

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

2021-22

School Name and School Code	Oleander Elementary School 36 67710 6035844		SSC Approval Date: April 29, 2021
School Address	8650 Oleander Avenue, Fontana, CA 92335		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Terry Ceja	Phone # and Email	(909) 357-5700, Maria.Ceja@fusd.net
Name of SSC Chairperson	Debi Hart	Phone # and Email	(909) 275-1762, debihart5@gmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Oleander Elementary School is an engaging community built on positive relationships where every student meets or exceeds all academic standards, thinks critically, and collaborates productively to compete and be successful in college and career aspirations.

SCHOOL AND COMMUNITY PROFILE

- According to the California School Dashboard, Oleander had an enrollment of 763 students. This overall population consisted of 91.9% socioeconomically disadvantaged, 11% special education, and 46.1% English learners and 1.6% Percentages of foster youth.
- Oleander provides free and reduced lunch to all students. Title 1 funds are designated to serve the entire student population.
- Academically, Oleander uses four portable laptop labs, two classroom computer labs, as well as 10 United 2 Read (U2R) laptop stations in every K-3 class to ensure that all students have access to appropriate technology. The technology facilitates the use of daily intervention programs for the students, such as Lexia, the U2R Program, and the Accelerated Reader program. Oleander incorporates a daily Response to Intervention (RTI) block during the school day to provide additional math and language arts support for students that need time to master the grade-level standards.
- In the 2021-2022 school year, Oleander will build upon the various school-wide instructional strategies such as Teacher Clarity, Kagan Cooperative Grouping, Thinking Maps, and Write From the Beginning to differentiate instruction and support students' learning.

SPSA HIGHLIGHTS (bullet points)

- Oleander has the highest number of students meet their prescribed minutes on the Lexia software to improve literacy and Pathblazer supporting ELA and Math skills. Over 98% of the students used it every week.
- Over 95% of the Oleander teachers integrate Thinking Maps instructional strategies in their classrooms with fidelity.

INCREASED OR IMPROVED SERVICES (bullet points)

- Oleander will focus on improving services for all student groups by continuing to engage all teachers in the Professional Learning Community (PLC) process. Teachers will continue to use rubrics to create common assessments and units of study based on our district's pacing guide. They will continue to identify appropriate learning targets based upon the Common Core State Standards, develop common formative

SCHOOL BACKGROUND

assessments to measure student learning, and analyze the data to identify students that require additional support. Designated English Language Development (ELD), Response to Intervention (RTI) blocks, and the after school tutoring will be used to provide individualized instruction for at-promise students.

- Oleander will implement technology-based lessons to increase the level of differentiation for all students. Using the Education (Ed) of Technology, Pathblazer, Literacy Pro, Lexia, Accelerated Reader, Read 180, and the U2R program, teachers will be able to target students who need additional support during blended learning.
- Oleander will put into place attendance, behavior, and academic frameworks to assist students that are not meeting the required standards to be successful in school. We will offer the necessary support to the families of these students, as well.
- Oleander will improve services by incorporating the Write From the Beginning writing program, a K-8 writing curriculum designed to assist teachers and students in developing the knowledge and skills necessary for age-appropriate and domain-specific writing achievement.

MOONSHOT

Oleander's moonshot is to become the first elementary school in Fontana to have a Maker Space Lab available to all students.

Laura Fleming in *Worlds of Making* says, "To define a school makerspace by its purpose and simplest of terms, it is a place where young people have an opportunity to explore their interests; learn to use tools and materials, both physical and virtual; and develop creative projects." (www.makerspaceforeducation.com/makerspace.html, Key Frameworks- Mechanisms of a Makerspace)

Though many schools are struggling to meet the task of producing creative and innovative learners, Oleander seeks to forge a proactive path to meet this challenge. Through the use of our Maker Space Lab, students' inquiry will be the vehicle that drives learning. Oleander's students will solve real-world problems with a hands-on approach. The scope of classroom education will be broadened as our students design and create their video games, build robots, and wire circuits firsthand. The Maker Space lab provides opportunities for child-centered learning as each child engages in authentic problem-solving. We hope that the motto, "If you can conceive it and believe it, you can achieve it." resounds deeply within the hearts and minds of our students and spurs them on to a future with limitless possibilities.

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
763	91.9	46.1	1.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	352	46.1
Foster Youth	12	1.6
Homeless	5	0.7
Socioeconomically Disadvantaged	701	91.9
Students with Disabilities	84	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	3.0
Asian	5	0.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	1	0.1
Hispanic	706	92.5
Two or More Races	5	0.7
Pacific Islander	2	0.3
White	21	2.8

These data points indicate:

1. Nine out of ten students is Socioeconomically Disadvantaged. Oleander has 89% SED students.
2. One out of every two students is an English Learner. Oleander has 53.6% English Language Learners.
3. One out of ten students is in Special Education Programs. Oleander has 9.7% students with disabilities.

School and Student Performance Data

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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

These data points indicate:

1. Based on our dashboard performance, the indicators that we need to focus the most is on academic performance in ELA and Math.

School and Student Performance Data

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

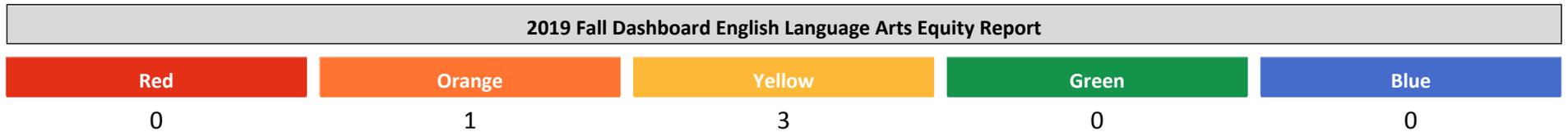
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

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

All Students	English Learners	Foster Youth
 Yellow 24.2 points below standard Increased Significantly ++18.2 points 343	 Yellow 28.2 points below standard Increased Significantly ++15.3 points 235	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 22.6 points below standard Increased Significantly ++19.9 points 315	 Orange 95.6 points below standard Increased Significantly ++20.4 points 44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>
<p>Hispanic</p>  <p>Yellow 25.1 points below standard Increased Significantly ++17.7 points 328</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>60.7 points below standard Increased Significantly ++17.9 points 165</p>	<p>Reclassified English Learners</p> <p>48.3 points above standard Increased Significantly ++29.4 points 70</p>	<p>English Only</p> <p>20.9 points below standard Increased Significantly ++22 points 101</p>

These data points indicate:

1. Every student group had a significant growth above ++15 points.

2. There is a significant achievement gap for students with disabilities. The SWD group has a distance from standard that is 71 points below the All student group.
3. There is a 40 point gap between our current English Learners and English Only students.

School and Student Performance Data

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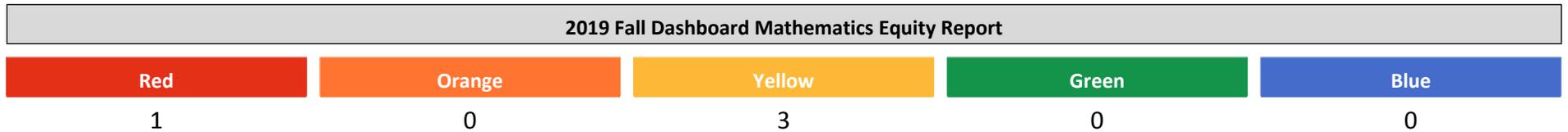
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 32.4 points below standard Increased ++12.8 points 343	 Yellow 33.3 points below standard Increased Significantly ++15.8 points 235	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Yellow 32.5 points below standard Increased ++12.7 points 315	 Red 108.7 points below standard Declined -5.4 points 44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.1 points below standard Increased ++13.1 points 328	 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
60 points below standard Increased ++13.6 points 165	29.8 points above standard Increased Significantly ++35.1 points 70	34.5 points below standard Increased ++3.7 points 101

These data points indicate:

- Students with disabilities declined by -5.4 points while other groups increased by +12 or more points. The data indicates that the achievement gap of the students with disabilities is widening significantly.

2. All students groups, except the students with disabilities had a significant increase of +12 points or more.
3. There is a 25.5 point gap in achievement between current English Learners and English Only students. However, our Current English Learner group increased +10 more points, which means that the gap is narrowing.

School and Student Performance Data

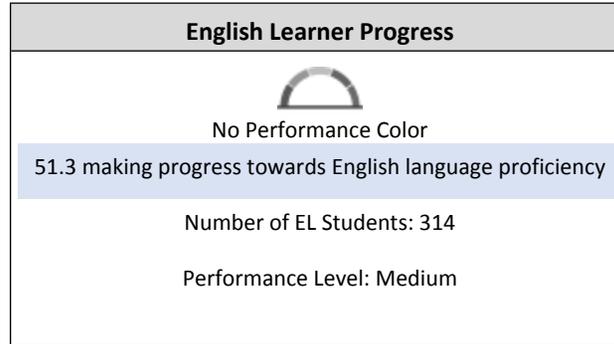
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.0	28.6	4.7	46.4

These data points indicate:

1. One out of two English Learners are not making adequate progress in Language Acquisition. 51.3% are making adequate progress.
2. One out of five English Learners declined in their language proficiency. 20% decreased one ELPI Level.

School and Student Performance Data

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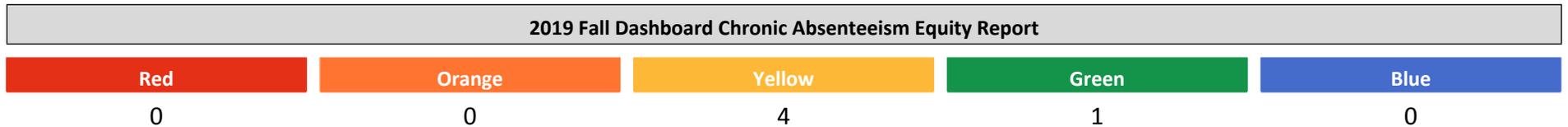
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 9.6 Declined -0.5 816	 Yellow 6.7 Maintained -0.4 432	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 29.2 Increased +3.2 24	 Yellow 9.5 Maintained +0.1 728	 Yellow 10.5 Declined -2.5 86

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 13.3 Declined -6.7 30	 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 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.9 Declined -0.9 754	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 25 Increased +25 20

These data points indicate:

1. The Homeless group, while it is a small population, had a significantly higher rate of absenteeism.
2. Even though Students with Disabilities had a greater decline in absenteeism, their rate was higher than the All student group by 0.9%.
3. The White group had a significantly higher rate of absenteeism. Five of the twenty students were chronically absent.

School and Student Performance Data

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

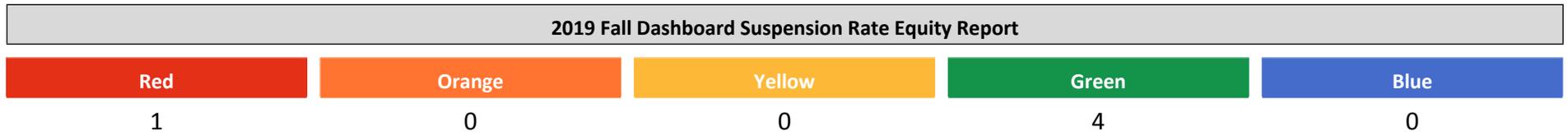
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

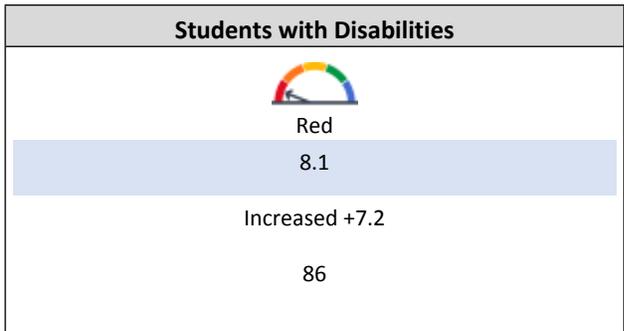
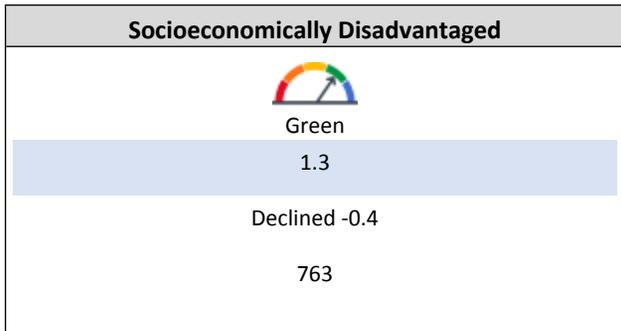
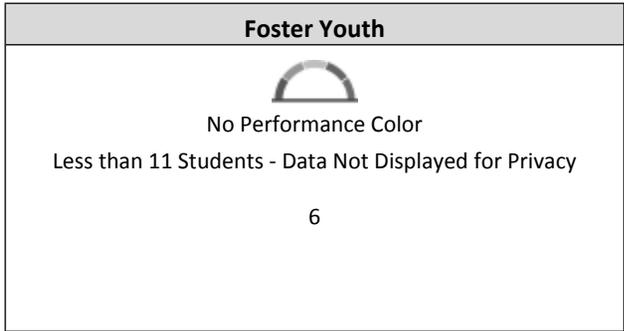
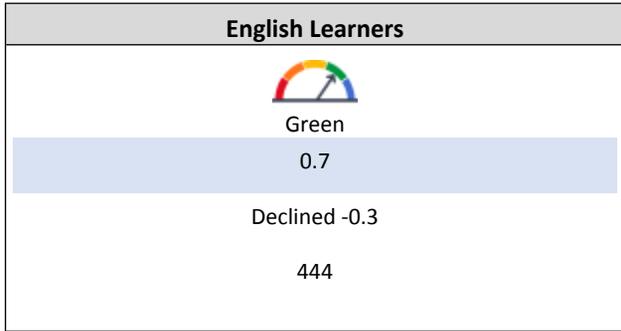
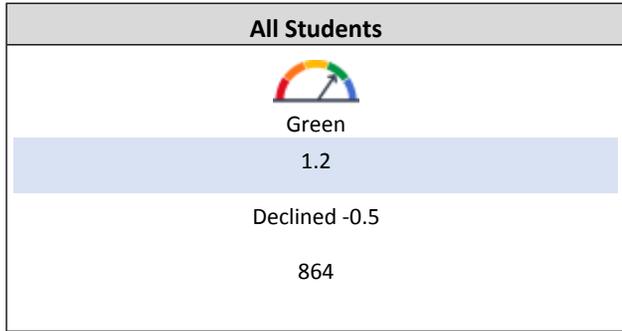


This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 2.6 Declined -2.5 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 Declined -0.4 794	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Maintained 0 20

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1.2

These data points indicate:

- There was a 0.5 percent decrease in our suspension rate based on the 2019 Fall Dashboard.
- The Students with Disabilities group had a significantly higher increase in suspensions than the All students group. Students with Disabilities had 6.9% more students suspended than the All Student group.
- Although the suspension rate for the African American group had a decline of -2.5%, they had + 1.4% more students suspended than the All Student group.

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)	-0.13 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.39
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.49 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures: Our Accelerated Reader Program School-Wide Reading level increased from 2.81 to 3.13, a .32 increase.	.32
Site Specific Measures:	

These data points indicate:

These data points indicate: The All Student group did not meet their expected growth in Reading , Language and Math for the school year. However; based on the Accelerated Reader data , Oleander increased from 2.81 to 3.13, an increase of .32 in our reading level.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.21 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.50
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.37 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

These data points indicate: EL students did not meet their expected growth in Reading, Language and Math.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 18.32% Level 3: 40.84% Level 2: 29.70% Level 1: 11.14%
2018-2019 ELPAC Listening Domain: % by Performance Level	28.22% - Well Developed 62.13% - Somewhat/Moderately Developed 9.65% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	34.90% - Well Developed 52.48% - Somewhat/Moderately Developed 12.62% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	12.62% - Well Developed 66.34% - Somewhat/Moderately Developed 21.04% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	24.75% - Well Developed 60.15% - Somewhat/Moderately Developed 15.10% - Beginning Development
Site Specific Measures: Percent of EL students reclassified.	6.0%
Site Specific Measures:	

These data points indicate:

- Based on the ELPAC domain data above the greatest percentage of EL at the beginning development level is in Reading and Writing.
- A deeper look at grade level specific domain data revealed the following:
- Our EL students need to develop the four Language Acquisition Domains, especially the reading and writing skills in content areas.
- Teachers need extra time to plan Designated and Integrated language acquisition lessons for our ELs.

- Teachers need more professional development to develop effective language acquisition strategies that will be used during their Integrated and Designated ELD time.
- The EL Teacher on Special Assignment needs to provide PD to include Language Acquisition strategies for Designated and Integrated ELD instruction.
- Oleander did not meet the reclassification expected outcome of 12.6%. We reclassified 21 EL students.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	30%
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

-Oleander exceeded the district goal by 5%.

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: 0.26 Fall 2nd to Fall 3rd: -0.09 Fall 3rd to Fall 4th: -0.37
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: 37% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 39% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 22% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020
Site Specific Measures: Percent of classes that demonstrated one year's growth or higher based on My A2I Assessment.	21%
Site Specific Measures:	

These data points indicate:

These data points indicate:

- Growth for 2nd and 3rd Grade students did not meet expected growth in Reading based on the Fall to Fall Conditional Growth index.
- One out of three students in 2nd and 3rd Grade are At-risk of not reading on grade level by the end of 3rd Grade.
- two out of nineteen A2i classrooms met almost one year's growth in Reading. This reveals that additional support is needed for teachers to implement the A2i stations effectively.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures: Tiered Fidelity Inventory (TFI)	Tier 1- 93% Implementation Tier 2- 100% of Implementation
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Oleander Implementation of PBIS is very effective across Tier 1 & 2.
Oleander's data indicates that we need to continue our PBIS programs in order to successfully launch Tier 3 in the 2021-2022 school year.

ELD Evaluation

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

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

Integrated ELD is part of our master schedule. Our bilingual aides are assigned to work in classrooms that need language support. Although we have integrated ELD in our schedule, it is difficult to measure daily supporting data to measure our integrated ELD success. Our ELPAC data indicates that only 51.3% of our ELs progressed or maintain at least one ELPI level. Our MAP scores indicate that our EL did not meet their Winter Growth target for Reading, Language and Math. However, based on our Reclassification data, a total of 21 students were reclassified last year, not meeting our yearly target of 6.0%.

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

Designated ELD was carefully planned in our master schedule last year. However, due to the COVID-19 restrictions, not all of our teachers used break rooms to rotate students based on their language level or used small group instruction during the Designated ELD block to ensure that our ELs were supported by their Language Acquisition ability. Based on our daily instructional walks, it was evident that our teachers struggled to provide adequate ELD services during the Designated ELD block due to students' technology access. However, we do not have a frequent common monitoring system that can inform us how our ELs are improving in language development. Our MAP scores and ELCAP indicate that our EL students are not meeting their academic nor their yearly language development goals.

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.

- Provide Professional Development on building students' Literacy and Math skills during integrated and designated ELD.
- Provide additional planning for teachers to integrate literacy and math skills into integrated and designated ELD.
- Provide opportunities for students to engage in oral presentations to improve their receptive language.
- Utilize supplemental resources and tools to support receptive language development.



Comprehensive Needs Assessment

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

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

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Oleander conducted various surveys to all stakeholders. Oleander uses the data to share it with the parents during ELAC, SSC, Bear Chat, and other parent meetings. The data is also shared with the Instructional Leadership Team (ILT) and certificated staff to make necessary changes to our Positive Behavior Intervention and Support (PBIS) and our Parent Involvement Policy based on our results.</p> <p>Annual Student Survey Description: Due to ongoing school closures, student surveys were administered digitally in Spring 2021. Oleander did not receive parent consent to survey students broadly, but the principal met with groups of students virtually throughout the year in small, informal virtual sessions. Students expressed that:</p> <ul style="list-style-type: none"> • They have caring adults in school • Our adults in school have high expectations for them • They have meaningful participation at school <p>Based on the informal gathering of data though virtual sessions, we need to create opportunities for our students to share their thoughts about essential school topics that affect them.</p> <p>Parent Survey- Annual Family Climate Survey Description: This survey shows us how our parents feel about our school engagement, safety, and environment. Results: Our parent participation data indicates that we did meet the 25% response rate. We had 155 respondents, a 30% response rate. 55% of our parents feel that we provide quality activities to meet their child's interest and talents.</p>

Analysis of Qualitative Data

28% of our parents feel that they are well informed. 63% of parents feel that we keep them well informed about school activities and 78% feel that we respond promptly to phone calls, messages & emails.
26% of parents feel welcome to participate in school. Due to the Covid-19 restrictions all school events were cancelled and meetings were held virtually.
60% of parents feel that we seek their input before making important decisions.
More than 38% of our parents are either concerned or unaware of student conflict.
A summary of the parent survey indicates that we need to increase our home/school communication to include other platforms such as Parent Square and Twitter.
The data also indicates that we need to send monthly newsletters to include monthly events and academic, discipline and attendance data to keep our parents well informed.

A survey was conducted with teachers in the Spring to get their feedback regarding professional development and classroom resource needs. The survey also asks teachers for their feedback about how we can improve our instructional practices and school wide processes. The results of this survey were shared with ILT and School Site Council and used to modify school wide programs for the following year.

A summary of the teacher survey indicates that teacher need additional professional development on Small group Literacy Groups, Teacher Clarity and Write from the Beginning. The data indicated that there is a need to redesign the walkthrough feedback to be more streamlined and focus on Teacher Clarity and small group instruction. The teachers' survey also indicated that 50% of our teachers prefer PLC planning during school time and 50% of teachers want to meet their PLCs after school. Based on their response, PLC time will be scheduled both during school and after school to ensure that teachers have the opportunity to meet with their teams on a regular basis.

Classroom Observations

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

Virtual and In-Person Classroom walkthroughs are conducted weekly at Oleander. The Principal and Assistant Principal visited the classrooms to observe the implementation of the A2i stations, Teacher Clarity, Write From the Beginning strategy, the Kagan Cooperative Grouping, and our PBIS program. We used our weekly classroom walkthrough data to plan our monthly professional development topics with our Common Core and EL Teachers on Assignment (TOA). Our TOAs created their schedule to plan the Professional Development (PD) and provide additional support for our teachers during the week. They provided sign-up sheets for teachers to attend one-on-one training or come to present lessons in the classrooms. In summary, over 98% of our teachers implemented the school-wide instructional practices in their classrooms, as measured by our walkthroughs and formal observations. Unfortunately, based on our TOAs' feedback, only a minimum number of teachers used the opportunity to reach out to schedule TOA support due to the Covid-19 restrictions and teachers' personal schedules.

Based on these findings, we need to plan and create a professional development master calendar that includes additional extra hourly time for teachers and schedule subs at least once every two months. Subs will be contracted to provide our teachers the opportunity to plan during the school day, to request TOAs support or to request one-to-one training.

Analysis of Instructional Program

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

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

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

Standards, Assessment, and Accountability	
Use of state and local assessments to modify instruction and improve student achievement (ESEA)	<p>Academic performance data indicates that our students at Oleander Elementary School made ELA growth by 18.2 points on the SBAC Assessment. Overall, Oleander students fall within the CA Dashboard's yellow performance indicator with a DFS of -24.2 points.</p> <p>Oleander teachers use multiple measures to ensure students learning is occurring. State, MAP, IAB, CFA's, and grade-level assessment results are used to analyze and discuss during the PLC process. Teachers use the four guiding PLC questions to identify the state standards that will be taught and how they will be assessed. Teachers plan the intervention and acceleration plan for students that will need additional support to meet their learning needs.</p>
Use of state and local EL academic performance and language development data to determine EL student and program needs.	<p>Based on the state and local data, progress is being made by our English Language Learners; 51.3% of students are making progress towards EL proficiency while 28.6% maintained their ELPI levels, and 20% decreased at least one ELPI level.</p> <p>A close view of the ELPAC domains shows the greatest need for Language Development in Listening and Reading.</p> <p>The ELPAC summative data is shared during the ELAC and staff meetings. The ILT discusses the findings with their PLCs and uses the data to plan designated and integrated ELD lessons.</p> <p>Currently, there is a need for teachers to monitor progress in Language Acquisition more frequently throughout the year.</p> <p>Oleander uses Winter MAP and data from Common Formative Assessment to monitor academic progress through out the year.</p>
Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the	<p>Oleander annually evaluates the progress toward accomplishing our program goals. The evaluation process begins with our School Site Council. In August, the team meets to analyze and discuss the end of the year attendance, academic and behavior data. During our first meetings of the year, all members are updated on the progress towards meeting goals. The School Site Council asks questions and provides comments throughout the evaluation process.</p>

Standards, Assessment, and Accountability

<p>needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>The principal meets with the ELAC representatives to present the ELPAC information and gathers their input about the EL program. The ELAC team makes recommendations taken to the SSC team to be considered when creating the new SPSA.</p> <p>Progress is monitored through monthly SSC, ELAC, and staff meetings where school, district, and state assessment data is shared. Also, both SSC and ELAC are updated on the progress of programs and services initiated with Title I money, allowing them to guide decisions that address low-achieving students' needs and those at risk of not meeting academic standards.</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>Evaluating the progress of EL program goals is ongoing through monthly analysis at SSC and ELAC meetings.</p> <p>Data is also shared with parents through other forums such as Bear Chat, PTA meetings, and our school website.</p> <p>Teachers regularly analyze EL data through the PLC process in collaboration with the EL TOA. This analysis helps in evaluating if actions/services are positively impacting the EL population, and if not, the SSC team modifies the actions and expenditures necessary to improve the programs.</p> <p>The admin team also works with the district EL department to improve our deficient areas of ELD instruction.</p>

Identified Needs based on Findings:

- English Learners need greater exposure to vocabulary, phonics and phonemic knowledge, and other language development skills.
- English Learners need additional time to practice their listening and literacy skills during the designated and integrated ELD instructional blocks.
- Teachers need professional development to differentiate instruction in Language Arts and Math.
- Teachers need professional development to meet the listening and literacy skills of English Learners.
- Teachers need planning time to create effective lessons that include all the components of literacy development, language development and math skills.
- Students and teachers need supplemental resources and tools to support literacy acquisition, language development and math skills.
- Parents need opportunities to attend parent workshops to promote early literacy and math skills at home.

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Grade level teachers engage in structured PLC's to analyze data and create Learning Targets and Success Criteria. While in PLC's, Teachers collaborate to choose Common Formative Assessments and backward map out their planning for the next six weeks. Teachers use planning days to collaborate on strategies that provide students with equitable access to the core curriculum.</p>
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Staffing and Professional Development

	<p>Professional development is provided to our Grade K-3 teachers through our Teacher on Assignment, as well as our Literacy Outcome Specialist from Learning Ovations. These teams are working to ensure blended learning gets implemented in our A2i classrooms. The United to Read program focuses on the foundational skills students must have to ensure they are grade-level readers by 3rd grade.</p> <p>Professional development is provided to all teachers in all core areas through our Teacher on Assignment, district office presenters, paid presenters from Write from the Beginning, and our master teachers help address the deficiencies in all core areas.</p> <p>Oleander will continue to use all State and District matrices to analyze and support staff and student learning.</p>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>Ongoing coaching is provided by the Teacher on Assignment (TOA) in literacy.</p> <p>Oleander Elementary teachers in grades K-3 also benefit from ongoing coaching and professional development in A2i from our Literacy Outcome Specialist with Learning Ovations (United 2 Read program) and our TOA.</p> <p>Along with providing support to our literacy program, Oleander’s TOA provides ongoing coaching in staff meetings on teacher clarity (developing appropriate learning targets and success) and technology initiatives, i.e., Nearpod. The TOA works closely with PLC’s to choose and analyze Common Formative Assessments (CFA) data, district data, A2i data, and to support the development and implementation of common lessons.</p> <p>Our English Language TOA provides ongoing coaching and support to teachers in Designated and Integrated ELD.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Oleander teachers participate in grade-level Professional Learning Communities (PLC's) focusing on teacher clarity. PLC's meet regularly to analyze math and literacy data (CFA's, SBAC, MAP, A2i, IAB's), unwrap standards, create standards-based common lessons that align with assessment data, develop learning targets and success criteria, and collaborate with the TOA. Teachers were given one PLC time per month to conduct their Student Intervention Team (SIT) meetings to support students who need to be targeted measurable interventions to grasp grade-level curriculum.</p> <p>Kindergarten through Third Grade teachers also had additional professional development with our Literacy Outcome Specialist and TOA regarding A2i implementation and blended learning strategies.</p> <p>Grade level PLC's also participated in Common Formative Assessments (CFA) backward mapping and data analysis for three common formative assessments. The TOA along with the administration, helped facilitate these meetings. PLC's were provided time to draw conclusions from common data and create common lessons across the grade level.</p>

Staffing and Professional Development

Identified Needs based on Findings:

- Teachers need weekly time to meet with their grade level PLC's.
- Teachers need continued coaching and professional development on technology implementation, teacher clarity, differentiated instruction, and CFA analysis.
- Teachers need extra time during school and outside of the school day to meet as a PLC to design highly engaging standards-based lessons that include Learning Targets and Success Criteria.
- K-3 Teachers need continued coaching from Learning Ovations to continue to implement A2i and blended learning
- Teachers need more professional development in implementing designated and integrated ELD.
- Teachers need supplemental materials and resources to promote early literacy skills in K-3 classes.
- Teachers need supplemental materials and resources to increase clarity through differentiated instruction in Math and Literacy.

Teaching and Learning

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

Teachers use the Wonders curriculum in language arts and My Math curriculum for mathematics. Teachers use the district's curriculum guides and pacing guides/units of study to create their lesson plans. Our TOA provides lesson design coaching to all teachers. The admin team meets with the TOA each week to review walkthrough data and plan professional development based on the observations.

The FUSD Teaching and Learning department provides professional development in online curriculum support in language arts and math during staff meetings. Accelerated Reader and Flocabulary are additional resources that are aligned with state standards. Write From The Beginning manuals were also provided for teachers to support students' literacy skills.

The following is the list of the curriculum, instruction, and materials that Oleander uses to align content and performance standards:

- CA Common Core state standards
- Wonders ELA curriculum
- My Math Curriculum
- Write From The Beginning
- Kagan Cooperative Learning
- Accelerated Reader
- Flocabulary
- Lexia
- Pathblazer
- A2i Blended Learning Stations

Teaching and Learning

	<p>small group instruction Manipulatives</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>The admin team works closely with Teaching and Learning and library services to ensure that we have the appropriate standards-based written and digital instructional materials for all student groups. The following standards-based instructional materials are available for all students:</p> <ul style="list-style-type: none"> • Wonders textbooks, workbooks, and consumables • My Math textbooks, workbooks, and consumables • Accelerated Reader • Pathblazer • LEXIA • MobyMax • Literacy Pro • instructional manipulatives, and all other Wonders and My Math materials

<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Teachers need professional development on Teacher Clarity, Literacy Development, Write from the Beginning and on Integrated and Designated ELD strategies. • Teachers and students need increased access to instructional technology and supplemental software to differentiate instruction • Teachers need supplemental resources and tools to increase student understanding of content through differentiated instruction in all K-5 grade classes. • Teachers need supplemental resources and tools to promote early literacy skills in K-3 classes. 	
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Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>Oleander Elementary School is committed to providing a rigorous instructional program to enable underperforming students to meet their grade-level standards. Teachers are offered instructional assistance and support to provide an effective instructional program to increase student achievement.</p> <p>Our school Instructional Leadership Team (ILT) decides on the school-wide instructional focus each year based on our annual, state, district, and site data. The ILT team leaders meet with their PLCs each week to plan the lessons based on our school-wide focus. Our focus was on improving teacher clarity, writing, and cooperative student engagement based on our data.</p>
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Opportunity and Equal Educational Access

	<p>Our teachers are provided professional development, safe practice, collaboration time, one-on-one support, observation opportunities, and PLC data protocols to effectively implement teaching and learning strategies that impact all student groups.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<ul style="list-style-type: none"> • ELA Distance From Standard (DFS): All Students (-24.2), EL (-28.2), Students with Disabilities (-95.6) • Math Distance From Standard (DFS): All Students (-32.4), EL (-33.3), Students with Disabilities (-108.7) <p>These data points indicate that there is a slight disparity in academic achievement for EL students and a significant disparity in academic achievement for Students with Disabilities.</p> <p>The following is a summary of the root causes of the disparities between student groups:</p> <ul style="list-style-type: none"> • It is difficult to frequently assess students' reading comprehension levels to provide differentiated instruction and intervention. • Teachers have limited knowledge about designated and integrated ELD strategies • Teachers have limited knowledge about Special Education and intervention strategies • Teachers have limited knowledge on how to differentiate instruction to meet the needs of all students • Students have limited resources. They need technology and software resources to complete individualized online programs to improve their literacy development.
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>The following actions/services were effective due to the overall level of implementation:</p> <ul style="list-style-type: none"> • Teachers are provided with professional development, PLC planning days, and TOA coaching to plan, analyze data, and create effective lessons to ensure that students have equal access to the core and provide priority standards. • Teachers also work on incorporating A2i small group instruction and Kagan Cooperative Learning groups to ensure maximum simultaneous interaction and student engagement. • Common Formative Assessments (CFA) planning and data analysis • Instructional Leadership Team (ILT) Internal Walks to evaluate our school's Key Instructional Practices • Parent engagement opportunities that promoted our school's Key Instructional Practices and PBIS framework <p>The actions/services were least effective due to partial implementation:</p> <ul style="list-style-type: none"> • Provide extended learning opportunities (partially implemented) – The afterschool intervention program did not occur due to the unavailability of our teachers and the Covid-19 closure.

Opportunity and Equal Educational Access

- Provide professional development in EL strategies to build academic vocabulary (minimally implemented)- Additional training is needed to ensure that our teachers understand the language and academic needs of our English Learners.

Based on the ELPAC and CAASPP Data, we will need to continue to develop actions and services that meet the needs of our English Learners and our Special Education groups.

Identified Needs based on Findings:

- English Learners need to develop the four Language Acquisition Domains, especially the reading and writing skills.
- Teachers need extra time to plan Designated and Integrated language acquisition lessons for our ELs.
- Teachers need more professional development to develop adequate language acquisition strategies that will be used during their Integrated and Designated ELD time.
 - The EL TOA needs to provide PD to include Language Acquisition strategies for Designated and Integrated ELD instruction.
- Teachers need professional development on strategies to support special education students and differentiated instruction.
- Students need more access to technology hardware and literacy development software.

Parental Engagement

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

- Oleander takes great pride in creating multiple opportunities for our families to support their child(ren’s) education.
- Back to School Night
 - SSC, ELAC, and PTA, PBIS Workshops for families
 - Parenting workshops
 - Incentives for parent attendance at all stakeholder meetings
 - Child care provided at all parent workshops
 - Family learning events (Literacy, Math, and STEAM night)
 - Family social events (Donuts for Dad, Muffins for Mom, Tea for grandparents, Father-Daughter Dance, and Mother-Son Dance)
 - School website
 - Social Media
 - Marquee

Identified Needs based on Findings:

Parental Engagement

- Provide parent workshops to include the following topics
Positive Behavior Interventions and Supports (PBIS) and Parent Empowerment
Strategies for EL student achievement
Supports for developing early literacy at home
- Provide a monthly newsletter to share attendance, achievement, and discipline data to keep our parents well informed
- Allocate additional teacher hourly to develop and facilitate community workshops/events
- Allocate printing and materials for workshop/events

Funding

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>We provided materials, resources and assessments to support small group stations to improve early literacy skills.</p> <ul style="list-style-type: none"> • Online software programs for vocabulary and reading comprehension • Instructional materials and organizational supplies
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>We provided additional time for PLCs to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they are already learned? What will we do when they have not learned? and to plan and develop Units of Study to provide effective and engaging reading comprehension learning experiences for students.</p> <ul style="list-style-type: none"> • Extra Hourly/Subs • Materials and Supplies for PLCs <p>• Laptops to use supplemental software programs</p> <p>• Early Literacy Software Licenses</p> <p>We provided Professional Development on how to teach reading.</p> <ul style="list-style-type: none"> • TOA • Books • Certificated Extra Hours • PD Materials & Supplies <p>We provided parent workshops to support Literacy at home.</p> <ul style="list-style-type: none"> • Translation Services • Teacher Hourly • Materials and Supplies • Laptops for parent workshops

Funding

Identified Needs based on Findings:

Based on our findings, Oleander needs to develop learning opportunities to include the following:

- Extended learning opportunities for students before or after school
- Professional development for staff to continue developing our school-wide focuses
- Increase the effectiveness of our EL monitoring services- revamping the Bilingual Aides schedules and schedule the EL TOA to
- provide by-weekly PDs on designated and integrated ELD strategies.
- Address literacy across all content areas.
- Increase parent engagement opportunities such as learning workshops and literacy development at home

Stakeholder Involvement

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

In March and April, School Site Council conducted the monitoring of the SPSA actions and services.

- Most actions were implement with the exception of tutoring due unavailable instructors.

In mid April, ELAC met to discuss the SPSA and made recommendations to SSC regarding services to English Learners. At the end of April, School Site Council determined which actions to continue, modify or discontinue based on the progress monitoring and the anticipated needs of students.

- Based on ELAC's recommendation, School Site Council added an action to support parent workshops and increase available technology so more parents can participate.
- Additionally, School Site Council wants to increase tutoring and utilize other instructional support providers to implement the services.

In May, School Site Council approved the 2021-2022 SPSA.

Identified Needs based on Findings:

- ELAC and School Site Council need the opportunity to participate virtually and in person 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.

The resource inequalities based on the results of our needs assessment are:

- Our English Learners have language and academic needs that are not being met. Oleander needs to work on ensuring that our ELs meet their annual ELPI and educational levels.

SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>The major areas of focus will be to provide the following services:</p> <ul style="list-style-type: none"> • Teacher access to the following professional development: • Teacher Clarity, differentiated instruction, literacy across all content areas especially in math, and reading to improve our schoolwide instructional practices • Strategies to improve students' receptive language during Designated and Integrated ELD. • Student access to the following services: • Differentiated instruction through supplemental resources, software and access to technology • Tier 1-3 Positive Behavior Intervention and Supports to promote social and emotional connections and decrease chronic absenteeism • PLC implementation to support instructional planning in all grade levels • Parent access to the following workshops: • Literacy at home • PBIS • Language Development Acquisition • Parent empowerment 	<p>Professional Development</p> <ul style="list-style-type: none"> • Teacher Clarity- Monthly, August - May • Differentiate Instruction- Weekly by TOA, August- May • Literacy across all contents- Weekly by TOA- August-May • Write From the Beginning- August
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ul style="list-style-type: none"> • High-quality instruction and intervention are essential components to engage students in deep learning in all core subject areas. Professional development is critical to improving the teacher's capacity to teach the core subject at adequate levels for all students to meet their learning goals. Also, surveys to identify our strengths and needs will be part of the professional development process to monitor our effectiveness throughout the year. • Use essential instructional practices in all classrooms such as Kagan Cooperative Structures, Write from the Beginning Writing Program, and Thinking Maps to support students in understanding the Common Core State Standards. 	<p>High Quality Instruction & Intervention- Daily August-May</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Teacher Clarity- Monthly, August - May • Differentiate Instruction- Weekly by TOA, August- May

	<ul style="list-style-type: none"> • Implement Blended Learning to allow students access to computers and opportunities to differentiate instruction. • Provide afterschool tutoring to reinforce students' learning of common core standards and close achievement gaps. 	<ul style="list-style-type: none"> • Literacy across all contents- Weekly by TOA- August-May • Write From the Beginning- August <p>Essential Instructional Practices- Weekly, August- May</p> <p>Blended Learning- Daily, August-May</p> <p>After School Tutoring- Four to six week sessions from October- February</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>The major areas of focus will be to provide students with:</p> <ul style="list-style-type: none"> • Supporting literacy across all content areas • Provide K-3 at-promise students with additional teacher-managed time through the use of the U2R reading program. • Provide uninterrupted time for at-promise students to receive additional instructional time in Reading and Math during Student Support Time and the Read 180 reading program. • Provide an uninterrupted ELD block for all EL students to ensure that we are meeting their Language Development needs every day. Provide primary language (L1) support services for EL students through integrated ELD. • Provide PBIS Tier 1-3 supports for students that are struggling in attendance and behavior which is impacting academics. • Use Behavior Support Plans for at-promise students in the Special Education Program and provide professional development for all new teachers to write effective Individualized Educational Plans (IEPs). 	<p>Supporting literacy across all content areas- Daily August- May</p> <p>Provide K-3 at-promise students with additional teacher-managed time through the use of the U2R reading program.- Daily August-May</p> <p>Provide uninterrupted time for at-promise students to receive additional instructional time in Reading and Math during Student Support Time and the Read 180 reading program.- Daily August-May</p> <p>Provide an uninterrupted ELD block for all EL students to ensure that we are meeting their Language Development needs every day. Provide primary language (L1) support services for EL students through integrated ELD.- Daily August- May</p>

		<p>Provide PBIS Tier 1-3 supports for students that are struggling in attendance and behavior which is impacting academics.- Weekly August- May</p> <p>Use Behavior Support Plans for at-risk students in the Special Education Program and provide professional development for all new teachers to write effective Individualized Educational Plans (IEPs). - As needed- August- 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)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-24.2	>= -9.2
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-32.4	>= -17.4
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.13 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.39	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.49 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	30%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> • Based on SBAC data, students need targeted instruction in Reading and literacy in all content areas that includes the following components: <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary Development • Comprehension strategies • Academic and content specific Language • Based on MAP data, our students need online tools and resources to develop their vocabulary, reading comprehension and literacy skills across content areas.
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	<ul style="list-style-type: none"> • Based on our teachers' survey, teachers need professional development to learn the five essential components of reading and literacy. • Phonemic Awareness • Phonics • Fluency • Vocabulary Development • Comprehension strategies • -Academic and content specific Language <ul style="list-style-type: none"> • Based on SBAC data, teachers need additional time to meet with their PLCs to focus on the 4 key questions and to plan Units of Study. <ul style="list-style-type: none"> • Based on our parent survey, our parents need training on ways to support their children's' Literacy development at home.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1A: Provide additional time for PLCs to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they are already learned? What will we do when they have not learned? and to plan and develop Units of Study to provide effective and engaging reading comprehension and math learning experiences for students. <ul style="list-style-type: none"> • Extra Certificated & Classified Hourly Pay/Subs • Materials and Supplies 	<ul style="list-style-type: none"> • Compiled lesson plans 	All Students	All Teachers	\$12,000.00	\$1,000
1B: Provide Professional Development on the components of teaching reading and math skills. <ul style="list-style-type: none"> • Consultants • Books 	<ul style="list-style-type: none"> • Compiled lesson plans 	All Students	TOA Teachers	\$5,000.00	\$5,000

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> • Extra Certificated & Classified Hourly Pay/Subs • PD Materials & Supplies 	<ul style="list-style-type: none"> • Teacher Surveys • Classroom visit data 				
<p>1C: Provide small group differentiated instruction in Literacy acquisition.</p> <ul style="list-style-type: none"> • Online tools and resources for vocabulary, reading comprehension and Math skills • Instructional materials and organizational supplies • Laptops to use supplemental software programs • Hourly Pay/Certificated & Classified/Subs • Instructional Software Licenses • Books/ Magazines/ Digital Resources 	<ul style="list-style-type: none"> • Software data • Classroom visit data 	All Students	Teachers	\$20,000.00	\$4,000
<p>1D: Provide one to one or small group tutoring to target students' skill deficits in Literacy and math skills.</p> <ul style="list-style-type: none"> • Additional Certificated/Classified Hourly Pay/Subs • Materials and Supplies • Printing 	<ul style="list-style-type: none"> • Entrance & Exit Tutoring Common Assessment 	<ul style="list-style-type: none"> • Scored 30th Percentile or below in MAP reading • Teacher recommendation 	Certificated and Classified Staff delivering the tutoring	\$9,000.00	
<p>1E: Provide parent workshops to assist parents in learning strategies to support Literacy and Math development at home.</p>	<ul style="list-style-type: none"> • Parent Survey 	Students of participating parents	<ul style="list-style-type: none"> • Vice-Principal 	\$5425.00	\$2,000

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> • Additional Certificated/Classified Hourly Pay • Translation Services • Consultant Fees • Materials and Supplies • Laptops for parent workshops • Printing 			<ul style="list-style-type: none"> • Community Aide 		
<p>1F - Implement PBIS Tier 1, Tier 2, and Tier 3 supports.</p> <ul style="list-style-type: none"> • Additional hourly pay for certificated and classified • PBIS software and resources • Positive Reinforcements • Flexible seating • Social emotional support items and curriculum • Campus signage • School Mural 	- TFI Data	<ul style="list-style-type: none"> • All Students • Tier 2 & Tier 3 Students 	<ul style="list-style-type: none"> • PBIS Team • Assistant Principal • PBIS Coaches • All Teachers 	0	15,046.73
Total Estimated Cost for This Goal:				51,425	27,046.73

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 reading and listening comprehension through strengthening academic vocabulary in all content areas.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-28.2	>= -13.2
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-33.3	>= -18.3
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.21 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.50	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.37 (Excludes invalid Fall 2020 K-1 results)	>= 0

Identified Need(s):	<ul style="list-style-type: none"> Based on SBAC results, our English Learners need to improve Language Arts and Math skills through strengthening academic vocabulary in all content areas. Based on MAP results, our English Learners need online tools and resources to improve their Language Arts and Math skills. Based on MAP results, teachers need professional development on building students' reading, listening and math skills. Based on the EL TOA surveys, teachers need TOA coaching and guidance to integrate reading, Language, and listening comprehension strategies into integrated ELD. Based on our teacher survey, our teachers need instructional materials and supplies to support Receptive Language Development.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1aA:-Provide Professional Development on building students' Language Arts & Math skills through academic vocabulary listening comprehension. <ul style="list-style-type: none"> • Additional Certificated hourly • PD Materials & Supplies 	EL TOA Surveys	EL Students	EL TOA	3,000.00	
1aB: Provide additional planning for teachers to integrate Language Arts & Math comprehension strategies into integrated ELD. <ul style="list-style-type: none"> • - Additional Certificated hourly 	PLC Planners	EL Students	Teachers	4699.00	
1aC: Provide differentiated instruction to support students' Reading, Writing, Listening and Speaking skills. <ul style="list-style-type: none"> • digital resources • Instructional Materials & Supplies • Instructional software • Additional Certificated/Classified Hourly Pay 	Curriculum Embedded Assessment	Students who: <ul style="list-style-type: none"> • Scored 30th Percentile or below in MAP reading • Teacher recommendation 	All Teachers Teachers that will provide after school tutoring	4,000.00	
1aD: Provide parent workshops to assist parents in learning strategies to support Literacy and Math development at home. <ul style="list-style-type: none"> • Additional Certificated/Classified Hourly Pay • Translation Services • Consultant Fees • Materials and Supplies • Laptops for parent workshops 	Parent Survey	All Students EL students	Teachers that will be providing the workshops Administrator	4,000.00	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:				15,699	

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of EIs: English Learners will demonstrate improved English language proficiency in their Receptive Language by developing their listening skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	51.3%	>= 54.3%

Identified Need(s):	<ul style="list-style-type: none"> Based on ELPAC data, our English Learners need support in listening skills to develop their receptive language. Based on teachers' lesson plans, teachers need additional planning time with the EL TOA to incorporate listening strategies into Designated ELD lessons.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1bA: Provide additional planning for teachers to incorporate listening strategies into Designated ELD lessons. <ul style="list-style-type: none"> Extra Hourly for Certificated/Subs 	Lesson Plans	All ELs	Teachers EL TOA	2,000.00	
1bB: Provide supplemental tools and resources to support Receptive Language Development. <ul style="list-style-type: none"> Online tools and resources for vocabulary and reading comprehension Instructional Materials & Supplies to support Reading and Listening skills 	Classroom Walkthrough	Emergent/Newcomer or All ELs	Teachers Bilingual Aides EL TOA	6,000.00	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:				8,000	

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	50.4%	>= 53.4%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-6.5	>= 8.5
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: 0.26 Fall 2nd to Fall 3rd: -0.09 Fall 3rd to Fall 4th: -0.37	>= 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: 37% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 39% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 22% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 27% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 29% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 12% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

Identified Need(s):	<ul style="list-style-type: none"> A2I data indicates that K-3 Grade students need support in Literacy to develop their receptive language and Literacy in all content areas. Based on A2i data, our K-3 Teachers need TOA guidance and coaching to plan Literacy Development lessons that will be delivered during the A2i Blended Learning Stations. Based on A2i data, our K-3 teachers need additional tools and resources to provide Literacy instruction to support at-risk students.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
2A: Provide additional planning opportunities and coaching for teachers to design lessons to	PLC Planning Documents	K-3 Students	K-3 Teachers & TOA	2,000.00	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
incorporate Literacy skills into the U2R Blended Learning Stations. <ul style="list-style-type: none"> Additional hourly for Certificated/Classified/Subs 					
2B: Provide differentiated small group instruction to target students' learning needs Reading, Writing, Listening and Speaking. <ul style="list-style-type: none"> Instructional Materials & manipulatives Furniture and organizational supplies to provide flexible seating for small group instruction. Printing and Copying Additional hourly for Certificated/Classified/Subs 	<ul style="list-style-type: none"> A2i Assessment Reports Classroom visit data 	K-3 Students	K-3 Teachers	17,000.00	3670.27
Total Estimated Cost for This Goal:				19,000	3,670.27

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1C: Provide small group differentiated instruction in Literacy acquisition.</p> <ul style="list-style-type: none"> • Online resources and tools for vocabulary and reading comprehension • Instructional materials and organizational supplies • Laptops to use supplemental software programs • Early Literacy Software Licenses 	All students	\$500,000.00	Principal and Teachers
<p>1B: Provide Professional Development on the components of Literacy development and Math skills.</p> <ul style="list-style-type: none"> • Consultants • Books • Certificated Extra Hours/Subs • PD Materials & Supplies 	All students	\$400,000.00	Principal, Teachers and TOA
<p>1A: Provide additional time for PLCs to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they are already learned? What will we do when they have not learned? and to plan and develop Units of Study to provide effective and engaging reading comprehension learning experiences for students.</p>	All students	\$200,000.00	Principal and Teachers
<p>1E: Provide parent workshops to assist parents in learning strategies to support Literacy development at home.</p> <ul style="list-style-type: none"> • Additional Hourly Certificated/Classified • Translation Services • Consultant Fees • Materials and Supplies • Laptops for parent workshops 	Students of participating parents	300,000.00	Principal and Community Aide
<p>1D: Provide one to one or small group tutoring to target students' skill deficits in Literacy.</p> <ul style="list-style-type: none"> • Additional Hourly Certificated/Classified 	3rd-5th Grade	\$200,000.00	Principal and Tutoring Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> Materials and Supplies 			

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$52,794
X	Title I, Part A: Carryover	\$41,330
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,356
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	\$30,717
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		124,841
Total amount of state funds spent (SUPC)		30,717
Total amount of federal funds spent (Title I)		94,124
Total amount of state and federal funds spent		124,841
Balance		0

School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Terry Ceja	Principal	Not-Applicable	Not-Applicable	1
Amy Barry	Classroom Teacher	2 Years	May 2021	1
Jessica Castillo	Classroom Teacher	2 Years	May 2021	1
Irma Ines	Classroom Teacher	2 Years	May 2022	1
Doris Sorto	Other Staff Member (Principal's Secretary):	2 Years	May 2021	1
Ana Carcamo	Parent/Community Member	2 Years	May 2022	1
Debi Hart	Parent/Community Member	2 Years	May 2022	1
Marylin Gutierrez	Parent/Community Member	2 Years	May 2022	1
Liliberth Espina	Parent/Community Member	2 Years	May 2022	1
Aided Marcial	Parent/Community Member	2 Years	May 2021	1

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

Name of School: Oleander Elementary School

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 Columba Gutierrez
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: 4/29/21.

Attested:

Maria Teresa Ceja M. Ceja 4/29/21
Typed name of School Principal Signature of School Principal Date

Debi Hart Debi Hart 4/29/21
Typed name of SSC Chairperson Electronic Signature of SSC Chairperson Date