

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

| | | | |
|-----------------------------|---|----------------------|---|
| School Name and School Code | South Tamarind Elementary 36 67710 6035901 | | SSC Approval Date: May 9, 2022 |
| School Address | 8561 Tamarind Avenue, Fontana, CA 92335 | | Local Governing Board Approval Date: pending approval on June 8, 2022 Original |
| Name of Principal | Rita Bayne | Phone # and Email | (909) 357-5760, Rita.Bucheli@fusd.net |
| Name of SSC Chairperson | Aja Kane | Phone # and Email | 909-559-5657, msajamay@gmail.com} |
| SCHOOLWIDE PROGRAM (SWP) | | | |
| SWP | | | |

SCHOOL BACKGROUND

VISION AND MISSION

The vision at South Tamarind Elementary is to strive to provide a learning environment that maximizes opportunities for all students. We believe by following the Fontana Unified School District (FUSD) goals we will achieve; learning for all students, have a well-maintained, safe, positive school, provide quality staff and quality service, create a school/home/community partnerships, and ensure all are resources are used support all above. Our commitment to continuous learning, both for our students and staff will lead to marked improvement in our instructional program and academic growth. This continuous improvement will allow for increased student achievement and quality education for all our students.

At South Tamarind, we set high expectations for academics and behavior. We believe and instill in our students that they are all college-bound students and college begins with us. Through a strong foundational start, our students will be ready and able to achieve their goals and realize their dreams. We ensure we follow, "Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life."

South Tamarind's mission statement is the following: I am a South Tamarind Star; I Strive to Achieve Remarkable Success! The mission statement is said daily in the morning announcements and can be heard being said by the students during Friday's spirit day lunches.

SCHOOL AND COMMUNITY PROFILE

South Tamarind first opened its door in December 1951. For 60+ years, we have carried on the tradition of ensuring every student is a Star. Our school community make up consists of 2.5% African American, 0.2% Asian, 0.5% Filipino, 92.0% Hispanic, 3.4% White, 0.8% Pacific Islander, and 0.5% Two or more races, 32.0% English Language Learners, 93.9% Socioeconomically Disadvantaged, 9.3% Students with Disabilities, and 1.2% Foster Youth.

South Tamarind Elementary School community is dedicated to maximizing the personal, social, and academic successes of each child by providing a safe and challenging environment where all students work collaboratively and actively participate in the process of learning. We offer free breakfast and lunch to every student. Students who are in the after-school program are given a free dinner. Supplemental Educational Services (SES) are offer to the students who are not achieving their goals in the MAP assessment. Students are offered two 8-week sessions of tutoring a year in math and language arts.

Every staff member celebrates the school's success and continues to recognize strategies for improving academic achievement of all students.

South Tamarind recognizes students' growth in attendance on a weekly, monthly, semester, and yearly basis. We are a Character Counts school. A monthly recognition assembly is held for the students to be recognized who had character of the month. Students are rewarded with a certificate, pencil, and bracelet.

SPSA HIGHLIGHTS (bullet points)

- * StemFormation culture was emerging in staff and students
- * STEM Wednesday was implemented
- * Students in grades K-5 participated in 2 STEM projects

SCHOOL BACKGROUND

| | |
|---|--|
| | <ul style="list-style-type: none"> * 4 STEM days/nights were offered to the South tamarind Community * 100% of students wrote goals in the MAPS assessment areas of reading, math, and language * 90% of the teachers were trained in Thinking Maps and Write from the Beginning, ensuring South Tamarind has a strong writing component * 90% of teachers are trained in Kagan Cooperative Learning * South Tamarind continues to work on attendance. * Three staff members are trained in the Latino Literacy Project. South Tamarind will hold 2 ten-week sessions for parents * 100% of the teachers engaged in STEMFormation, Professional Learning Communities (PLC), teacher expectations, Cooperative Learning, sharing student work, and planning together * Character Counts was implemented school wide |
| <p>INCREASED OR IMPROVED SERVICES (bullet points)</p> | <p>South Tamarind will increase and improve services by:</p> <ul style="list-style-type: none"> * Implementing, Science Technology Engineering and Mathematics Formation (STEMFormation) to ensure we are producing, creative, collaborative, communicators, and critical thinking students. <p>Implementing Cooperative Learning to ensure student engagement</p> <ul style="list-style-type: none"> * Recognizing students who meet their RIT goals in the MAP assessment * Recognize students who come to school every day and on time through weekly, monthly, semester, and yearly assemblies * Structure response to intervention in tiers by following the learning continuum in MAP assessment * Teacher will participate in Professional Learning Community (PLC), Wonders and math training, and implement common assessments * Teachers will be given time to calibrate and share students work. This will ensure they are sharing best practices * Parent workshops will be implemented: English as a Second Language (ESL) classes, nutrition class, Latino Literacy Project (2 sessions), Parent Empowerment sessions |
| <p>MOONSHOT</p> | <p>South Tamarind Moonshot is to ensure students are ready and prepared for the 22nd century. We want to ensure the students have the tools through mastery of curriculum, Cooperative Learning, and STEMFormation. South Tamarind wants students to begin thinking outside the box, be creative, collaborative, critical thinkers, and good communicators. South Tamarind staff is committed in implementing Kagan Cooperative Learning and STEMFormation to fidelity. With the aid of Discover Education our 1st school year, we will be working on ensuring we have a STEM culture. Instructional Leadership Team (ILT) collaboratively worked on ensuring we create a positive mission and vision for our STEMFormation. Year 1 we will:</p> <ul style="list-style-type: none"> • Participate in modular trainings from Discovery Education |

SCHOOL BACKGROUND

- STEM innovator coaching days
- Administration receive 4 days of coaching
- Teach 2 units of study through Discovery Education
- Develop a STEM culture – STEM Wednesday's
- Develop a STEM community and college partnership
- Create instructional shared spaces for STEM learning – learning labs
- Plan 4 family STEM activity nights
- Participate in the science fair competitions for grades 4-5
- Develop Saturday School STEM focus

STEM on the GO

Due to COVID challenges, South Tamarind is still in the process of completing Year 1 of STEMFormation.

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 |
|------------------|---------------------------------|------------------|--------------|
| 591 | 93.9 | 32.0 | 1.2 |

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 | 189 | 32.0 |
| Foster Youth | 7 | 1.2 |
| Homeless | 5 | 0.8 |
| Socioeconomically Disadvantaged | 555 | 93.9 |
| Students with Disabilities | 55 | 9.3 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 15 | 2.5 |
| American Indian or Alaska Native | | |
| Asian | 1 | 0.2 |
| Filipino | 3 | 0.5 |
| Hispanic | 544 | 92.0 |
| Two or More Races | 3 | 0.5 |
| Native Hawaiian or Pacific Islander | 5 | 0.8 |
| White | 20 | 3.4 |

These data points indicate:

1. based on my demographics we are servicing 189 ELL, 555 socioeconomically disadvantaged students. The majority of the student population is Hispanic. We will ensure we include designated and integrated ELD, multicultural awareness, and find supplemental resources to assist the socioeconomically disadvantaged.
2. based on the data 32% of our student population are English Language Learners. This reveals implementation of designated ELD needs to continue to be implemented. Teachers in each grade level are rotating students for ELD so explicit English Language Development can be taught to fidelity. The EL Teacher on Assignment has supported the site with Response Frames and Productive Partnering Professional Development.

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



Blue

These data points indicate:

1. overall our students are below standards in English language arts and the yellow color on the Dashboard indicates that we are making improvement in this area. This reveals more work still needs to be done to address the common core state standards. Therefore, we will ensure teachers receive professional development in strategies to check for students understanding in mastering the standard. Teachers will use the Interim Assessment Blocks to check for student mastery of standards.
2. overall our students are below standards in math and the yellow color on the Dashboard indicates we are making progress in this area. This reveals more work still needs to be done to address the common core state standards. Therefore, we will ensure teachers receive professional development in strategies to check for students understanding in mastering the standard. Teachers will use the Interim Assessment Blocks to check for student mastery of standards.
3. student chronic absenteeism is green and suspension rates are blue indicating we are meeting the standards in this area. This reveals our absenteeism and school discipline processes are working. Therefore, we will ensure that we continue our weekly, monthly, and semester awards and Character Counts assemblies.

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



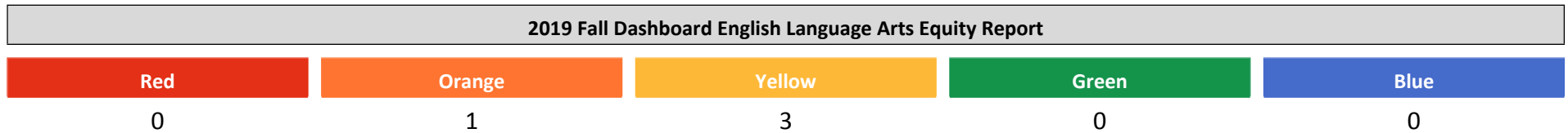
Green



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 | English Learners | Foster Youth |
|--|---|--|
|  Yellow 35.8 points below standard Increased ++12.2 points 297 |  Yellow 43.1 points below standard Increased ++13.2 points 151 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  Yellow 37.3 points below standard Increased ++12.6 points 265 |  Orange 119.4 points below standard Increased ++6.2 points 35 |

| 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 9</p> | <p>American Indian</p>  <p>No Performance Color 0 Students</p> | <p>Asian</p>  <p>No Performance Color 0 Students</p> | <p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p> |
| <p>Hispanic</p>  <p>Yellow 35.6 points below standard Increased ++14.2 points 275</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 55 points below standard Declined Significantly -35 points 12</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>74.7 points below standard Increased Significantly ++16.5 points 106</p> | <p>Reclassified English Learners</p> <p>31.3 points above standard Increased Significantly ++16.7 points 45</p> | <p>English Only</p> <p>32.9 points below standard Increased ++10.7 points 135</p> |

These data points indicate:

1. based on the Academic performance data, all student groups increased in English language arts by 12.2 points on the SBA . This is above the district level (6.4points) and state level (3.7 points). This shows that South Tamarind is narrowing the achievement gap for our EL, SED, and SWD student groups.

Overall, our performance is still below standard in English language arts. South Tamarind will continue to focus on student engagement, writing, and reading to ensure we keep closing the achievement gap.

2. based on the Academic performance data English Language Learners made growth in ELA of 13.2 points. ELLs outperformed all students on the ELA SBA. The data shows' we are narrowing the achievement gap. South Tamarind will continue to work on designated and Integrated ELD to ensure students are receiving assistance in the 4 areas of reading , writing, speaking, and listening. Extended Learning opportunities will be offered to all ELL to ensure they are on the track for reclassification.
3. based on the Academic performance data all student groups are making progress in the ELA portion of the SBA. Socioeconomically disadvantaged students increased by 12.6 points, Students with Disabilities showed an increase of 6.2 points and the Hispanic students increased by 14.2 points. The growth in all areas were reflected in the All Student group ELA growth. South Tamarind will continue to work on student engagement, writing, and reading to ensure we keep closing the achievement gap.

School and Student Performance Data

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

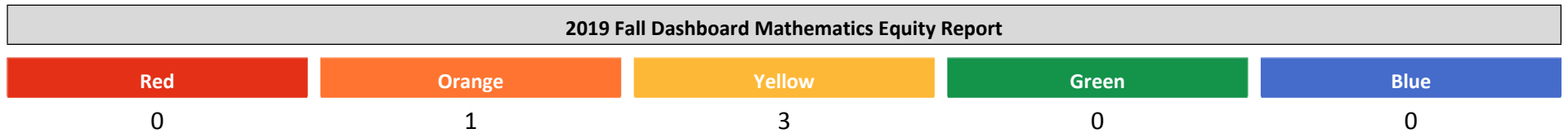
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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




This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group


All Students


 Yellow

45.3 points below standard

Increased
 Significantly
 ++17.2 points
 297


English Learners


 Yellow

49.8 points below standard

Increased
 Significantly
 ++18.8 points
 151


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2


Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3


Socioeconomically Disadvantaged


 Yellow

48.6 points below standard

Increased
 Significantly
 ++16.7 points
 265





Students with Disabilities


 Orange

113.7 points below standard

Increased ++6.3 points
 35

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 9 | | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 44.2 points below standard Increased Significantly ++20.1 points 275 | | |  No Performance Color 37.2 points below standard Declined -11.9 points 12 |

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 |
|----------------------------|--|--|
| 76.9 points below standard | 14.1 points above standard | 43.2 points below standard |
| Increased ++14.8 points | Increased Significantly ++35.9 points | Increased Significantly ++16.5 points |
| 106 | 45 | 135 |

These data points indicate:

1. based on the Academic performance data, all student groups increased in math by 17.2 points on the SBA. This is above the district level (3.9 points) and state level (2.9 points). This show that South Tamarind is narrowing the achievement gap for our EL, SED, and SWD student groups. Overall, we are

performing below standard in math. South Tamarind will continue to focus on student engagement and students working in small groups to ensure we are continuing to narrow the achievement gap.

2. based on the Academic performance data English Language Learners made growth in math by 18.8 points. ELLs outperformed all students in the math SBA. The data shows we are narrowing the achievement gap. South Tamarind will continue to work on Integrated ELD to ensure students are receiving assistance in the 4 areas of reading, writing, speaking, and listening. Extended Learning opportunities will be offered to all ELLs to ensure they are on the track for reclassification.
3. based on the Academic performance data all student groups are making progress in the math portion of the SBA. Socioeconomically disadvantaged students increased by 16.7 points, Students with Disabilities showed an increase of 6.3 points and the Hispanic students increased by 20.1 points. The growth in all areas were reflected in the All Student group math growth. South Tamarind will continue to work on student engagement and students working in small groups to ensure we are continuing to narrow the achievement gap.

School and Student Performance Data

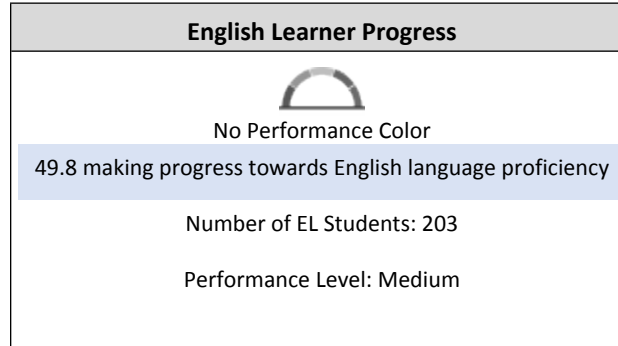
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A review of the following data informs the comprehensive needs assessment.

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 |
|--------------------------|--|-------------------------|------------------------------------|
| 25.1 | 25.1 | 8.8 | 40.8 |

These data points indicate:

1. : based on the data a little over 25% of our EL students decreased an ELPI level. 50 students are not making a level growth in order to be reclassified. Data revealed that our reading and speaking data was the lowest. We will be looking at ways to improve student reading comprehension.

2. based on the data 33.1% of EL students maintained their ELPI 1-4 level. 66 students did not show growth in the ELPAC testing. Data revealed that our reading and speaking data were the lowest. We will be looking at ways to improve student reading comprehension.
3. : 40.8% of EL students progressed one ELPI level. 81 students increased their level. We need to to ensure they continue to make progress in order to meet reclassification criteria.

School and Student Performance Data

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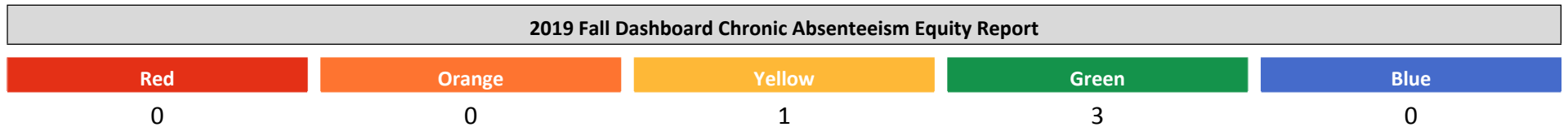
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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

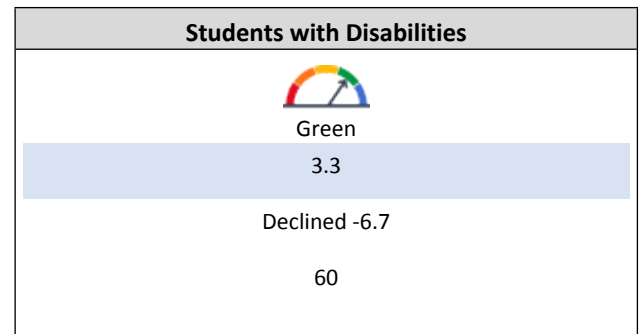
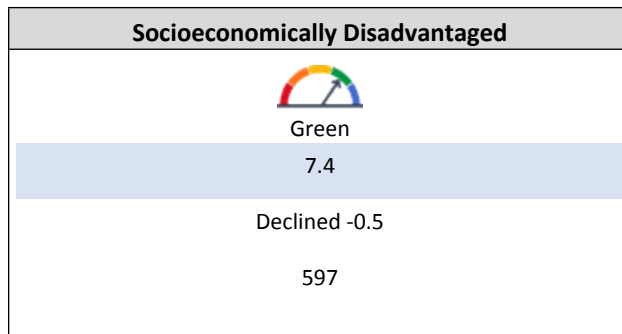
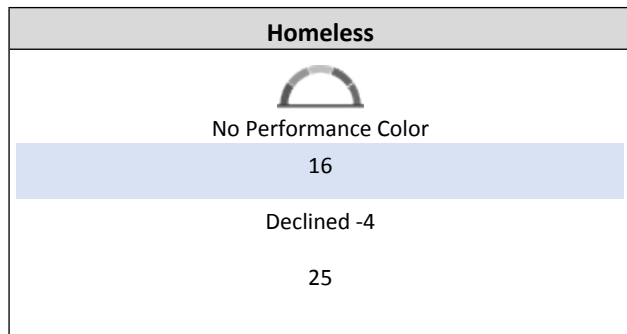
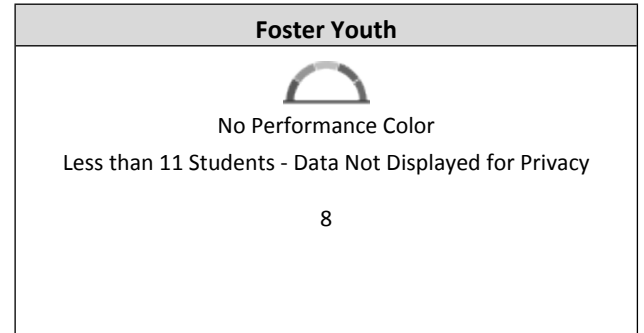
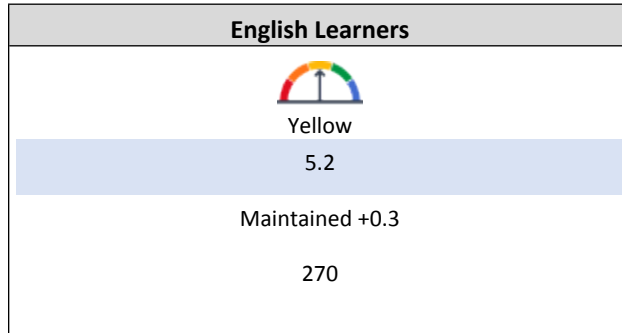
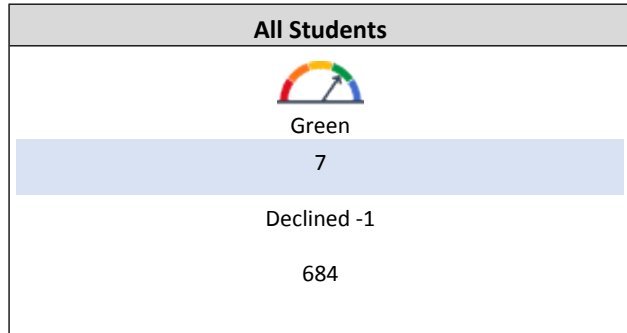


This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
|  No Performance Color 3.7 Declined -5.4 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 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 6.7 Declined -0.9 615 |  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 6 |  No Performance Color 7.1 Declined -4 28 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---------------------------|--------------------------|
| All Students | 637 | 76 | 12.2 |
| Female | 294 | 37 | 12.7 |
| Male | 343 | 39 | 11.7 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 2 | 0 | 0.0 |
| Black or African American | 19 | 5 | 29.4 |
| Filipino | 3 | 0 | 0.0 |
| Hispanic or Latino | 584 | 68 | 11.8 |
| Native Hawaiian or Pacific Islander | 5 | 2 | 40.0 |
| Two or More Races | 3 | 0 | 0.0 |
| White | 21 | 1 | 5.0 |
| English Learners | 222 | 21 | 9.7 |
| Foster Youth | 8 | 0 | 0.0 |
| Homeless | 9 | 4 | 50.0 |
| Socioeconomically Disadvantaged | 594 | 73 | 12.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 66 | 12 | 19.0 |

These data points indicate:

1. overall South Tamarind has a high chronic absenteeism rate, 12.2%. In 2020-2021 students went on Distance Learning which caused a number of issues: technology, lack of internet, not familiar with Teams, low motivation to attend class from home.
2. Black or African American students and Students with Disabilities are having a higher chronic absenteeism rate than overall students. The counselor will work with the students to ensure they feel safe and secure coming to school. SEL lessons will be done in classrooms. The bilingual community aide and attendance clerk will need to ensure SART meetings and home visits are occurring.

School and Student Performance Data

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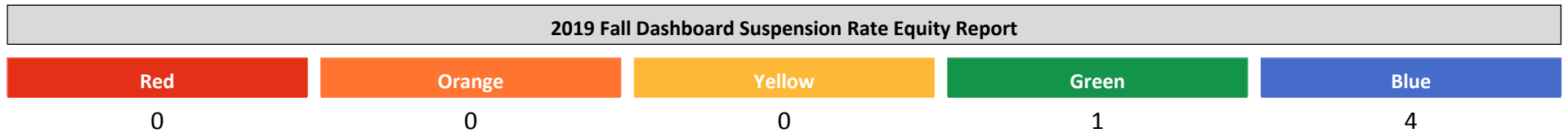
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

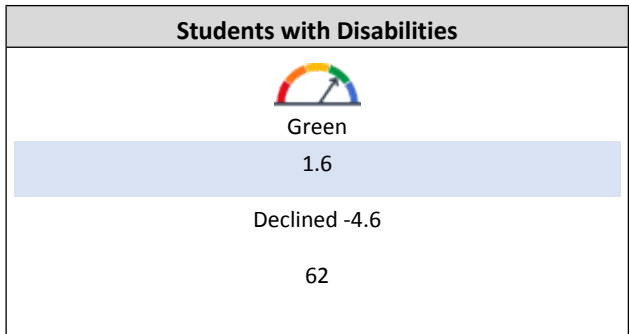
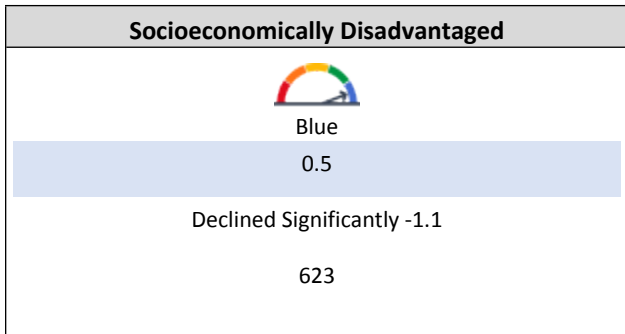
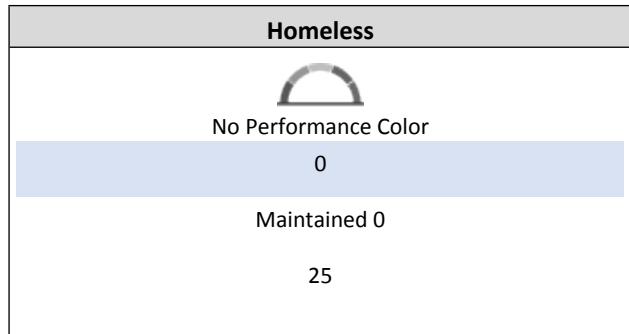
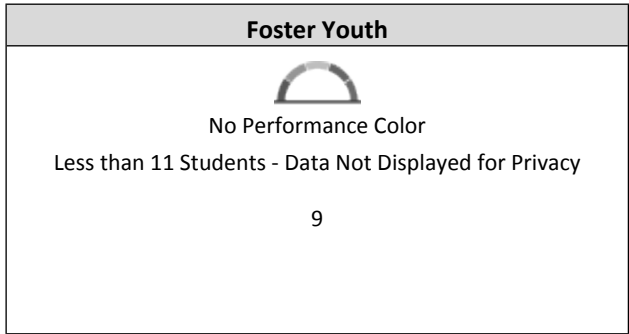
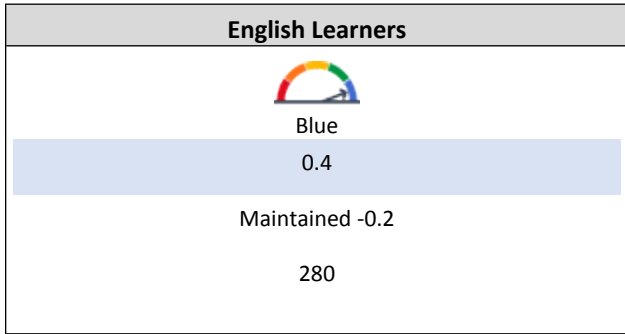
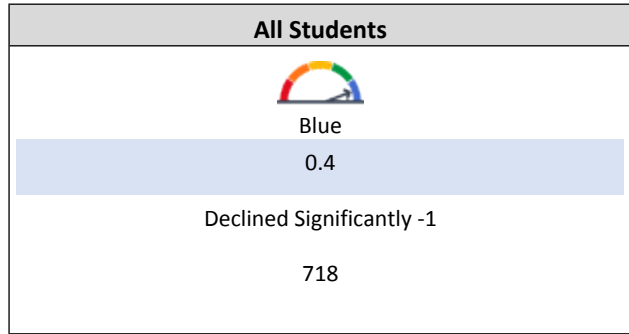


This section provides number of student groups in each color.










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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|--|--|---|---|
| <p align="center">African American</p>  <p align="center">No Performance Color</p> <p align="center">0</p> <p align="center">Declined -11.5</p> <p align="center">28</p> | <p align="center">American Indian</p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3</p> | <p align="center">Asian</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p> | <p align="center">Filipino</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">5</p> |
| <p align="center">Hispanic</p>  <p align="center">Blue</p> <p align="center">0.5</p> <p align="center">Declined -0.7</p> <p align="center">643</p> | <p align="center">Two or More Races</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3</p> | <p align="center">Pacific Islander</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">6</p> | <p align="center">White</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">32</p> |

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

2019 Fall Dashboard Suspension Rate by Year

| | | |
|-------------|-------------|-------------|
| 2017 | 2018 | 2019 |
| | 1.4 | 0.4 |

These data points indicate:

- the All Students but Students with Disabilities groups at South Tamarind is in the blue performance for suspension rates. Students with Disabilities is in the green performance for suspension. We will continue to work on implementing our Character Counts and ensure students are following the 6 pillars. We will continue with our monthly character assemblies. Administration ensures they are visible on campus to ensure students follow school rules before, during, and after school.
- for all student groups their suspension rate slightly declined. South Tamarind ensures a safe and orderly campus is provided to all students so they can learn. Character Counts mural and posters are posted all around campus so the students can be aware of the 6 pillars: Trustworthiness, Respect, Responsibility, Fairness, Citizenship, and Caring.

3. English Language Learners maintained a 0.7 suspension rate. This is below the district level of 2.9 percent. Overall, ELL fall in the blue performance indicator. We will continue to ensure we keep a positive culture at South Tamarind.

Fall 2021 - Winter 2021 data states that on average students made expected growth in MAP in Reading, Language, and Math. Students were expected to make + 0 - 0.4 growth. 2nd and 4th grade students made growth in reading and math. 2nd -5th grade made growth in math. In reading and language, students continue to make less than expected growth in grade Kindergarten and 1st. There are more students performing in the bottom two-performance bands in the area of math (73%) than in Reading (65%). The most significant needs to accelerate learning in Math are in grades Kindergarten and 1st.

Based on the overall data there was no significant disproportionality amongst student groups in terms of growth from Fall to Fall, but SWD made significantly less growth in reading from Fall to winter than the school wide group. Additionally, ELL and SWD are achieving lower than school wide in reading and math performance.

School administration ensure weekly walk through of classrooms. Teachers are visited twice a week. A Microsoft form was created to ensure learning targets and success criteria were visible in the classroom. The walk through data indicates that we are effectively incorporating Teacher Clarity and Kagan PD. Continuous monitoring will be done to ensure feedback is provided to teachers in a timely manner.

| Academic Data – English Learners (EL) | |
|--|---|
| School Metrics/Indicators | Current Outcomes |
| MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -1.07 (Excludes K-2 due to invalid Fall 2020 results) |
| 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) | -1.24 (Excludes K-2 due to invalid Fall 2020 results) |
| Site Specific Measures: Afterschool Tutoring: pre/post assessment / from Academic Vocabulary Toolkit | Pre - Assessment score was an average of 19% Post - Assessment score was an average of 25% |
| Site Specific Measures: Walk through data: percent of teachers demonstrating effective vocabulary strategies during integrated ELD | 6% of the teachers working on vocabulary development through integrated Wonders Books, productive partnering skills, and Response frames. |

These data points indicate:

that EL students made less than expected growth in MAP. Students were expected to make + 0 - .4 growth. ELLs showed less growth in MAP reading but not in math than school wide. ELL Language scores reflect less than expected growth and made less growth than schoolwide. South Tamarind will need to look at implementing a formative assessment for EL to have multiple measures on their progress.

that EL students made a 6% gain in vocabulary development through tutoring. EL students were tutored twice a week. In order to ensure higher gain, attendance and adding more tutoring days needs to be addressed.

School administration ensure weekly walk through of classrooms. Administration walks classrooms to view integrated ELD. Teachers are visited twice a week. Teachers have been trained on productive partnering and response frames. PLC time needs to be used to assist the teachers in incorporating the strategies in their lesson designs. The EL TOA will continue to work with teachers to ensure they are able to incorporate the EL standards with the ELA standards to ensure integrated ELD is being addressed.

| Language Acquisition Data – English Learners (EL) | |
|---|--|
| School Metrics/Indicators | Current Outcomes |
| 2020-2021 % by ELPAC Level | Level 4: 7% Level 3: 26% Level 2: 42% Level 1: 25% |
| 2020-2021 ELPAC Listening Domain: % by Performance Level | 17% - Well Developed 62% - Somewhat/Moderately Developed 20% - Beginning Development |
| 2020-2021 ELPAC Speaking Domain: % by Performance Level | 30% - Well Developed 51% - Somewhat/Moderately Developed 19% - Beginning Development |
| 2020-2021 ELPAC Reading Domain: % by Performance Level | 6% - Well Developed 44% - Somewhat/Moderately Developed 50% - Beginning Development |
| 2020-2021 ELPAC Writing Domain: % by Performance Level | 5% - Well Developed 60% - Somewhat/Moderately Developed 34% - Beginning Development |
| Site Specific Measures: Walkthrough data done by administration during designated ELD | 100% of EL students are receiving designated ELD instruction at their current EL level. |
| Site Specific Measures: | |

These data points indicate:

- Majority of ELL's are scoring in somewhat/moderately developed in listening, speaking, and writing domains
- Half of ELL's are scoring in beginning development in the reading domain
- The 3 year ELPI by grade level cohort data showed current 4th graders are decreasing in ELPI levels. ELL's are not making progress in language development
- The 3 year ELPI by grade level cohort data showed current 3rd graders are making progress in language development
- The 2 year ELPI change by grade data showed ELL's decreasing in all levels from 3-high to 2-Low

| Parent/Family Engagement | |
|--|--------------------|
| School Metrics/Indicators | Current Outcomes |
| 2021-2022 Household Participation Rate on Parent/Family Climate Survey | 5% 23 responses |
| Site Specific Measures: Survey feedback from Parent workshops | Data not available |
| Site Specific Measures: | |

These data points indicate:

These data points indicate Parent/Family Climate is positive at South Tamarind. Our survey numbers show a need to ensure parents are able to respond to the survey. The continued use of Blackboard Connect, website, Teams, Peach Jar, Parent Square and social media will insure parents receive school information in multiple facets.

South Tamarind parent workshop have been on hold for the 2021-2022 school year due COVID regulations. This has caused a lack of parent engagement and attendance on TEAMS. Once parents are allowed on campus to attend workshops attendance should increase.

| 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: -1.67 Fall 3rd to Fall 4th: -0.89 |

| | |
|---|---|
| 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: 54% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 56% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 56% 24-25 3rd Gr. Cohort (21-22 Kinder): 42% |
| Site Specific Measures: A2i data: percent of students on track to meet their grade level outcomes as of January | The overall A2i overall student data will reflect the percent of all students on track to meet their Target Outcome (100%). On Track Approaching Not on Track Not Enough Scores K 14 6 59 8 1 12 4 56 3 2 19 4 54 8 3 25 5 65 1 |
| Site Specific Measures: | |

These data points indicate:

The MAP CGI data indicates that 2nd - 3rd grade students are not making growth. Based on the Fall 2021-2022 MAP Reading Assessment 25% of our current 3rd grade students are projected to perform in the Standard Met or Exceeded in SBA Performance.

The overall A2i overall student data will reflect the percent of all students on track to meet their Target Outcome (100%). Therefore, for A2i, the data reflects that we have more students not on track to meet their goals.

Continued training done by Literacy Outreach Specialist and TOA will ensure small group instruction is being done in grade levels K-3. Teachers will work with small groups on specific needs to ensure students become proficient readers by 3rd grade.

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

These data points indicate:

ELD Evaluation

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

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

Integrated ELD is across all content areas. All core teacher's editions have ELL scaffolding suggestions that every teacher infuses through out their lesson. All four domains of the ELPAC are addressed in ELD. The ELPAC summative data reveals that students in grades K-5 are not showing growth in reading and writing and is an area of need for grades K-5,

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 effectively implemented. Teachers have built in a 40 minute block into their daily scheduled on Monday, Tuesday, Thursday, and Friday. During this designated block, Students rotate to their designated level where structured ELD is instructed. Bilingual aides assist the levels 1 & 2 groups. Administration assures the grade level blocks are at different times through out the school day so each grade level can receive support for the bilingual aides. The ELPAC summative data reveals we will need look at the Wonders ELD component and insure the teachers are teaching the curriculum to fidelity and adding in reading comprehension. In grades K-5 students are not showing a high percentage of well developed in reading and writing. Thinking Maps and Write from the Beginning continue to be a key instructional practice.

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.

The adjustment that have been discussed in ELAC and with teachers and bilingual aides is tutoring being offered to EL students in levels 1-4. This will ensure students will increase one ELPI level and get closer to being reclassified. Based on the summative ELPAC data, teachers and aides will work on reading comprehension with the students. Basic vocabulary will also be an emphasis with levels 1 & 2. We will be ask the EL TOA to provide professional development on response frames, vocabulary development, and ELD lesson design.

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>A variety of surveys are given to students, parents, and teachers. The counselor conducts surveys with students asking how they feel, their connection with the school, and social emotional needs. The counselor also surveys the teachers to ask what type of guidance lesson they need in their classroom. Parents are surveyed by Parent/Family Survey where 5% of the families completed the Panorama survey. The District goal was 25%. Unfortunately, South Tamarind did not make the District goal. The results were as follows:</p> <ul style="list-style-type: none"> 100 % of South Tamarind families feel positive about the inclusion efforts made by the school 95% of South Tamarind families feel positive about meal choices 91% of South Tamarind families feel there is a positive policy awareness 88% of South Tamarind families feel there is positive substances and student interactions 39% of South Tamarind families feel positive about the learning opportunities offered 14% of South Tamarind families feel positive about family engagement <p>Student Climate Survey:</p> <ul style="list-style-type: none"> 88% of South Tamarind Students feel positive about having supportive relationships 74% of South Tamarind Students feel positive about the inclusions efforts made by the school 41% of South Tamarind Students feel positive about other risks 40% of South Tamarind Students feel positive about the learning opportunities offered <p>Student SEL Survey</p> <ul style="list-style-type: none"> 90% of South Tamarind Students feel positive about having supportive relationships 73% of South Tamarind Students feel positive about having a sense of belonging 57% of South Tamarind Students feel a positive growth mindset 55% of South Tamarind Students feel positive about there self efficacy |

Analysis of Qualitative Data

| | |
|--|---|
| | <p>Teacher feedback is solicited through a Microsoft forms and the Instructional Leadership Team (ILT) is solicited feedback twice a month during out meetings. Through these methods teachers indicated a need for additional planning time. The lack of substitute coverage has put a stand still on our efforts to provide planning time. Continued professional development in cooperative learning, and keeping our key instructional practices of teacher clarity and STEM Formation are being offered.</p> |
|--|---|

Classroom Observations

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

Classroom observations and walkthroughs are conducted by administration two to three times a week. A Microsoft form is designed to assist with documenting the information. Administration looks at Learning Targets, Success criteria, and the use of Kagan Cooperative Learning. Formal observations are done based on a teacher evaluation year cycle. Walkthroughs are conducted to ensure each teacher is visited at least one time a week for 7 minutes. The summary of the findings indicate 100% of the teachers are writing learning targets and success criteria for ELA and Math. 100% of the teachers are using Kagan Cooperative Learning structures to increase engagement. During administration walkthroughs, administrators asked students the following questions: what are you learning? how do you know if you learned it? Administration conducts walk throughs on STEM Wednesdays. 100% of teachers are participating in STEM Wednesday using the Discovery Education platform. An area of need is to focus on our English Language strategies to ensure our ELL's are improving in their language development. Classroom visits will need to be conducted with EL TOA and Administration during ELD. We need to focus on vocabulary, speaking academic language, and ensure the teachers and students are using Productive Partnering and Response Frames.

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)

Teachers use multiple measures to assure student achievement is occurring. CAASPP, MAP, A2i, and IAB's testing results are analyzed and discussed in grade level PLC's. Each grade level discusses the data and answer the 4 guiding PLC questions (what do we want our students to learn? how do we know if they learned it? what do we do if they didn't learn it? what do we do if they did learn it?) to ensure they are targeting the correct priority standards and small group instruction can occur. All

Standards, Assessment, and Accountability

| | |
|--|--|
| | <p>teachers will continue to focus on our key instructional focuses; Visible Learning, Kagan cooperative learning, Thinking Maps, Write from the Beginning, and implementing the core curriculum.</p> |
| <p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p> | <p>Students take the ELPAC assessment each year and that determines their proficiency, possible reclassification status and areas of need. In ELAC and staff meetings, principal will go over ELPAC summative data. The results from each grade level is discussed. ILT will discuss the findings. In PLC's teachers discuss designated ELD and how the students will rotate to the right classroom where the teachers is teaching their ELD level. ELD program was designed that ensures that both academic and language needs are met for all EL students integrated ELD is embedded into daily lessons across all content areas. EL TOA assists the teachers in designing lessons and provides professional development.</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>A comprehensive review with all stakeholders is held to evaluate the effectiveness of the actions//services and to plan for the new school year. The evaluation assists the stakeholders with providing recommendations to improve academic achievement. A plan is developed in collaboration with all stakeholders and formative assessments are administered to monitor student progress. Based on the results of multiple assessments, appropriate supports/resources are determined on how to best support the identified needs of the student.</p> <p>School Site Council meets monthly to monitor the SPSA implementation and outcomes, as data becomes available.</p> <p>The following actions have been implemented: Cooperative Learning, Thinking Maps, Write form the Beginning, System 44, Read 180, Moby Max to assist the students in increased engagement, targeted intervention, and close the achievement gap.</p> |
| <p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p> | <p>At the beginning of each school year, ELPAC and CAASPP data is analyzed by all stakeholder groups to understand the needs of our English Learner students. In addition, a comprehensive instructional program is designed to identify lessons designated to promote language acquisition.</p> <p>We will have the EL TOA assist with Productive Partnering training, Response Frame training, ELD Wonders training, and push in to the ELD classes and offer feedback. Designated ELD and integrated ELD are being discussed in PLC to ensure students are rotating to the right teacher for their designated ELD block. Bilingual aides are assisting each grade level during their designated ELD block. Level 1 & 2's receive the assistance of bilingual aides during designated ELD. The bilingual aides push in classes and assist teachers during their ELA and math blocks.</p> |

Identified Needs based on Findings:

Identified Need: Ensure the master schedule has designated ELD and the focuses are on reading comprehension and vocabulary skills

Identified Need EL students will be offered extended learning opportunity.

Teachers will be offered Kagan Cooperative learning coaching to ensure structures are implemented to fidelity so student engagement will increase.

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 structure PLC to analyze data and create Learning Targets and Success Criteria. Teacher look at the upcoming Common Formative Assessments and begin to backwards map out their planning for the next 6 weeks. Teachers are afforded 5 planning days to ensure they collaborate on strategies to ensure students have equity and access to the core curriculum. Teachers use the planning days to work on south Tamarind's moon shot: STEMFormation. Teachers collaborated with discovery Education to ensure the Four C's (creativity, collaboration, critical thinking, and communication) are being implemented in the core curriculums. K-2 teachers are working with Literacy Coaches to ensure small group instruction is being implemented in ELA and Response to Intervention (RTI). The focus for the K-2 teachers are ensuring students have the foundation skills to ensure students will be able to read by the 3rd grade.</p> |
| <p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p> | <p>The following instructional assistance and support for teachers has been afforded: Discovery Education Coach for STEMFormation Kagan Presenters for Cooperative Learning higher Level Thinking Skills Common Core Teacher on Assignment(TOA) for Visible Learning and United to Read coaching English Language TOA for Productive Partnering, Response Frames, Designated and Integrated ELD coaching. Intervention TOA for Early Numeracy for grade K-3, Add+Vantage Math Literacy Out come Specialist (LOS) for United to Read</p> |
| <p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p> | <p>Teacher collaboration by grade levels in PLC's and planning days include the following: Answering the 4 PLC questions Unwrapping the Common Core standards for Essential Standards Analyzing data and planning for CFA's SBA, MAP, United to Read, IAB Writing Learning Targets and Success Criteria Planning lessons Designing small group instruction Student Intervention Team (SIT)</p> |

Identified Needs based on Findings:

Identified Need: weekly time for teachers to PLC
 Identified Need: planning days to ensure 6 week lesson designs with Learning Targets and Success criteria are developed
 Identified Need: coaching from Kagan to ensure Cooperative Learning Structures are implemented to fidelity
 Identified Need: coaching from Discovery Education to continue to implement our STEMFormation

Teaching and Learning

| | |
|--|---|
| <p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p> | <p>The alignment of curriculum, instruction, and materials to content and performance standards are as follows:</p> |
|--|---|

Teaching and Learning

CA Common Core State 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:

- TK - 5th grade Wonders,, McGraw Hill
- TK - 5th grade My Math, McGraw Hill
- TK-5th Social Studies Alive! TCI

Mystery science addresses NGSS in TK-5th grade as a supplemental curriculum

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.

Supplemental strategies to aligned with curriculum include:

- Discovery Education
- Number Talks
- Kagan Cooperative Learning
- small group instruction
- Manipulatives
- STEM activities

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

The availability of standards-based instructional materials appropriate to all student groups include the following

- Wonders textbooks, workbooks, and consumables
- My Math textbooks, workbooks, and consumables
- Lexia
- Add+Vantage Math
- Moby max
- Ed Tech
- Manipulatives

100% of students have equity and access to all instructional materials.

Identified Needs based on Findings:

- Identified Need: weekly time for teachers to PLC
- Identified Need: planning days to ensure 6 week lesson designs with Learning Targets and Success criteria are developed
- Identified Need: Coaching from Kagan to ensure Cooperative Learning Structures are implemented to fidelity
- Identified Need: coaching from Discovery Education to continue to implement our STEMFormation

Opportunity and Equal Educational Access

| | |
|---|--|
| <p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p> | <p>All students are provided with access to the core instructional program. All students participated in daily grade level tier 1 Multi-tier System of Support (MTSS) at designated times during the instructional day where students were grouped by identified academic needs. United 2 Read for K-3 students to ensure students are reading at grade level by the end of grade 3. With the creation of its Instructional Leadership Team, South Tamarind has successfully engaged in Professional Learning Communities that has resulted in improved student performance. Based on student achievement data, a school-wide instructional focus was adopted. The focus is on improving student engagement and writing. A Key Instructional Practice (KIP) was selected by South Tamarind’s Instructional Leadership Team (ILT) in order to achieve this goal. The KIP is Kagan Cooperative Learning and STEMFormation. Teachers will be offered professional development, safe practice, collaboration time, observation opportunities, and data analysis protocols to effectively implement researched-based instructional strategies that impact student achievement.</p> |
| <p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p> | <p>Performance data indicates that students: Fall - Winter data states that all students made some expected typical growth in MAP in Reading, Language, and Math. Students were expected to make + 0 - .4 growth. 2nd and 4th grade students made growth in reading and math. 2nd -5th grade made growth in math. Reading and language continue to make less than expected growth in grade Kindergarten and 1st. There are more students performing in the bottom two-performance bands in the area of math (73%) than in Reading (65%). The most significant needs to accelerate learning in Math are in grades Kindergarten and 1st.</p> <p>Fall - Fall data states that all students did not make expected typical growth in MAP in Reading, Language, and Math. Students were expected to make + 0 - .4 growth. 4th and 5th grade grade students made less than school average growth in math and reading. There are more students performing in the bottom two-performance bands in the area of math (77%) than in Reading (66%). The most significant needs to accelerate learning in Reading are in 1st grade.</p> <p>Based on the overall data there was no significant disproportionality amongst student groups in terms of growth. However ELL and SWD are achieving lower than school wide in reading and math performance.</p> <p>Chronic Absenteeism is a root cause in the academic achievement disparities for all student groups because overall South Tamarind has a high chorionic absenteeism rate, 12.2%. In 2020-2021 students went on Distance Learning which caused a number of issues: technology, lack of internet, not familiar with Teams, low motivation to attend class from home.</p> <p>The summary of the root causes are: below basic reading skills weak foundational skills in math and ELA not enough time in school to address deficiencies</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>The needs of all children have been met by the SPSA Actions/Services implemented due to South Tamarind offering equal opportunities and access to all students and staff.</p> <p>After school tutoring has been implemented to assist students in meeting state and academic content standards. English Language Vocabulary Development has been implement after school for our English Language Learners to assist them with their language development.</p> |

Identified Needs based on Findings:

Identified Need: weekly time for teachers to PLC

Opportunity and Equal Educational Access

Identified Need: planning days to ensure 6 week lesson designs with Learning Targets and Success criteria are developed
 Identified Need: Coaching from Kagan to ensure Cooperative Learning Structures are implemented to fidelity
 Identified Need: coaching from Discovery Education to continue to implement our STEMFormation

Parental Engagement

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

The resources available for families to support their children's education and assist under-achieving students are as follows:
 Translation
 Latino Literacy Project materials
 Social Media
 Parent Square
 Connect 5 calls
 School website

Identified Needs based on Findings:

Identified Needs: increase attendance to the events
 Identified Needs: increase parent survey participation
 Identified Needs: increase parent volunteers
 Identified Needs: increase engagement of parents virtually

Funding

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

District General and SUPC funds provide support for the District base/core/curriculum and intervention programs. A full-time Resource Specialist , an itinerant and an aide are on campus to assist students with disabilities. Two bilingual aides support students who are identified as English Learners as well as provides support with the administration of the ELPAC.

Attendance incentives were implemented to assist in increasing school-wide attendance.
 STEM room was open to students during Wednesday's STEMFormation day.

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

Title I funds provided: A full-time intervention Specialist Teacher supports At Promise students in grades Kindergarten-5th in the area of English Language Arts. Family literacy, math, and STEAM nights are funded using Title I funds to support learning at home. Tutoring was offered and student support time is also offered to students who are underperforming. Teachers were afforded PLC time to assist with lesson design and writing Learning Targets and Success Criteria. A Student Intervention coordinator was provided to ensure teachers were progress monitor students and offering proper interventions.

Funding

Identified Needs based on Findings:

Identified Needs: services for English Learners including additional hourly for bilingual aides and teachers to continue to provide tutoring

Identified Needs: Continued funds to support underperforming students with tutoring to increase academic achievement.

Identified Needs: Intervention support to ensure academic growth of all learners

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 2021 and March 2022, school site council(SSC) performed progress monitoring on the School Plan for Student Achievement (SPSA) actions and services to determine implementations and outcomes.

ELAC, in March 2022, provided input on the SPSA on services for English Learners. They commented:

- * Tutoring levels 1 & 2 on vocabulary development and reading
- * Engaging parent workshops
- * Providing professional development for teachers

In April 2022, SSC determined which actions to continue, modify, or discontinue based on the progress monitoring and the anticipated needs of students.

In May, SSC reviewed and approved the 2022-2023 SPSA

Identified Needs based on Findings:

Identified Needs: When it is safe to do so, parent meetings will need to be in person to ensure better turnout.

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>South Tamarind Elementary School is committed to offering its teachers instructional assistance and support to increase school wide student achievement. With the creation of its Instructional Leadership Team, South Tamarind has successfully engaged in Professional Learning Communities that has resulted in improved student performance. Based on student achievement data, a school-wide instructional focus was adopted. A Key Instructional Practice (KIP) was selected by South Tamarind’s Instructional Leadership Team (ILT) in order to achieve this goal. The KIP is Kagan Cooperative Learning and STEMFormation. Teachers will be offered professional development, safe practice, collaboration time, observation opportunities, and data analysis protocols to effectively implement researched-based instructional strategies that impact student achievement.</p> | <p>ILT will meet monthly July 2022 - May 2023 Kagan Coaching will occur monthly August 2022 - May 2023 STEMFormation training and in-class coaching will occur monthly once in person modeling is permissible August 2022 - May 2023</p> |
| <p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p> | <ul style="list-style-type: none"> • Professional Learning Communities by planning and breaking down the essential standards to Learning Targets and Success Criteria • Thinking Maps / Write from the Beginning • Lexia • Data Analysis Protocol by weekly walk throughs completed by administration with the use of Microsoft Forms. | <p>PLC - July 2022 - May 2023 New teachers will receive Thinking Maps/Write from the Beginning PD in July 2022 Lexia is available to students August 2022 - May 2023 Data Analysis Protocol September 2022 - May 2023</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>South Tamarind Elementary School is committed to offering its teachers instructional assistance to address the needs of all children in the school but particularly the needs of students not meeting the standards. The following will be offered to teachers: Read 180/System 44 Professional Development (STEM, Cooperative Learning, High Level Questioning, Productive Partnering) Coaching Mentoring Teachers will have the opportunity to provide intervention after school or approximately ten hours to students who are identified At-Risk. this may include EI, SPED, ED, foster, and Hispanic populations.</p> | <p>Tutoring October 2022 - April 2023 Instructional Support Teacher meets with the students daily August 2022 - May 2023</p> |

| | | |
|--|--|--|
| | Students will receive intervention or enrichment for 40 minutes per day to support students achievement. And tutoring will be offered beyond the regular school day. | |
|--|--|--|

Planned Improvements in Student Performance

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

| LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential. | | |
|---|---|--------------------------|
| School Metrics/Indicators | Current Outcomes | Future Expected Outcomes |
| 2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS) | -35.8 | >= -20.8 |
| 2018-2019 SBA Math (ALL): Average Distance from Standard (DFS) | -45.3 | >= -30.3 |
| MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.91 (Excludes K-2 due to invalid Fall 2020 results) | >= 0 |
| MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.83 | >= 0 |
| MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -1.25 (Excludes K-2 due to invalid Fall 2020 results) | >= 0 |
| 2021-2022 Household Participation Rate on Parent/Family Climate Survey | 5% | >= 25% |

| | |
|----------------------------|---|
| Identified Need(s): | <ul style="list-style-type: none"> * CAASPP data shows that students in grades 3-5 need to build literacy skills in reading, reading comprehension, and writing * MAP data indicates MAP data indicates that students in grades K-5 need to develop number sense in order to build a strong mathematical reasoning foundation * Parent surveys indicates a need for workshops to assist students in academic achievement of Common Core State Standards, Distance Learning, STEM, and parent empowerment |
|----------------------------|---|

| 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 time for Professional Learning Communities to focus on the 4 key questions: What do students need to learn? How will we know if they have learned it? What will we do when they have already learned it? what will we do when they have not learned it?</p> <ul style="list-style-type: none"> Teacher additional hourly <p>* Substitute cost * Contracted services</p> | <p>* Lesson plans</p> <ul style="list-style-type: none"> Agenda/Minutes Classroom Walkthrough Data <p>* Winter Map</p> | All Students | Principal Assistant principal Teachers | 15,000.00 | 5,000.00 |
| <p>1B: Provide small group instruction/tutoring to meet academic standards through interventions and/or enrichment</p> <ul style="list-style-type: none"> Additional Hourly teachers/classified Supplemental materials Flexible seating and organizational supplies Software <p>* Contracted Services</p> | <p>* Lesson plans</p> <p>* Pre/Post Data</p> <ul style="list-style-type: none"> Classroom Walkthrough Data | Students identified by using site multiple measure assessments Hispanic EL African American SWD SED | Principal Assistant Principal Teachers | 15,000.00 | |
| <p>1C: Provide Professional Development to increase knowledge of research-based strategies to support student engagement and achievements in Key Instructional Practices</p> <ul style="list-style-type: none"> Contracted Services <p>* Travel and Conference * Substitute teachers * Teacher Hourly</p> | <ul style="list-style-type: none"> Teacher Surveys PD Agenda/Minutes Classroom Walkthrough Data | All Students | Principal Assistant Principal Teachers | | 10,000.00 |

| 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 |
| * PD Materials | | | | | |
| 1D: Provide Parent and family Engagement with workshops that focus on literacy development at home * Consultants * Interpretation * Materials * Desktop computers for Parent Room * Transportation * Certificated/ Classified Hourly | <ul style="list-style-type: none"> • Parent Surveys • Agenda/Minutes | All students | Principal Assistant Principal Bilingual Community Aide Certificated Staff | 4,000.00 | |
| 1E: Increase student access to engaging and relevant texts to improve reading comprehension skills * Library Books | Destiny report | All Students | Principal Librarian Teachers | | |
| 1F Purchase technology equipment and licenses to implement a blending learning model Printers Document Cameras Laptops TV's Headphones Wireless mouse Instructional software | <ul style="list-style-type: none"> • Software data • Classroom walkthrough data | All Students | Teachers | | 8,048.00 |
| 1G; Provide opportunities for students to receive academic achievement and attendance recognition to build an engaging | * Monthly assemblies/award recipients | All Students | Principal Assistant Principal Counselor | | 750.00 |

| 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 |
| and positive school culture <ul style="list-style-type: none"> • Awards • Pencils • Paper • Posters • Crafts and Hands on Learning materials • Assemblies/Contracted Services | * Attendance rates * report card grades | | Teachers | | |
| 1H: Provide Afterschool Enrichment to develop higher order thinking skills <ul style="list-style-type: none"> • STEM Teacher/ Classified hours • Odyssey of the Mind teacher hourly • Instructional Materials and Hands on Learning activities • Software | • Participant Surveys | All Students | Principal Assistant Principal Teachers | 3,000.00 | |
| 1.I: Provide additional assistance to teachers to ensure at-risk students are able to complete classwork, homework and projects to get them to grade level through interventions and the SIT process SIT Coordinator Classified Additional Hourly Tutor Monitors | * SIT data | At Promise Students | SIT Coordinator Principal | | 2,500.00 |
| Total Estimated Cost for This Goal: | | | | 37,000 | 26,298 |

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 writing through the use of response frames for the purpose of ensuring students respond in complete sentences. English Learners need extended opportunities to accelerate their language acquisition through daily instruction in core subjects. | | |
|---|---|--------------------------|
| School Metrics/Indicators | Current Outcomes | Future Expected Outcomes |
| 2018-2019 SBA ELA (EL): Average Distance from Standard (DFS) | -43.1 | >= -28.1 |
| 2018-2019 SBA Math (EL): Average Distance from Standard (DFS) | -49.8 | >= -34.8 |
| MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -1.07 (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) | -1.24 (Excludes K-2 due to invalid Fall 2020 results) | >= 0 |

| | |
|----------------------------|--|
| Identified Need(s): | Based on Smarter Balanced and MAP assessments, EL students in grades 1-5 need to develop their academic vocabulary |
|----------------------------|--|

| 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 |
| 1.a 1: Provide one-on-one or small group tutoring to develop academic vocabulary skills Certificated hourly Classified hourly Software | Pre and post assessment Walkthrough Data | English Learners in grades 1-5 | Administration Teachers Bilingual aides | 2,500.00 | |

| 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 |
| 1.a.2: Provide professional development on developing academic vocabulary skills during integrated ELD Certificated hourly Classified hourly Contracted services | Teacher survey compiled lesson plans for K- 5 teachers Walkthrough Data | English Learners in grades 1-5 | Teachers EL TOA | 3,000.00 | |
| Total Estimated Cost for This Goal: | | | | 5,500 | |

Planned Improvements in Student Performance

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

| LEA/School GOAL 1b Language Needs of Els: English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading skills. | | |
|--|------------------|--------------------------|
| School Metrics/Indicators | Current Outcomes | Future Expected Outcomes |
| 2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI) | 49.8% | >= 52.8% |

| | |
|----------------------------|--|
| Identified Need(s): | <p>Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment.</p> <p>Based on ELPAC, students in grades 1-5 need to develop their reading skills.</p> |
|----------------------------|--|

| 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 |
| 1.b. 1. Provide professional development on developing reading skills during designated ELD conferences travel consultant fee and materials mileage Certificated/classified hourly | Lesson plans Classroom Walkthrough Data EL Winter Map Data | English Learners | Administration Teachers Bilingual Aides | 1,718.00 | |
| Total Estimated Cost for This Goal: | | | | 1,718 | |

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 | 33.7% | >= 36.7% |
| 2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS) | -29.6 | >= -14.6 |
| 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: -1.67 Fall 3rd to Fall 4th: -0.89 | >= 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: 54% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 56% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 56% 24-25 3rd Gr. Cohort (21-22 Kinder): 42% | 21-22 3rd Gr. Cohort(22-23 4th Gr.): 44% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 46% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 46% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 32% |

| | |
|----------------------------|---|
| Identified Need(s): | <p>MAP data indicates K-3 students need to build early literacy skills</p> <p>A2i data indicates students need phonemic awareness and phonological awareness</p> <p>Students need to develop their reading and writing skills through teachers effective lesson designing of learning targets and success criteria through professional learning communities.</p> |
|----------------------------|---|

| 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. Deliver small group differentiated instruction to target students' skill deficits in literacy across the content areas substitute cost teacher hourly instructional supplies/books supplemental materials/software manipulatives | Lesson plans A2i data | K-3 Students | Administration Teachers | | |

| 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 |
| headphones | | | | | |
| Total Estimated Cost for This Goal: | | | | | |

Unfunded School Site Council Priorities

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|--|---------------------|----------------|-----------------------|
| <p>ADD 1B: Provide small group instruction/tutoring to meet academic standards through interventions and/or enrichment</p> <ul style="list-style-type: none"> • Additional Hourly teachers/classified • Supplemental materials • Flexible seating and organizational supplies • Software | All Students | \$8,000.00 | Administration |
| <p>ADD 1:b Provide teachers and instructional aides with professional development on developing reading skills during designated ELD Consulting Fees and materials</p> | All Students | \$10,000.00 | Administration |
| <p>ADD 1.G. Provide students with recognition of academic achievement: weekly, monthly, and semester. Student incentives/awards</p> | All Students | \$2,000.00 | Administration |
| <p>ADD 1.J: Provide additional assistance to teachers to ensure at-risk students are able to complete classwork, homework and projects to get them to grade level through interventions and the SIT process SIT Coordinator Classified Additional Hourly Tutor Monitor</p> | All Students | \$15,000.00 | Administration |
| <p>1.K Provide students with up-to-date technology to ensure they have equitable access to the core curriculum and supplemental materials that will assist the students in building literacy or vocabulary skills.</p> <ul style="list-style-type: none"> • Desk top computers, lap tops, instructional software | All Students | \$21,000.00 | Administration |
| <p>1.L: Provide additional assistance to At-Risk students with homework help to assist students with correctly completing their homework and projects Additional Teacher Hourly</p> | All Students | \$17,000.00 | Administration |

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|---|----------------------------|-----------------------|------------------------------|
| 1 M. Provide Professional development on unpacking standards, Visible Learning, and STEM to ensure teachers' lesson designs are effective Conferences and Travel | All Students | \$20,000.00 | Administration |

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. | 44,218 |
| 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). | 1,944 |
| 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) | 26,298 |
| X | SUPC Carryover | |
| Total amount of state and federal funds allocated to this school | | 70,516 |
| Total amount of state funds spent (SUPC) | | 26,298 |
| Total amount of federal funds spent (Title I) | | 44,218 |
| Total amount of state and federal funds spent | | 70,516 |
| 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 |
|--------------------|---|----------------|----------------|-----------------|
| Rita Bayne | Principal | Not-Applicable | Not-Applicable | 1 |
| June Friedley | Classroom Teacher | 2 years | May 2022 | 1 |
| Lauren Huggett | Classroom Teacher | 2 years | May 2022 | 1 |
| James Honadel | Classroom Teacher | 2 years | May 2022 | 1 |
| Corrina Duque | Other Staff Member (Specify): Clerk typist | 2 years | May 2024 | 1 |
| Hortencia Brito | Parent/Community Member | 2 years | May 2022 | 1 |
| Melissa Mora | Parent/Community Member | 2 years | May 2023 | 1 |
| Yumara Jimenez | Parent/Community Member | 2 years | May 2023 | 1 |
| Aja Kane | Parent/Community Member | 2 years | May 2023 | 1 |
| Desiree Delgadillo | Parent/Community Member | 2 years | May 2022 | 1 |

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/2022.

Attested:

Principal, Rita Bayne on 5/9/2022

SSC Chairperson, Aja Kane on 5/9/2022

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

Signature



English Learner Advisory Committee

Committee or Advisory Group Name

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). 05/09/2022

Attested:



Principal, Rita Bayne on

5/9/22



SSC Chairperson, Aja Kane on

5/9/22