

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Shadow Hills Elementary 36 67710 6108070		SSC Approval Date: May 11, 2022
School Address	14300 Shadow Drive, Fontana, CA 92337		Local Governing Board Approval Date: Pending Board Approval June 8, 2022
			Original
Name of Principal	Joel Avina	Phone # and Email	(909) 357-5750, Joel.Avina@fusd.net
Name of SSC Chairperson	Derek Cohen	Phone # and Email	9093575750, coheda@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

The community of Shadow Hills Elementary School works collaboratively to ensure that every student is prepared for college, career and life; carrying out its collective mission to place all students on a trajectory of success. Our motto is: A University Education Begins Here at Shadow Hills Elementary. In addition, we support the mission of the Fontana Unified School District, "... to graduate all students prepared to succeed in a changing world." In support of our vision and mission, Shadow Hills Elementary School is prepared to:

- Increase student academic achievement
- Provide a positive and safe learning environment
- Ensure students attend school daily and on time

SCHOOL AND COMMUNITY PROFILE

Shadow Hills Elementary School serves approximately 411 students from kindergarten through fifth grade. The ethnicity of our K-5 student population is 86.6% Latino, 5.8% African American, 5.4% Caucasian, and 0.5% other. English Language Learners comprise 24.6% of the student population. All students receive free and reduced lunches and breakfasts.

All Shadow Hills families are encouraged to become actively involved in their child's education. Coffee with the Principal (CWP) meetings are held monthly to provide parents with information about student learning, the school in general, the district, and community programs and resources. This is also an opportunity for parents to ask questions and share comments about the school. Before parents visit classrooms on Back to School Night, the principal holds a brief informational meeting with them. At the annual Title I parent meetings, information is shared about this program, including assessment data and how we plan to ensure all students achieve grade level standards. Throughout the year, parents are invited to attend workshops on a variety of topics and community events, performances are completed on a regular basis. Parents are also encouraged to become involved in school decision-making by participating in the English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site-Council (SSC).

Shadow Hills Elementary continues to implement supplemental programs during the school day and as part of extended learning opportunities to differentiate instruction. Such programs are System 44, Read 180, Accelerated Reader (AR) Program and LEXIA. Additional enrichment opportunities such as choir and band are offered to fourth and fifth grade students and STEAM robotics enrichment lessons are provided to all students in grades k-5. A forty-minute block of English Language Development (ELD) instruction is implemented daily in every classroom. For our students identified through testing to participate in Gifted and Talented Education (GATE), a Visual and Performing Arts (VAPA) program is provided to 2nd – 5th grade students.

SPSA HIGHLIGHTS (bullet points)

- * Students are provided targeted writing skills development through Write from the Beginning
- * Extended Learning Opportunities/Tutoring will continue to be provided as these have been successful
- * Professional Learning Community (PLC) and Professional Development (PD) additional planning time for all grade level teachers

SCHOOL BACKGROUND

INCREASED OR IMPROVED SERVICES
(bullet points)

Professional Development Opportunities for Teachers:

- Additional hours for teachers to participate in Professional Learning Communities
- Training in Write from the Beginning - Response to Text

Extra-Curricular Opportunities:

- Extracurricular will be extended to all K-5 students:
- Programming/Coding activities via classroom lessons and lunch recess opportunities.
- Maker Space (STEAM) activities presented via classroom lessons and library opportunities.
- VAPA activities presented via assemblies and classroom lessons.

- After School VAPA Clubs extended to students via invitation to participate.
- VAPA Art Club/Painting presented to 3rd – 5th grade students.
- VAPA Guitar Club presented to 3rd, 4th and 5th grade students.

- STEAM - Engineering
- Students will participate in Engineering instruction
- Students in grades K-5 will participate in an after school intensive STEAM program

Global Communication Academy:

- Increase in student opportunities to improve global communication skills, research skills, writing skills utilizing Thinking Maps and Write from the Beginning, presentation skills and utilization of software technology following the Common Core Standards. Classrooms will participate in Virtual Field Trips and Expert Interviews.

MOONSHOT

Shadow Hills Moonshot Statement:

To promote Global Communications where all students have autonomy and agency in their classrooms. Students will effectively develop 21st century skills by focus on the four C's of education—communication, collaboration, critical thinking and creativity. Students will have the opportunity to develop skills to effectively communicate and collaborate with their peers and/or adults in their classrooms via class activities, research projects and presentations, as well as, global communications via Teams Virtual Field Trips and Expert Presentations. Students will engage in opportunities that allow for critical thinking and creativity that call for students to demonstrate effective oral and

SCHOOL BACKGROUND

auditory communication skills, as well as, communication in written form. Evaluation of moonshot will take part in production of student work samples, research projects and presentations, as well as, observational form.

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.

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
411	78.6	24.6	1.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	101	24.6
Foster Youth	6	1.5
Homeless	3	0.7
Socioeconomically Disadvantaged	323	78.6
Students with Disabilities	51	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	5.8
American Indian or Alaska Native		
Asian	3	0.7
Filipino	4	1.0
Hispanic	356	86.6
Two or More Races	2	0.5
Native Hawaiian or Pacific Islander		
White	22	5.4

These data points indicate:

1. These data points indicate that the majority of the student population is Socioeconomically Disadvantaged.
2. These data points also indicate that almost a third of the student population is identified as English Learners.
3. These data points, additionally, indicate that 12.4% of the student population is identified as 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



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Orange

These data points indicate:

1. These data points indicate that student academic growth in English Language Arts was not as great as the growth in Math. Thus, the "Yellow" category in English Language Arts and the "Green" category in Math.
2. These data points also indicate that, although there are very few overall suspensions, there was a very minimal increase in them.

School and Student Performance Data

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

Academic Performance English Language Arts

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

Lowest Performance



Red



Orange



Yellow



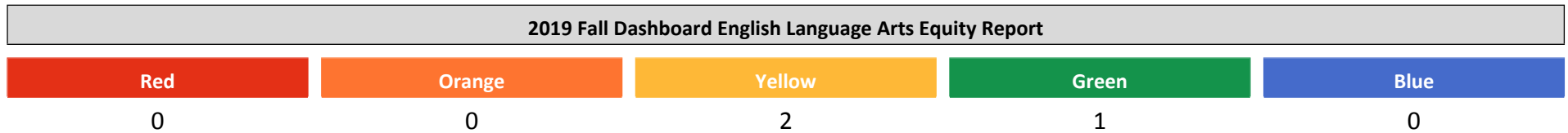
Green



Blue

Highest Performance


This section provides number of student groups in each color.



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

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

All Students



Yellow

1.7 points below standard

Declined -8.1 points

196

English Learners



Green

11.9 points above standard

Increased ++3.9 points

78


Foster Youth


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5


Homeless


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Socioeconomically Disadvantaged



Yellow

2.7 points below standard

Declined -6.5 points

173









Students with Disabilities


No Performance Color

76 points below standard

Maintained ++0.7 points

20

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color 13.1 points below standard Declined Significantly -20.1 points 14</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 3</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>
<p>Hispanic</p>  <p>Yellow 1.3 points below standard Declined -6.7 points 165</p>	<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 8.6 points below standard 11</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>34.6 points below standard Increased ++14.4 points 37</p>	<p>Reclassified English Learners</p> <p>53.9 points above standard Increased ++12.2 points 41</p>	<p>English Only</p> <p>13.4 points below standard Declined -13.7 points 113</p>

These data points indicate:

1. These data points indicate that although the Reclassified English Learners demonstrated considerable growth in English Language Arts, the English Only students declined by 13.7 points in Distance From Standard.

2. These data points also indicate that although Current (2019) English Learner students increased by 14.4 points in Distance From Standard, they are still 34.6 points below standard.

School and Student Performance Data

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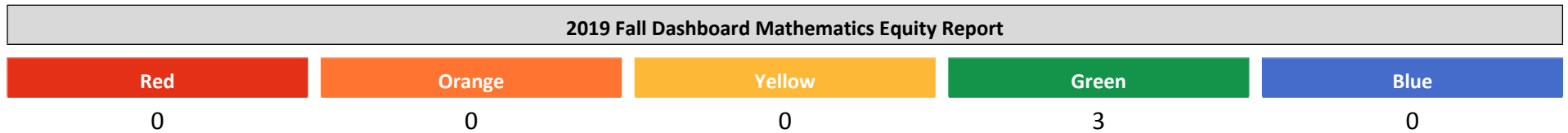
A review of the following data informs the comprehensive needs assessment.

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
 Green 20.7 points below standard Increased ++5.4 points 196	 Green 16.2 points below standard Increased ++8.5 points 78	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 22 points below standard Increased ++7.1 points 173	 No Performance Color 88.2 points below standard Increased ++3.1 points 20

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 20.6 points below standard Maintained -2.4 points 14		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 21.2 points below standard Increased ++6.5 points 165			 No Performance Color 24.3 points below standard 11

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
49.1 points below standard	13.5 points above standard	25.4 points below standard
Increased Significantly ++17.7 points	Increased ++13.4 points	Increased ++3.4 points
37	41	113

These data points indicate:

- Although the Current (2019) English Learner students increased by 17.7 points in Math, they are still 49.1 points below standard.
- English Only students increased by 3.4 points. However, they are still 25.4 points below standard.

School and Student Performance Data

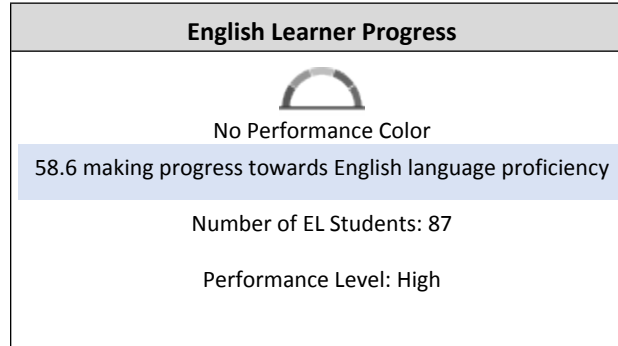
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A review of the following data informs the comprehensive needs assessment.

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
24.1	17.2	10.3	48.2

These data points indicate:

1. Almost a quarter of our English Learner students decreased an ELPI Level which means they are not making progress towards language proficiency.
2. Thirty-six students maintained or decreased an ELPI Level. Out of those, thirteen of our English Learner students are Long Term English Learners.

School and Student Performance Data

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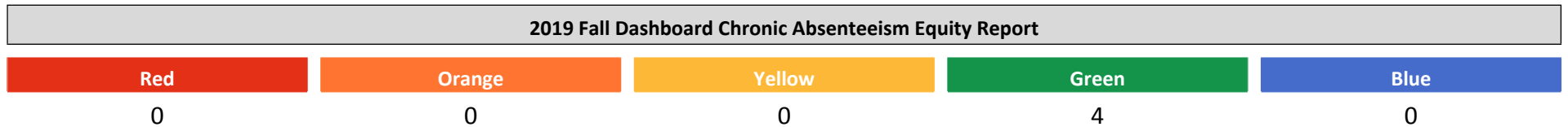
A review of the following data informs the comprehensive needs assessment.

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 6.4 Declined -1.3 408	 Green 3.4 Declined -3.3 116	 No Performance Color 13.3 Declined -2.1 15
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 6.9 Declined -1.8 348	 Green 5.5 Declined -3.6 55

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.4 Declined -13.4 27	 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 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.3 Declined -1.7 342	 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 1	 No Performance Color 19 Increased +13.5 21

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	424	29	6.9
Female	193	13	6.8
Male	231	16	7.0
American Indian or Alaska Native	0	0	0.0
Asian	4	0	0.0
Black or African American	24	1	4.2
Filipino	4	0	0.0
Hispanic or Latino	369	25	6.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	2	0	0.0
White	21	3	14.3
English Learners	108	2	1.9
Foster Youth	6	0	0.0
Homeless	5	1	20.0
Socioeconomically Disadvantaged	334	26	7.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	62	10	16.7

These data points indicate:

1. Chronic absenteeism rates for all students as a whole increased by half a percentage point.
2. Student Chronic Absenteeism attendance rates for Students with Disabilities are more than double than the All Student Group.
3. Our African American and English Learner student groups are trending in the right direction, compared to their 2019 rates.

School and Student Performance Data

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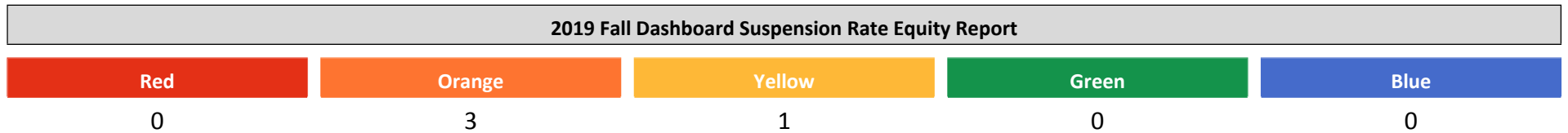
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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









This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 <p align="center">Orange 1.7 Increased +0.8 416</p>	 <p align="center">Orange 1.7 Increased +0.9 117</p>	 <p align="center">No Performance Color 12.5 Increased +12.5 16</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>	 <p align="center">Orange 1.7 Increased +0.6 353</p>	 <p align="center">Yellow 1.8 Maintained 0 55</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.6 Increased +3.6 28	 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 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.1 Increased +0.3 349	 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 1	 No Performance Color 0 Declined -5.6 21

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	1.7

These data points indicate:

1. The school wide suspension rate increased by 0.8 from 2018 to 2019.
2. Although this is a very small increase, Shadow Hills, has focused on improving school culture and collaboration with families in order to bring down the rate.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.64 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.94
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.99 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Percent of students that used Accelerated Reader Program	82%
Site Specific Measures: Classrooms with Learning Targets & Success Criteria	100%

These data points indicate:

Schoolwide, there is a greater percentage of students scoring in the bottom two performance bands in math than in reading. The most significant needs to accelerate learning in Math are at grades 2-5 with fourth grade needing the most support.

While there are no significant differences in performance between male and female students, there are ethnicity and program groups that demonstrate significantly higher percentages of students in the lowest achievement band compared to the All Student Group.

Groups that need additional supports and intervention in both Math and Reading include African American, English Learner and Students with Disabilities.

- Goal Areas (i.e. subject domains) where students need the greatest growth and support are Informational Text for reading and both Measurement & Data and Geometry for math.
- 4th Grade students are the lowest performing grade level for every single goal area in both reading and math.

When looking at growth from Fall 2020 to Fall 2021, it is clear that distance learning significantly hindered student growth in both reading and math, although more significantly in math.

Schoolwide, every single grade level and student group made less than one year of growth and increased the gap with the national norm in both reading and math, except for grade 5 in reading.

English Learners and Students with Disabilities were the two student groups with the least amount of growth.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.60 (Excludes K-2 due to invalid Fall 2020 results)

Academic Data – English Learners (EL)	
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.05
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.30 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Percent of EL students that used Accelerated Reader Program	75%
Site Specific Measures:	

These data points indicate:

All students demonstrated very low growth in all subject areas. The growth for English Learners in math was significantly lower than the all student group, increasing the achievement gap. Additionally, our English Learner CGI must increase to a minimum of 0.4 in order for our students to close the achievement gap.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 23% Level 3: 29% Level 2: 38% Level 1: 10%
2020-2021 ELPAC Listening Domain: % by Performance Level	31% - Well Developed 59% - Somewhat/Moderately Developed 9% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	40% - Well Developed 53% - Somewhat/Moderately Developed 7% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	15% - Well Developed 55% - Somewhat/Moderately Developed 30% - Beginning Development

Language Acquisition Data – English Learners (EL)	
2020-2021 ELPAC Writing Domain: % by Performance Level	22% - Well Developed 53% - Somewhat/Moderately Developed 25% - Beginning Development
Site Specific Measures: Tutoring Growth ELD/Reading: EL Tutoring Group - Percent of Student that improved from Pre Test - to - Post Test	88 %
Site Specific Measures:	

These data points indicate:

Written language and Reading are the greatest areas of need across all grade levels and student groups when looking at Overall scores for ELPAC performance. The Domains with the greatest percentages of "Beginning Development" levels are in Reading and Writing. EL students are most "Well Developed" in Speaking and Listening.

In looking at ELPI progress by grade-level, none of our current fourth graders made progress toward English Proficiency from second to third grade. Nearly three quarters of all other grades made progress during that same time period. The majority of the students who are decreasing an ELPI Level are in level 3. This is the group of students who will be receiving tutoring support.

We met our goal of 88% for ELD growth within our tutoring program. This data tells us that with additional supports, our students are able to master language skills they are having difficulty with. Our next steps are to continue to work on these targeted language skills both during the day and via our tutoring programs. We will definitely continue with our tutoring program.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	20%
Site Specific Measures: Average Number of Parents Attending Parent Workshop	45
Site Specific Measures:	

These data points indicate:

The participation rate for this survey (20%) is slightly below the district goal of twenty-five percent (25%). This is a decline of 22% from the prior year. Families encountered challenges due to current circumstances (pandemic) as well as having to complete multiple surveys around the same time. There will be a concerted effort on improving the response rate for next year.

An average of 45 parents/family members attend our parent workshops. One of the strategies we used to increase parent/family attendance was having children perform a song prior to the workshop.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.11 Fall 3rd to Fall 4th: -1.04
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 36% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 44% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 41% 24-25 3rd Gr. Cohort (21-22 Kinder): 14%
Site Specific Measures: Classroom Visit Data (Percent of Classrooms Consistently Implementing Small Group Instruction in Reading)	81 %
Site Specific Measures:	

These data points indicate:

Current third and fourth grade students made less than a year's growth in Reading. More than a third 36% of third graders, 44% of second graders, 41% of first graders are at risk of not being at grade-level in Reading. This indicates that we need to strengthen our instruction in early literacy in all grades K-3. Additionally, there is a strong need for early intervention in early literacy for students in grades first and second. Eighty percent (81%) of classrooms are demonstrating use of Small Group Instruction. Our goal is to move to 100% with additional professional development and continual classroom observations.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

Behavior

Site Specific Measures:

These data points indicate:

ELD Evaluation

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

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

Integrated ELD instruction has been implemented effectively for about half of English Learner students at Shadow Hills Elementary. This implementation is a continuous work in progress as our English Learner students demonstrate a need for refinement. Teachers at Shadow Hills have used the adopted Wonders ELA curriculum which includes supports and scaffolds for ELA/ELD. Our teachers used the following strategies to support EL’s during core instruction; response frames, sentences frames, Thinking Maps, Write from the Beginning, Productive Partnering, vocabulary strategies, and previewing of lessons. Our Bilingual Aide works with small groups of students for additional support after the classroom teacher provides CORE instruction (reading and math) and provides language production support via small groups. In Math, similar strategies are employed but teachers use small group instruction to differentiate learning for all students with conceptual understanding of math. In addition, our teachers consistently use manipulatives to support abstract math concepts. Based on ELPAC results, 58.6% of our English Learners at Shadow Hills are making progress towards English Language proficiency compared the 48.3% of English Learners in CA.

With the distance learning/teaching platform, principal visited each classroom once weekly to observe Integrated ELD. Classroom walkthrough observational data indicate that teachers at Shadow Hills integrated the use of Thinking Maps, Productive Partnering Routines, sentence frames and increased rigor of critical thinking questions to increase practice opportunities for English Language learners in building language skills during CORE instruction. Students were observed talking with partners in complete sentences. One area in which teachers may need to continue to refine their skills is in being explicit in the language tasks matching the rigor of the content standards and assessments. The teaching/learning areas of focus are also implemented throughout the day in other content areas.

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

Designated ELD has been partially effective. For Designated ELD we organized students in leveled groups and provided them with targeted instruction in language acquisition. According to the English Learner Progress Indicator, 58.6% of our English Learners are making adequate progress. Additionally, specific data disaggregated by domain indicate that there is a need for refining instruction in organizational skills, summarization skills, writing skills and retelling skills. During distance learning, principal visited Designated ELD instruction in classrooms once a week. Observations indicated that students need more supports in the areas mentioned above.

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.

Teachers Need:

- * Additional professional development in Integrated ELD Lesson delivery including summarization, organization and writing skills; including skills learned from programs such as Path to Proficiency
- * Additional professional development in Designated ELD Lesson delivery in summarizing a science, history or other core presentation and retelling it as well as writing it
- * Additional professional development in language tasks matching the rigor and type from the ELD standards and state assessments
- * Additional hours in order to implement a tutoring program for English Learners requiring additional support on top of the school day

Students Need:

- * Targeted instruction in summarization, organization, and writing skills
- * Targeted instruction in summarizing a science, history or other core presentation and retelling it as well as writing it
- * Targeted instruction in language tasks matching the rigor and type from the ELD standards and state assessments
- * Additional support in the form of additional hours/tutoring in order to master the skills of summarization, writing, and retelling

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>The annual parent climate survey data from 2021-2022 indicates a decline in participation in all domain areas from 2020-2021. The year prior, the response rate was 22%. For the 2021-2022 schoolyear, the rate was 20%; which means that we did not meet the district goal of 25%. Particular areas of need identified include the Learning Supports and Adult Participation domains. In 2020-2021, fifty percent (50%) of parents indicated a positive perception of Learning Supports compared to eighty-eight percent (88%) last year. For Adult participation, seventeen percent (17%) of parents indicated they participated in a school meeting/teacher conference compared to eighty-six percent (86%) the previous year. This indicates a need to focus on reengaging families and providing an environment where students and parents feel supported.</p> <p>The student climate survey was administered in 2021-2022, participation rate was (76.3%). Supportive relationships were in the top three positive responses at 90% favorable. This data indicates that students feel that they have an adult from school they can count on. The teacher-student relationships also ranked high; it was 79% favorable. Students indicated that they were excited to come back to in-person learning and that the teacher is very respectful towards them. The next strength is in inclusion efforts which ranked 76%. Students expressed that adults at the school teach them to take responsibility for their actions.</p> <p>An area of opportunity is in Learning Opportunities with 38%. Students feel that they need more opportunities to decide on class and school activities. The next area of opportunity is Other Risks with 50% of students marked that once in a while or almost never, had they felt sad in the last year.</p> <p>The Student SEL Survey came in at a response rate of 83.3%. Supportive relationships came in at a positive of 87%. This is where students expressed that they knew someone at school or at home that they could count on. The next positive are was the area of a sense of belonging. It came in at 78% which is the highest increase of any area. In this area, students indicated that they did indeed receive support at school. There was a 12% increase, compared to the year before.</p> <p>An area of opportunity is the area in emotion regulation. It came in at 50%. This is where students are needing support in regulating their emotions. The next area of opportunity is the area of self efficacy. It came in at 55%. Although this demonstrates an increase of 5% from the year before, it is an area to work on.</p>

Analysis of Qualitative Data	
	Informal surveys of teachers indicate a desire to continue with existing professional development focused on writing with Write from the Beginning as our main program.
Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	There are two areas of focus for the 2021-2022 school year. The first was creating lessons with Learning Targets, Success Criteria, and the reason for learning these targets or the "Why?" The second area of focus was the implementation of an organizational skills/writing program in the "Narrative" genre. Principal observed classroom instruction four times a week. Through observations and student work, it is evident that teachers are using the organizational/writing skills strategies. It is evident that Learning Targets and Success Criteria continue to be a focus for teachers when creating lessons. Based on the observations, an area of need would be to include more teaching and learning scaffolds for the writing. The next step would be to bring more focus, in our professional development, into providing these such scaffolds.

Analysis of Instructional Program	
<p>The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:</p> <ul style="list-style-type: none"> • Not meeting performance goals • Meeting performance goals • Exceeding performance goals <p>Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.</p>	

Standards, Assessment, and Accountability	
Use of state and local assessments to modify instruction and improve student achievement (ESEA)	Teachers and principal met five times during the year to discuss and analyze assessments such as MAPS and other teacher created common assessments. Teachers collaborate on how to modify instruction in order to better meet the needs of the students. Teachers also met weekly in Professional Learning Communities to create grade-level common assessments, analyze results from these common assessments, and create lesson plans with instructional modifications to better student results. Teachers analyzed common assessment results in order to reteach and/or come up with additional strategies to teach the concepts students were not mastering. Teachers worked on these during their work day as well as after their work day. They were provided with ten (10) additional-pay hours for this purpose.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	The 2021-2022 year was a year for continued professional development in the area of English Language Development. Our English Language Development Teacher on Assignment trained our staff in specific language tasks. We initiated a tutoring program for English Learner students. Students were selected based on results from data with a focus on students who should

Standards, Assessment, and Accountability

	<p>have been already met criteria to be reclassified. Students at the beginning proficiency levels were also selected for the tutoring program.</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>Teachers met weekly to discuss, analyze data, and modify instruction to better meet the needs of students. Additionally, ten teachers who provided Extended Learning Opportunities met twice monthly to progress monitor to discuss how to modify instruction so that participating students achieve mastery of standards.</p> <p>The implementation of the SPSA is monitored through a checks and balances process involving site and district personnel. Under the organization and suggested timeline provided by district support staff, our School Site Council works on specific SPSA implementation and monitoring items on a monthly basis.</p> <p>Implementation and achievement data is presented to School Site Council and English Learner Advisory Council on a monthly basis in order to gather their input.</p> <p>Our English Learner Advisory Committee (ELAC) and our School Site Council (SSC) both were heavily involved in the monitoring, development and evaluation process of the SPSA. Our SSC updated its bylaws to allow virtual meetings so all members could participate.</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>A rigorous ELD Program Evaluation process was carried out. The process begins with student achievement data from ELPAC and data from local English Learner program assessments. Language goals were identified based on this data. Pre and post common assessments were developed based on them. Next, Learning Targets, Success Criteria, and the "Why" for them were created. Finally, engaging lessons with Key Instructional Practices (KIP) were created so that all students achieve mastery of standards. This process was repeated for one to two standards/skills at a time. This process is monitored by checking that each of the steps in the process is completed. This is done by the principal and EL Site Monitor. Our ELAC is also included in the evaluation and monitoring of these processes. ELAC provides input to SSC in order to modify any actions/services, delete them if they are not being successful, and include new ones.</p>

Identified Needs based on Findings:

- * Additional pay hours for teachers to continue to analyze state and local assessments to modify instruction and improve student achievement
- * Extended Learning Opportunities or a Tutoring Program for students who are demonstrating the most need based on the results from state and local assessments
- * Create and Implement Parent/Family Workshops in order to teach parents/families the skills where students are needing more supports
- * Refine Key Instructional Practices (KIPs) through professional development
- * Refine KIPs that diversify the modes of lesson delivery in order to increase student engagement
- * Strengthen instruction in reading/literacy foundational skills

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Staff development included a deep dive into content standards, the format and rigor of item types within assessments, and reflection on professional needs. Teachers identified a need to more fully understand the math standards from a more conceptual standpoint. Additionally there is a need to refine the instructional practices as they relate to the teaching of</p>
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Staffing and Professional Development	
	fractions in math. Teachers also identified a need to continue professional development in the writing program with a focus on "Response to Text".
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Our Teacher on Assignment (TOA) in English Language Arts and Math met weekly with teachers in order to mentor and coach teachers. The TOA presented at Staff Meetings student achievement data in ELA and Math. She also presented Key Instructional Practices and Strategies in Math and ELA. Finally, she taught and co-taught lessons in teachers' classrooms. TOA support was regular and ongoing.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Staff collaboration and grade level collaboration occurs during scheduled dates and times to provide time to evaluate data, establish goals, and target next action steps. Grade-Level Teams met on Wednesdays to analyze data and plan targeted instruction based on that analysis. Additional-pay hours were also provided for teachers to work on these collaborative efforts.
Identified Needs based on Findings:	
<ul style="list-style-type: none"> * Professional Development to more fully understand math fraction standards * Professional Development to identify and implement Key Instructional Practices in math fractions * Professional Development in how to teach students to explain their responses to solving math fractions problems * Professional Development - Continue Write from the Beginning writing program with a focus on "Response to Text" 	

Teaching and Learning	
Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:</p> <p>TK-5th grade My Math, McGraw Hill</p> <p>TK-5th grade Wonders, McGraw Hill</p> <p>TK-5th Social Studies Alive! TCI</p> <p>*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.</p> <p>Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.</p> <p>Teachers utilize differentiated instructional groups both during class and during Response to Intervention Time in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180,</p>

Teaching and Learning

	<p>System 44, WonderWorks, and Lexia. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p> <p>Supplemental Materials were also utilized: Thinking Maps and Write from the Beginning were utilized to support and insure alignment. Teachers used pacing guides with a focus on Learning Targets and Success Criteria.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.</p>
<p>Identified Needs based on Findings:</p> <p>Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.</p> <p>Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.</p> <p>Teachers need to continue to build expertise in creating learning targets and success criteria</p>	

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>All students had access to the core instructional program. All students participated in daily grade level tier 1 Multi-tier System of Supports (MTSS) at designated times during the instructional day where students were grouped by identified academic needs.</p> <p>General Classroom teachers provide regular and ongoing interventions for students not mastering grade-level standards.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Student groups with disparities are English Learners and Students with Disabilities. Although making good progress, students continue to demonstrate a need for additional academic supports.</p> <p>Performance data indicates that students are making progress in decreasing distance from standard in both ELA and Math, however, not all student groups are making the same amount of growth. In ELA and Math, despite the Students with Disabilities group making progress and decreasing the distance from standard, they are still performing lower than other student groups.</p> <p>Disparities in achievement have also been noted for our EL students, English Only students, and African American students. Root causes can be attributed to our Students with Disabilities having identified learning disabilities which cause more deficits and needing more individualized supports throughout the school day that are most effective when provided in a small group setting.</p>

Opportunity and Equal Educational Access

	<p>EL students are having to learn English while also learning their grade level content and not having support to learn academic vocabulary and foundational skills at home. English Only students not having access to high interest independent reading material to help improve their reading and comprehension skills. African American students' needs have been overlooked because they have never been a significant sub-group due to the population at this school; more attention must be given to identify the diverse needs of this growing student group.</p> <p>Although there was a 1.3% decrease in chronic absenteeism, it is still a root cause in the academic achievement disparities for all student groups because 6.4% of students are considered chronically absent.</p>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>There has been progress towards meeting the needs of all children, particularly the language and academic needs of English Learner students. Extended Learning Opportunities have been provided, specifically, for English Learner students as well as for students not meeting the state academic content standards. This year was the first year that semester 1 as well as semester 2, tutoring sessions have been provided.</p> <p>A comprehensive analysis demonstrates a need for ongoing professional development in the area of integrating language skills throughout all content areas and aligning the manner in which students are assessed to the ELPAC.</p> <p>ELL's continue to need added supports in reading foundational skills, writing strategies and math concepts - fractions. These supports include strategies such as front loading, tactile supports, etc.</p>

Identified Needs based on Findings:

- * Continue to provide intervention support for students via the Instructional Support Teacher
- * Continue to provide professional development for teachers
- * Continue the Student Intervention Team process and refine it
- * Develop differentiated instruction to improve writing and math achievement.
- * Students need support in the development of their organizational skills, summarization skills, writing skills, and math concepts skills
- * Students need support in the development of their reading comprehension skills

Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>There are numerous resources available to parents to support their students' education. Some of them include extended library hours before and after school, with added optional activities during lunch. Coffee with the Principal, which is a monthly parent meeting/workshop, includes training for parents on how to access the English Language Arts and Math curricula from home.</p> <p>At monthly ELAC meetings, workshops are provided for parents on topics such as the criteria for reclassification.</p>
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Parental Engagement

A parent workshop was offered on informational writing and how to cite resources.

Due to pandemic restrictions, evening and Saturday events were not offered this year.

Additionally, after school engineering programs were offered after school to all grade levels in alignment with the school focus of developing key life skills such as communication,

Identified Needs based on Findings:

- * Parents/Families need information on the standards/skills their English Learner students need to master in order to be reclassified as English Proficient
- * Parents/Families need access to information provided during SSC, ELAC, and PTO meetings to learn how to better support student progress and achievement and wellness.
- * Parents/Families need to know the standards/skills that their children must master and how these are assessed

Funding

Services provided by state and local funds that enable underperforming students to meet standards.	<p>General Fund & SUPC</p> <ul style="list-style-type: none"> * RSP Teacher worked with students with disabilities * Bilingual Aide provided support for students who are learning English. * Teachers provided tutoring for EL students to support language development.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	<p>Title 1</p> <ul style="list-style-type: none"> * Intervention Support Teacher provides literacy intervention support services for at-promise, K-5 students. * Data Analysis for the purpose of designing interventions and supports for at-promise K-5 students * At-promise, K-5 students received literacy intervention through after school tutoring. * Tutoring for at-promise K-5 English Learners * Certificated Additional Hourly for PLCs to focus on differentiated instruction, teacher clarity, Key Instructional Practices, Analysis of student assessment data to drive instruction * Provide workshops for parents/families of students in grades K-5 to teach them about the standards/skills that their children must master and how these are assessed to support the development of their children's skills in these areas * Provide a reading comprehension software program for grades K-5 to support the development of reading comprehension skills ** Instructional software and technology to support literacy/reading comprehension development * Provide additional professional development in a writing/organizational program - Write from the Beginning - Response to Text to improve students' skills in these areas * Provide additional professional learning community time, outside the work day, for teachers to continue to plan differentiated instruction to improve writing and math achievement

Funding

Identified Needs based on Findings:

- * Develop differentiated instruction to improve writing and math achievement
- * Provide small group instruction to improve writing and math achievement
- * Students need support in the development of their organizational skills, summarization skills, writing skills, and math concepts skills
- * Students need support in the development of their reading comprehension skills
- * Parents/families of students in grades K-5 need to know the standards/skills that their children must master and how these are assessed to support the development of their children's skills in these areas
- * Students need supports in Social Emotional Learning (SEL)

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 December, January and March, School Site Council conducted progress monitoring of the SPSA actions and services. School Site Council commented on how pleased they were that ELD Tutoring began earlier this year. They also were pleased that the district is providing student support through Paper Education. Parents commented on the high quality of tutoring.

In April, ELAC provided input on SPSA actions and services. They discussed the tutoring support English Learners are receiving and made recommendations for more tutoring.

In April, School Site Council and ELAC determined which actions to continue modify or discontinue based on the progress monitoring and anticipated student needs. School Site Council decided to continue with all existing actions and hiring a Tutor Monitor if sufficient funds are available.

In May, School Site Council reviewed and approved the 2022-2023 SPSA.

Identified Needs based on Findings:

- * Communication with parents/families utilizing multiple methods
- * Continue with virtual School Site Council meetings because it is easier for parents to attend

SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	<p>In their Professional Learning Communities (PLCs) Teachers will focus on clarity to identify learning targets and success criteria for math and language arts standards. More specifically, we will utilize the Common Core State Standards to determine learning progressions that will allow us to better differentiate instruction for students.</p> <p>Teachers will be provided professional development in the use of Standards Based lesson planning and Looking at Student Work protocols. Teachers will also be provided time to evaluate performance of all students on a regular basis.</p> <p>Additionally, teachers will participate in the Write from the Beginning - Response to Text to build expertise in the building blocks of organizational structures in topics, summarization, presentations and writing.</p>	Professional Learning Communities- Teacher Clarity Twice Monthly Aug 2022 - May 2023 Professional Development - Standards-Based Lesson Planning Monthly Aug 2022 - May 2023 Professional Development- Write from the Beginning Feb 2023
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>Teachers will be afforded additional time for the purpose of strengthening the academic program, increasing the amount and quality of learning time and providing and enriched and accelerated curriculum. Teachers will work in their Professional Learning Community (PLC) groups. They will work on target-skills lesson plans and activities to support student learning.</p> <p>Teachers will receive specialized support in math pedagogy. Increasing students' access to high quality materials including technology will enhance engagement and help to deepen their learning.</p> <p>*Renaissance Learning (STAR Reading and Accelerated Reader (AR)) will be purchased to support the desire to read and to monitor progress of reading comprehension and fluency.</p>	Professional Learning Community - Twice Monthly Aug 2022 - May 2023 Math Pedagogy - Monthly Aug 2022 - May 2023 Accelerated Reader- Aug 2022 - May 2023
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>Well prepared, targeted lessons that address the needs of students at risk of not meeting the challenging state academic standards is what teachers will be focusing on through the additional time they will be afforded.</p> <p>Instructional Support Teacher will provide intensive literacy instruction to identified tier 3 students.</p>	Lesson Planning - August 2022- May 2023 IST Daily Aug 2022 - May 2023

	<p>Instructional Support Aide will provide foundational math skills to identified K-3 tier 3 students.</p> <p>Extended Learning Opportunities in STEAM will be provided for students, creating a more engaging learning experience for them.</p> <p>Tutoring will be provided for at promise students in Math, English Language Arts and English Language Development.</p>	<p>Math Instructional Support Aide Daily Aug 2022 - May 2023</p> <p>STEAM Extended Learning Opportunities Apr 2022 - May 2023</p> <p>Tutoring - Oct 2022 - Dec 2022 Jan 2023 - Mar 2023</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)	-1.7	>= 6.3
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-20.7	>= -10.7
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.64 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.94	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.99 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	20%	>= 25%

Identified Need(s):	<p>Professional Planning: Classroom Observation data indicate teachers need to develop differentiated instruction to improve literacy and math achievement.</p> <p>Professional Development: MAP data indicate that teachers need opportunities to develop an enhanced approach to teaching literacy and math and organizational structures.</p> <p>Extended Learning Opportunities: MAP data indicate students in grades K-5 need support in the development of their organizational skills, summarization skills, writing skills, and math concepts skills</p> <p>Supplemental Instructional Programs: MAP data indicate students in grades K-5 need support in the development of their reading comprehension skills</p>
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	<p>Parent Support Programs: Parent surveys indicate that parents/families of students in grades K-5 need to know the standards/skills that their children must master and how these are assessed to support the development of their children's skills in these areas</p> <p>Classroom visit data indicate there is a need for professional development utilizing Common Core State Standards to determine learning progressions for differentiated and small group instruction</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A - Provide additional professional learning community time, outside the work day, for teachers to continue to evaluate student performance and plan standards-based, differentiated instruction to improve writing and math achievement</p> <p>* Certificated Additional Hourly</p>	<p>PLC Agendas Classroom Walkthroughs Winter MAP Data</p>	All Students	<p>Teachers Principal</p>	16913	2000
<p>1B - Provide professional development in literacy, writing and math, and CCSS to improve to improve small group instruction and differentiation.</p> <p>* Certificated Additional Hourly * Consultant and related fees * Travel, conference and related fees * PD related materials</p>	<p>Classroom Walkthroughs Student Work Samples Winter MAP Data</p>	Students in Grades K-5	<p>Teachers Principal</p>	4453	
<p>1C - Provide blended learning with one-on-one or small group instruction and tutoring for students in Grades K-5 to support the development of organizational skills, summarization, writing, and math concepts</p>	<p>Pre and Post Assessment Data</p>	Students performing below grade-level; based on teacher recommendation and MAP RIT score	<p>Certificated Staff Providing the Tutoring</p>		4000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> * Certificated/Classified Additional Hourly * Instructional Materials * Instructional software and technology to support literacy/reading comprehension development * Headphones/Teacher Audio Projection Devices 		below 30th percentile			
<p>1D - Provide a reading comprehension and assessment software program for grades K-5 to support the development of reading comprehension skills</p> <ul style="list-style-type: none"> * Instructional software and related technology * Headphones 	AR Comprehension Reports	Students in Grades K-5	Teachers Principal	5745	
<p>1E - Provide workshops for parents/families of students in grades K-5 to teach them about the standards/skills that their children must master and how these are assessed to support the development of their children's skills in these areas</p> <ul style="list-style-type: none"> * Certificated Additional Hourly * Classified Additional Hourly * Consultant Fee & Related Materials * Translation/Interpretation & Childcare Fees 	Workshop Attendance Data Parent Surveys	Students in grades K-5	Teacher/Staff Presenter(s) Principal	1247	
<p>1F - Provide a Math STEM after school program for students in grades K-5 who show a demonstrated need in developing their math concept skills</p>	Pre and Post Assessment Data Classroom Walkthroughs Data	Students in Grades K-5 with a demonstrated need in Math Concepts - Fractions	2 Lead Teachers/Staff Principal		

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
* Certificated Additional Hourly * Travel and PD conference related fees * Consultant/Program fees and related materials					
Total Estimated Cost for This Goal:				28,358	6,000

Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in writing through the use of support structures for summarization, organization of thoughts and composition of written responses.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	11.9	>= 19.9
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-16.2	>= -6.2
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.60 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.05	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.30 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	<p>Extended Learning Opportunities</p> <p>MAP and ELPAC assessment data indicate English Learners, in grades K-5 who scored below standard in the writing domain, need extended learning opportunities to support the development of their reading and writing skills</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a1 Provide an after-school tutoring program for English Learners, in grades K-5 who scored below standard in the writing domain on the ELPAC, to support the development of their reading and writing skills	Pre and Post Assessments	English Learners in Grades K-5	Teachers Bilingual Aide Principal		4850
* Certificated Additional Hourly					

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
* Classified Additional Hourly * Instructional Materials & Printing					
Total Estimated Cost for This Goal:					4,850

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 listening skills and by summarizing an academic presentation.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	58.6%	>= 61.6%

Identified Need(s):	<p>Extended Learning Opportunities</p> <p>ELPAC data indicate that English Learners in grades K-5 who scored at the "Somewhat Developed" stage in the listening domain, need support in the development of their listening skills and summarizing skills in order for them to develop at grade-level oral and written academic presentations</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b1 - Provide an after-school tutoring program for English Learners in grades K-5 who scored at the "Somewhat Developed" stage in the listening domain, to support the development of their listening skills and summarizing skills * Certificated Additional Hourly * Classified Additional Hourly * Instructional Materials & Printing	Pre and Post Assessments	English Learners in Grades K-5	Teachers EL TOA Bilingual Aide Principal		1291
Total Estimated Cost for This Goal:					1,291

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	51.5%	>= 54.5%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-9.2	>= 5.8
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.11 Fall 3rd to Fall 4th: -1.04	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 36% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 44% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 41% 24-25 3rd Gr. Cohort (21-22 Kinder): 14%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 26% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 34% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 31% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 4%

Identified Need(s):	<p>MAP data indicate students in grades K-3 need to strengthen foundational skills in reading/literacy</p> <p>Classrooms Visits data indicate teachers need additional professional development in supporting student decoding and comprehension to solve math word problems</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A - Provide small group instruction in reading/literacy foundational skills. * Supplemental Instructional Supplies * Printing Encumbrance * Software Licenses	Classroom Walkthroughs Data Winter MAP Data	K-3 Students	Teachers CORE TOA Principal		2500

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2B - Provide professional development for teachers in supporting student decoding and comprehension to understand math word problems * Certificated Additional Hourly * Travel Conference/Training related fees * PD Materials/Books	Professional Development Agendas Classroom Walkthroughs Data	K-3 Students	Lead Teacher/Staff Teachers CORE TOA Principal		
Total Estimated Cost for This Goal:					2,500

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1C - Provide one-on-one or small group tutoring for students in Grades K-5 to support the development of organizational skills, summarization, writing, and math concepts</p> <p>* Certificated/Classified Additional Hourly * Instructional Materials</p>	<p>Students demonstrating highest need</p>	<p>\$6,000</p>	<p>Teachers Principal</p>
<p>2A - Provide small group instruction in reading/literacy foundational skills.</p> <p>* Supplemental Instructional Supplies * Training * Printing Encumbrance * Software Licenses</p>	<p>Students in K-3</p>	<p>\$8,000</p>	<p>Teachers Principal</p>
<p>1A - Provide additional professional learning community time, outside the work day, for teachers to continue to evaluate student performance and plan standards-based, differentiated instruction to improve writing and math achievement</p> <p>* Certificated Additional Hourly</p>	<p>All Students</p>	<p>\$7,700</p>	<p>Teachers Principal</p>
<p>1H - New Action: Provide a Tutor Monitor for students in grades K-5 who show a demonstrated need in the development of their organizational skills, summarization skills, writing skills, and math concepts skills (Unfunded Priority)</p>	<p>At Promise Students</p>	<p>\$30,000</p>	<p>Principal IST</p>

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.	28,358
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	1,247
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)	14,641
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		42,999
Total amount of state funds spent (SUPC)		14,641
Total amount of federal funds spent (Title I)		28,358
Total amount of state and federal funds spent		42,999
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
Joel Aviña	Principal	Not-Applicable	Not-Applicable	1
Derek Cohen	Classroom Teacher	2 years	May 2023	1
Susan Preciado	Classroom Teacher	2 years	May 2023	1
Laura Lyons	Classroom Teacher	2 years	May 2023	1
Ana Gamez	Other Staff Member: Attendance Clerk	2 years	May 2023	1
Erika Hemby	Parent/Community Member	2 years	May 2023	1
Maricela Barajas	Parent/Community Member	2 years	May 2023	1
Marisol Guevara	Parent/Community Member	2 years	May 2023	1
Samuel Medina	Parent/Community Member	2 years	May 2023	1
Claudia Avila	Parent/Community Member	2 years	May 2023	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

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

Attested:

Principal, Joel Avina on

SSC Chairperson, Derek Cohen on

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

Name of School: Shadow Hills Elementary

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee 
Electronic Signature

Other committees established by the school or district (specify) _____
Electronic Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on: May 11th, 2022

Attested:

Joel Avina
Typed name of School Principal


Signature of School Principal

5-11-22
Date

Derek Cohen
Typed name of SSC Chairperson


Electronic Signature of SSC Chairperson

5-11-22
Date