May 2022	1
Rima Saikali	Classroom Teacher	2 years	May 2022	1
Elizabeth Lohman-Rivera	Other Staff Member	2 years	May 2022	1
Yadira Alonzo	Parent/Community Member	2 years	May 2021	1
Marina Brown	Parent/Community Member	2 years	May 2022	1
Leslie Kirwan	Parent/Community Member	2 years	May 2022	1
Kiana Spencer	Parent/Community Member	1 years	May 2021	1
Martha Macias	Parent/Community Member	1 years	May 2021	1

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

Name of School: Dolores Huerta International Academy

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 Fabiola Navarrete  
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: 05/05/2021

Attested:

Sandra Loudermilk  
Typed name of School Principal

  
Signature of School Principal

5-21-21  
Date

Sandra Loudermilk  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

5-21-21  
Date