

X2024-25

School Name and School Code

Live Oak Elementary 36 67710 6035810

SSC Approval Date: May 21, 2024

School Address

9522 Live Oak Avenue, Fontana, CA. 92335

Local Governing Board Approval Date: Pending approval on June 19, 2024

Name of Principal

Patricia Corral

Phone #
and Email

Original

(909) 357-5640, Patricia.Corral@fusd.net

Name of SSC Chairperson

Normalinda Regalado

Phone #
and Email

909-260-9058, Norma.regalado@yahoo.com}

SCHOOLWIDE PROGRAM (SWP)

SWP

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VISION AND MISSION

Live Oak is the place to be. We believe in using safety, respect, responsibility, and perseverance to support a positive school climate as we prepare all students for college, career, and life. Live Oak Elementary School provides students with state approved Common Core Standards education, previously approved by the Fontana Unified School District Board of Trustees and the California State Board of Education.

Live Oak is committed in providing students with quality first instruction and interventions when deemed necessary. Live Oak believes in building instructional and professional capacity among the staff in order to provide students a quality education. Through shared teacher leadership and relevant teacher professional development, we can focus on key instructional practices in reading, English Language development (ELD), and math to strengthen our students' abilities.

SPSA HIGHLIGHTS (bullet points)

The following are key features of this school year's Single Plan for Student Achievement, SPSA:

- Tier 1-3 Positive Behavior Intervention and Supports (PBIS) Framework
- Accelerated Reader Program
- iReady
- Updated library books
- Parent Engagement
- AVID

INCREASED OR IMPROVED SERVICES (bullet points)

Live Oak Elementary School understands the importance engaging in continuous improvement. Based on the data collected and collaborative conversations, Live Oak has identified the following services as a means of improving student outcomes.

- Live Oak Elementary School will continue offer tutoring for all students.
- Live Oak Elementary School will provide tutoring services for struggling EL students before and/or after school.

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The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| Total Number of Students enrolled in Live Oak Elementary. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|

| | 176 | 39.1 |
|--|-----|------|
| | 1 | 0.2 |
| | 8 | 1.8 |
| | 411 | 91.3 |
| | 56 | 12.4 |

| | 10 | 2.2 |
|--|-----|------|
| | 2 | 0.4 |
| | 427 | 94.9 |



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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

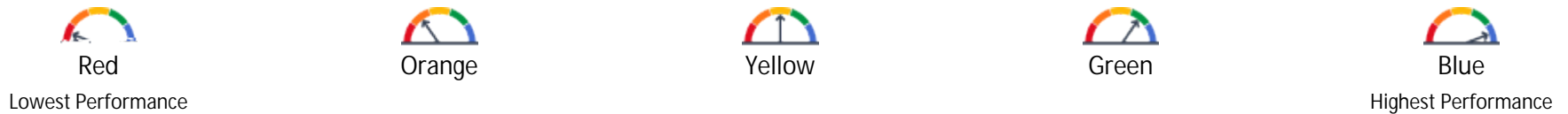
Highest Performance



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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| Less than 11 Students 3 Students | No Performance Color 0 Students | Less than 11 Students 2 Students | No Performance Color 0 Students |
|------------------------------------------------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|
| Yellow 40.7 points below standard Increased +14 points 225 Students | Less than 11 Students 1 Student | Less than 11 Students 1 Student | Less than 11 Students 4 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Languag

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

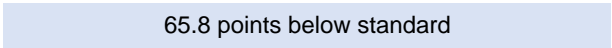
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Yellow





| Less than 11 Students 3 Students |
|-------------------------------------|

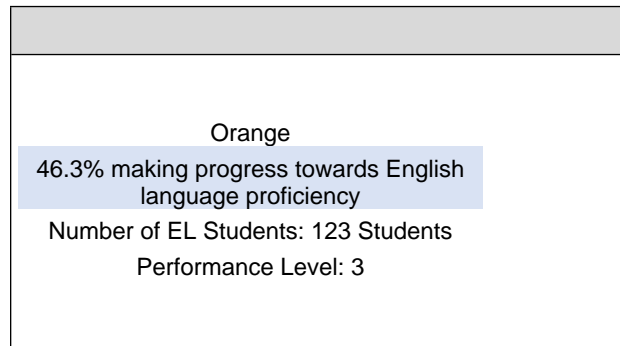
| No Performance Color 0 Students |
|------------------------------------|

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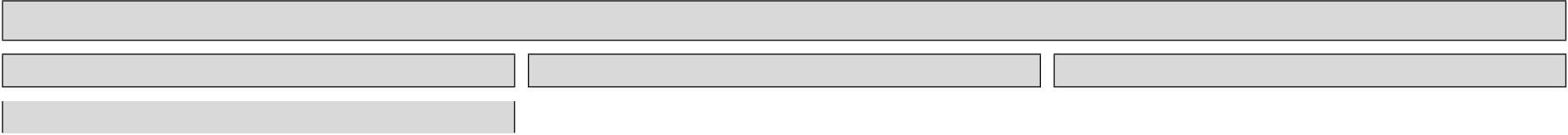
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



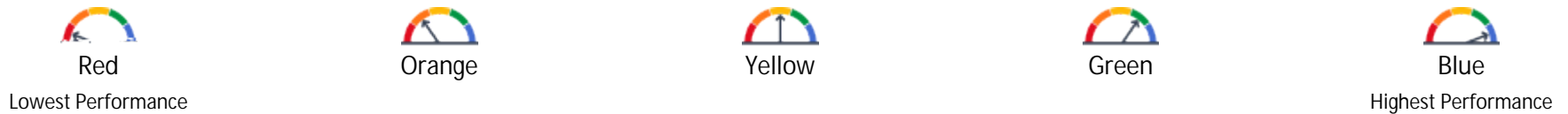
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



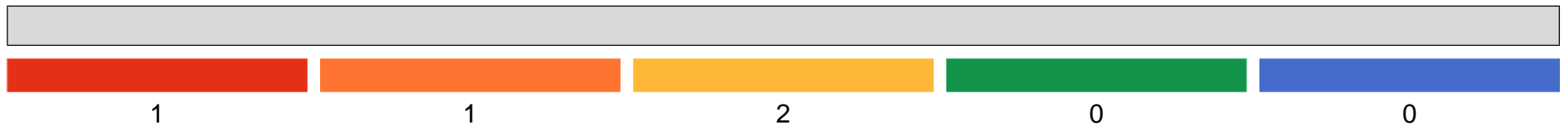
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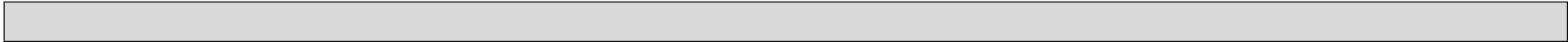
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This section provides number of student groups in each level.



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.






| |
|-----------------------------|
| Yellow |
| 37.2% Chronically Absent |
| Declined Significantly -3.7 |
| 478 Students |

| |
|-----------------------------|
| Yellow |
| 30.2% Chronically Absent |
| Declined Significantly -5.8 |
| 189 Students |

| |
|-----------------------|
| Less than 11 Students |
| 1 Student |



Less than 11 Students

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| | | | |
| | | | |
| <p>Less than 11 Students</p> <p>10 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p>Less than 11 Students</p> <p>2 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> |
| | | | |
| <p></p> <p>Orange</p> <p>37.7% Chronically Absent</p> <p>Declined -2.5</p> <p>453 Students</p> | <p>Less than 11 Students</p> <p>1 Student</p> | <p>Less than 11 Students</p> <p>3 Students</p> | <p>Less than 11 Students</p> <p>9 Students</p> |

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Red

Orange

Yellow

Green

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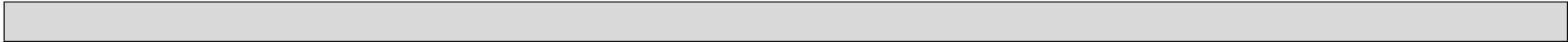
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This section provides number of student groups in each level.





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| |
| Yellow |
| 0.8% suspended at least one day |
| Increased 0.4 |
| 501 Students |



| | | | |
|----------------------------------------------------------------------------|------------------------------------|-------------------------------------|------------------------------------|
| | | | |
| | | | Less than 11 Students |
| 0% suspended at least one day Maintained 0 11 Students | No Performance Color 0 Students | Less than 11 Students 2 Students | No Performance Color 0 Students |
| | | | |
| Green 0.6% suspended at least one day Maintained 0.2 474 Students | Less than 11 Students 1 Student | Less than 11 Students | |

A next step for Live Oak is incorporating verbal and written forms of communication.

Administrators collaborated with the Live Oak's Instructional Leadership Team, ILT, on the implementation of learning targets, success criteria, PBIS implementation, and small group reading instruction. Our data indicates a more laser like focus on written communication is key to improving academic outcomes.

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the

Use of state and local EL academic performance and language development data to determine EL student and program needs.

Our analysis of state English Learner (EL) academic performance and language development data serves two primary purposes: identifying specific educational needs for English Learners and enhancing our EL program. Our EL monitoring team, which includes site administrators, teachers, MPS TOAs, and support staff, thoroughly examines academic and language development data to gain insights into student and program strengths and weaknesses. This analysis occurs quarterly, allowing us to implement targeted and specific interventions promptly. Once we identify the needs, we create an action plan by assessing students' academic performance and language development using existing interventions. Additionally, we regularly conducted classroom observations and monitored the effective implementation of I-ELD (Integrated English Language Development) and D-ELD (Designated English Language Development). Our goal is to meet the needs of English Learners by helping them achieve their expected annual growth in academic language proficiency, ultimately enhancing their educational experiences and contributing to academic achievement. These outcomes are informed by data-driven insights and ongoing collaboration.

Process for monitoring implementation of the School Plan and annually evaluating progress toward accomplishing the goals.

Live Oak includes parents and teachers in the evaluation and monitoring of progress through SSC, staff meetings, Coffee with the Principal, and ELAC. Each group analyzes available data to monitor the implementation of the school plan.

In December and March, formal progress monitoring occurred. SSC reviewed the level of implementation and available outcome data of all SPSA Actions.

As part of the SPSA monitoring, development, and evaluation process, SSC:

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| <p>school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.</p> | <p>instruction, no training sessions were held. Furthermore, the training topics that parents were most interested in - leadership development and virtual support in the home - were not identified. Some parents also expressed concerns of burnout and had little desire to attend additional workshops.</p> <p>In February, ELAC reviewed MAP Assessment data, ELPAC completion rates, and reclassification rates to date. They recommended increasing the number of workshops focused on literacy and language development.</p> <p>In April, SSC and ELAC evaluated the progress monitoring data and decided which actions to continue, modify, and discontinue to meet the anticipated needs of students and parents. All parent groups appreciated the increase in communication through email and parent letters, which provided essential contact information for teachers and additional services to support their students' return.</p> <p>In May, the SSC approved the 2024-2025 SPSA.</p> |
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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.

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| <p>data, etc.) in answering this section.</p> <p>One hundred percent of classrooms have implemented Integrated ELD as evidenced during walk through observations, iReady English learner data analysis. ELs actively participating and demonstrated understanding of grade level standards as observed through classrooms observations and data analysis. In addition, the staff specific training in writing strategies for EL students.</p> | <p>Include all supporting data (ex.: ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.</p> |
| <p>Designated ELD is included in our schoolwide schedule to ensure students are indeed receiving instruction. Evidence of Designated ELD is taken from walk through observational data. Our Consistent growth on ELPAC and steady ELPI growth data verify the positive effects of a D-ELD has had on ELs at Live Oak Elementary.</p> | <p>Include all supporting data (ex.: ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.</p> |
| <p>consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.</p> <p>To enhance the implementation of a comprehensive ELD program, the following are recommendations based on a comprehensive evaluation: Provide targeted professional development sessions for teachers and staff focused on effective ELD strategies, instructional techniques, and best practices. Use formative assessments to gauge student progress and adjust instruction, accordingly; Involve parents and families in their child's language development. Finally, consider using language proficiency assessments to better monitor ELs' language development over time.</p> | <p>Sample actions for</p> |

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| MAP Growth Language (ALL): Average Fall-to-Fall Conditional Growth Index (CGI) | 0.05 | -0.14 | >= 0 |
| MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI) | -0.02 | 0.00 | >= 0 |

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| <p>School</p> <ul style="list-style-type: none"> • Schoolwide, about 31% of students scored standard met/exceeded in ELA and about 23% in Math. • In ELA, the school average is 44.7 below standard (- 44.7 Distance From Standard) which is 4.9 points above the district average. • In math, the school average is -66.6 below standard (- 66.6 Distance From Standard) which is 3.2 points above the district average. <p>Grade Levels</p> <ul style="list-style-type: none"> • In ELA, the percentage of Standard Not Met/Standard Nearly Met is similar across the grade levels. • In math, the percent scoring Standard Not Met/ or Standard Nearly Met increased in all grade levels from 2022 to 2023. • In ELA, the average scale score was in the Standard Nearly Met range in 3rd, 4th, and 6th grades. • In math, the average scale score was in the Standard Nearly Met range for grades 3rd and 4th grades. However, the average scale score in grade 5th and 6th was in the Standard Not Met range. • All grade levels are performing below standard in ELA and math. <p>Student Groups</p> <ul style="list-style-type: none"> • Females are outperforming males in percent met/exceeded for ELA, but males are outperforming females in math. • English learners and Students with Disabilities are two groups with a percent met/exceeded below the schoolwide percentage in both ELA and math. • All student groups are performing below standard (negative Distance from Standard) in both ELA and math. | | | |
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| <p>School</p> <ul style="list-style-type: none"> • School wide, there was an improvement in percent met/exceeded by 4.4% in ELA and 6.8% in math. <p>Grade Levels</p> <ul style="list-style-type: none"> • The percent of Standard Met/Exceeded increased in 3rd and 4th grade in ELA. • The percent of Standard Met/Exceeded increased in grades 3rd - 6th grade in Math. • In ELA, grade 4 improved significantly their Distance From Standard (narrowed gap), however, grades 5 declined while grade 6 increased. | | | |
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Student Groups

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- Math achievement is "low" with average achievement being 65.8 points below standard.
- Average achievement increased significantly from the prior year with a significant improvement of 15.6 points.
- The All- Student group has a yellow performance level on the Dashboard.

- Since all student groups have a yellow performance level, no groups have a lower Dashboard performance level in ELA and Math.

1. Students with Disabilities are demonstrating a very high Chronic Absenteeism rate and showed an increase from the prior year with a red performance level on Dashboard.

- Identified Root Cause: Clear communication and support to families regarding the impact of chronic absenteeism on academic achievement was not prioritized.

Live Oak analyzed iReady data in both Math and Reading and classroom observation analysis for the site-specific progress monitoring.

In reviewing iReady Diagnostic Growth data between Fall and Winter administration, schoolwide students made overall growth in Reading.

- The number of students with three or more grade levels below decreased from 69 to 51 students.
- Students in the Two Grade Levels Below band also decreased from 102 to 69 students.
- In addition, the number of students Mid or Above Grade Level increased from 20 to 42 students.

In reviewing iReady Diagnostic Growth data between Fall and Winter administration, schoolwide students made over all growth in math.

- The number of students within the Three or More Grade Levels Below band decreased from 65 to 48 students.
- Students in the Two Grade Levels Below band decreased from 115 to 61 students.

- Conversely, the number of students who were Mid or Above Grade Level also grew from 4 to 13 students.

Classroom Observation Analysis

- Walk through data indicates 100% of classrooms showed evidence of small group instruction occurring in ELA.
- Teachers grouped students according to various assessments results such as iReady, A21, ESGI, and phonics inventories.

In Reading, the area of comprehension Informational text is an area for growth as it continued to have a higher percentage of students below grade level.
In Math, the area of Geometry is an area for growth as it continued to have a higher percentage of students below grade level.

suspensions, and further engage students in learning.

- Conferences and travel costs
- Professional growth materials: books, software, etc
- Substitute teacher costs

1B: Provide differentiated instruction through blended learning to increase student achievement and engage students in learning.

- Instructional Software and subscriptions
- Instructional materials
- Books and magazines (including digital)
- Tutor Monitor/Personnel Costs
- Supplemental Printing
- Technology equipment to access lesson content: Write Pads, TV monitors, hover cams, VIVI, and associated installation cost

Admin walk through data, iReady and Benchmark data

All students K-6. Particularly Students with Disabilities.

Teachers and school administrators

51,480

1,500

1C: Parent Resource Center for the purpose of engaging parents in learning about strategies to support their child's academic and Social Emotional needs

- Certificated hourly pay
- Technology equipment to support parent workshops: laptops
- Co 2 23.90200043 Tm [(Par)1(ti)-1(culag)



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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)]

| Smarter Balanced Assessment ELA (EL): Average Distance from Standard (DFS) | • 80.6 (2021-2022) | -80.6 | -77.6 |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Smarter Balanced Assessment Math (EL): Average Distance from Standard (DFS) | • 102.1 (2021-2022) | -104.4 | -101.4 |
| Fall MAP Growth Reading (EL): Average Distance from Norm (DFN) | KN: -1.9 1st: -14.7 2nd: -12.8 3rd: -10.6 4th: -6.2 5th: -13.7 6th: -13.8 | KN: 0.0 1st: -6.9 2nd: -18.4 3rd: -12.7 4th: -7.0 5th: -7.1 6th: -13.6 | KN: 0.0 1st: -6.4 2nd: -17.9 3rd: -12.2 4th: -6.5 5th: -6.6 6th: -13.1 |
| Fall MAP Growth Math (EL): Average Distance from Norm (DFN) | KN: -4.4 1st: -13.8 2nd: -12.8 3rd: -11.4 4th: -10.1 5th: -15.9 6th: -18.0 | KN: -4.2 1st: -6.0 2nd: -19.4 3rd: -14.0 4th: -9.0 5th: -14.7 6th: -15.2 | KN: -3.7 1st: -5.5 2nd: -18.9 3rd: -13.5 4th: -8.5 5th: -14.2 6th: -14.7 |

MAP Growth Reading (EL): Avg Fall-to-Fall Conditional Growth Index (CGI2: Average Diading (School Plan for Student Achievement (SPSA)

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|---------------------------------------------------------------------------|-------|-------|----------|
| | | | |
| MAP Growth Language (EL): Avg Fall-to-Fall Conditional Growth Index (CGI) | -0.07 | -0.13 | ≥ 0 |
| MAP Growth Math (EL): Avg Fall-to-Fall Conditional Growth Index (CGI) | 0.03 | -0.08 | ≥ 0 |



- In ELA, English learners have about 17% fewer students scoring Standard Met/Exceeded than the All-Student group and have an average Distance



- Overall, iReady reading data reveals Vocabulary continues to be an area of growth for English learner students.
- Reading Comprehension: Informational Text is an area of growth for Live Oak's English learners with only 32% of ELs making growth in this area.

Smarter Balance and MAP assessments show that ELs need to develop stronger reading comprehension skills through response frames and graphic organizers.
Smarter Balance and MAP assessments show that ELs need to develop stronger mathematical reasoning and problem solving skills.

| <p>1a3: Provide parent workshops to help parents in support of language arts and math development in the home.</p> <ul style="list-style-type: none"> • Conferences and travel fees • Certificated and classified hourly pay • Instructional materials • Printing materials • Contracted Services and materials • Translations • Child Care Costs | Parent workshop sign in and surveys | Parents of Emerging and expanding EL students | Teachers, bilingual community aide, and school administrators | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------|---------------------------------------------------------------|--|--|

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement

| | | | |
|----------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| | 30% - Beginning Development | 35% - Beginning Development | measured with changes in ELPI levels |
| ELPAC Writing Domain: % by Performance Level | 11% - Well Developed 61% - Somewhat/Moderately Developed 28% - Beginning Development | 19% - Well Developed 61% - Somewhat/Moderately Developed 20% - Beginning Development | N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels |

School

- A majority of our EI students are at the Level 3 (moderately developed) in overall performance
- Schoolwide, performance is stronger in Oral Language than in Written Language Performance.
- Schoolwide, performance has improved over the past 3 years in Writing Language.

Grade Levels

- Current grades 4 and 6 EIs have a greater percentage in Level 3 and 4 than other grades.
- Overall performance has increased over the past 3 years in all grade levels.
- Grade 1 did not have any students at a Level 4.

Student Groups

- Female students and socio-economically disadvantaged students' have improved the overall performance over the past 3 years.
- Students with Disabilities have a higher number of students in the Beginning to Develop Stage in Listening, Reading, and Writing Domains compared to Socioeconomically Disadvantaged Students.

School


- 20% of students reached a Level 4.
- 20% of students re



Grade Level

- Grades 2, 4, and 5 had the largest growth in ELs who made progress.
- Grade 1 had the largest percentage of students declining.

Student Groups

- Students with Disabilities made the most progress in ELPI levels
 - Females and Socio economically Disadvantaged students had the highest percentage of Level 4.
 - Coincidentally, females had the largest decrease in ELPI.
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|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded | 22.1% (2021-2022) | 29.6% | 32.6% |
| Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS) | • 46.4 (2021-2022) | -47.7 | -44.7 |
| MAP Growth Reading: Average Fall-to-Fall Conditional Growth Index (CGI) for K-3 By Grade Level | Fall Kinder to Fall 1st: -1.41 Fall 1st to Fall 2nd: 0.27 Fall 2nd to Fall 3rd: 0.46 Fall 3rd to Fall 4th: 0.39 | Fall Kinder to Fall 1st: -0.67 Fall 1st to Fall 2nd: 0.12 Fall 2nd to Fall 3rd: 0.37 Fall 3rd to Fall 4th: 0.41 | >= 0 for each grade level |
| Fall 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 (22-23 4th Gr.): 33% 22-23 3rd Gr. Cohort: 50% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 55% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 63% 25-26 3rd Gr. Cohort (22-23 Kinder): 15% | 22-23 3rd Gr. Cohort (23-24 4th Gr.): 30% 23-24 3rd Gr. Cohort: 43% 24-25 3rd Gr. Cohort (23-24 2nd Gr.): 60% 25-26 3rd Gr. Cohort (23-24 1st Gr.): 43% 26-27 3rd Gr. Cohort (23-24 Kinder): 18% | 23-24 3rd Gr. Cohort(24-25 4th Gr.): 33% 24-25 3rd Gr. Cohort (24-25 3rd Gr.): 50% 25-26 3rd Gr. Cohort (24-25 2nd Gr.): 33% 26-27 3rd Gr. Cohort (24-25 1st Gr.): 8% |

- The Informational Text goal is the greatest area of need for grade 2 and 3 students.

iReady Fall to winter, Classroom Observations, and A2i data

- Small group reading instruction is occurring in 100% of classrooms.
- Primary grades, First and second grade had the largest above baseline growth in reading on A2i.

iReady Reading Diagnostic Fall to Winter

- An area of strength for students in K-3 is Phonological Awareness
- 93% of kindergarten students grew in overall reading skills.
- 89% of first grader students grew in overall reading skills
- 94% of second grade students grew in overall reading skills
- 83% of third grade students grew in overall reading skills

Overall, all primary grades K-3, are making reading growth at a high rate.

- Foundational skill subsets in iReady Diagnostic reveal a strength in Phonological Awareness

A2i Data Analysis:

- Winter data administration reveals 49% of students in K through 3rd grade are at or above grade level reading.
- Kindergarten had the most growth at 77% of students at or above grade level in reading.
- First grade had 47% of students at or above grade level in reading.
- Second and third grade had similar results with about 37% of student at or above in reading.

Classroom Observation Analysis

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- A systematic phonics instruction continuum needs to be developed across kindergarten through third grade.
- However, kindergarten and first grade both indicate Phonics as an area of growth in iReady Diagnostic.
- 60% of kindergartners did not show growth in phonics while 44% of first graders did not make growth in the same area.

- iReady data indicated K - 3 grade students need to build early literacy skills though a focus on phonics and vocabulary development.
- iReady data indicated K-3 grade students need to develop stronger reading comprehension skills.
- Teacher input indicated a need for professional development on foundational literacy skills including writing.

2A: Provide Professional Development in teaching reading instruction to improve instruction.

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- Conference and travel fees

1A: Provide Professional Development on effective instruction in academic content, in blended learning, differentiated instruction, to increase academic outcomes, effective student engagement strategies, and improve student engagement, improve attendance, decrease suspensions, and further engage students in learning.

All Students in TK-6.
Particularly Students with Disabilities, English Learners, and Gifted/Talented

- Conferences and travel costs
- Professional growth materials: books, software, etc
- Substitute teacher costs

| | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | | |
| X | Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. | \$75,708 |
| | | |
| X | Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$2,388 |
| X | 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) | \$21,625 |
| | | |
| | | 97,333 |
| | | 21,625 |
| | | 75,708 |
| | | 97,333 |
| | | 0 |



Board for approval and

issues relating to materials

plan

Group Name

English Learner Advisory Committee

Content requirements

and, comprehensive,

Principal, Patricia Corral on 5/21/24

SAC Chairperson, Normalinda Regalado on 5/21/24

Patricia Corral

of the

School

including

reach

secondary