



## School Plan Overview

VISION AND MISSION	The mission of Locust Elementary School is to provide all students with an equitable and high-quality education thereby developing the foundation for them to become compassionate, responsible and successful members of society.
SPSA HIGHLIGHTS (bullet points)	*Providing targeted differentiated small group instruction to all students in reading and in math. *Supporting effective English Language Development through teacher training, PLCs and after school tutoring.
INCREASED OR IMPROVED SERVICES (bullet points)	*Providing targeted differentiated small group instruction to all students in reading. *Teachers providing daily social/emotional lessons in their classrooms as well as the counselor providing monthly Tier 1 class guidance lessons to address social/emotional needs. *Supporting effective English Language Development through teacher training, PLCs and after school tutoring. *Addressing the needs of SWD to improve academic achievement in reading and math through teacher training, use of high-quality instructional materials and targeted differentiated small group instruction in reading and math. *Providing additional hourly pay for teacher SART coordinator to reduce the chronic absenteeism rate of SWD.





# School and Student Performance Data

## Overall Performance

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.

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

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Yellow




English Learner Progress



Green



**2023 Fall Dashboard English Language Arts Performance for All Students/Student Group**

All Students	English Learners	Foster Youth
 Yellow 34.6 points below standard Increased +10.6 points 179 Students	 Orange 47.3 points below standard Decreased -3.5 points 55 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Yellow 41.3 points below standard Increased +9.5 points 149 Students	92.2 points below standard Increased +7.1 points 20 Students



**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p align="center">Less than 11 Students</p> <p align="center">5 Students</p>	<p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">3 Students</p>
<b>Hispanic</b>			
<p align="center">Yellow</p> <p align="center">40.2 points below standard</p> <p align="center">Increased +8.4 points</p> <p align="center">161 Students</p>			

# School and Student Performance Data

## Academic Performance

### **Mathematics**

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),

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.

**2023 Fall Dashboard Mathematics Performance for All Students/Student Group**

**All Students**

Yellow

66.6 points below standard





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.

<b>2023 Fall Dashboard Student English Language Acquisition Results</b>			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
5	15	0	35

# School and Student Performance Data

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.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**

**All Students**

**English Learners**

**Foster Youth**

**Homeless**

**Socioeconomically Disadvantaged**

**Students with Disabilities**

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

**African American**

**American Indian**

**Asian**

**Filipino**

**Hispanic**

**Two or More Races**

**Pacific Islander**

**White**



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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.

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

**2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

All Students	English Learners	Foster Youth
 Yellow 39.2% Chronically Absent Declined Significantly -4.6  416 Students	 Orange 36.3% Chronically Absent Declined -6.7  102 Students	53.3% Chronically Absent  0  15 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
54.5% Chronically Absent  0  11 Students	 Yellow 42.8% Chronically Absent Declined Significantly -4.6  353 Students	 Orange 42.9% Chronically Absent Declined -17.9  56 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>65% Chronically Absent</p> <p>Increased 41.9</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center">                       Yellow                 </p> <p>38.7% Chronically Absent</p> <p>Declined Significantly -7.5</p> <p>364 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>22.2% Chronically Absent</p> <p>Declined -11.1</p> <p>18 Students</p>

# School and Student Performance Data

## Academic Engagement

### **Graduation Rate**

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.











Analysis of Qualitative Data: Surveys

Analysis Of Qualitative Data: Surveys			
School Metrics/Indicators	Previous Year Outcomes	Current Outcomes	Future Expected Outcomes
Student Fall SEL Survey: Participation Rate for Grades 3-12	83%	80%	95%
Family Climate Survey: Household Participation Rate	19%	5%	25%
Student Climate Survey: Participation Rate for Required Grade Levels (5, 7, 9, 11)	78%	74%	95%
Student Climate Survey: Participation Rate for Optional Grade Levels (3, 4, 6, 8, 10, 12)	0%	42%	N/A – Participation for optional grade levels is not expected. Participation rate is only included to provide additional context for the interpretation of results.

Student Fall SEL Survey	
	Based on the 3rd-5th grade student responses, the area with the lowest Percent Favorable was Emotion Regulation at 45% and Self-Efficacy at 48%.
	Based on the 6th grade student responses, the area with the lowest Percent Favorable was Self-Efficacy at 42%, and Growth Mindset at 41%.

Student Climate Survey	
Grade levels that participated:	3-6
Strategies or challenges that contributed to participation rate:	74% Participation Rate for required Grade 5. A strategy to increase survey participation rate next year would be to administer the survey earlier during the survey window.
Areas where growth was evident from previous year:	School Climate increased by 1% and Student Voice increased by 5%.
Areas of strength identified:	Rigorous Expectations at 80% and Student Interactions at 79%.
Areas where growth is needed:	The area with the lowest Percent Favorable was Student Voice at 25%.

Family Climate Survey	
Strategies or challenges that contributed to participation rate:	We had difficulty collecting parent survey responses as we were asking parents to complete the climate survey many were confused about this survey and the LCFF survey. Most believed it was the same survey and only completed the first survey given. Parents difficulty distinguishing between the two surveys. We also needed to send out more communication about the differences between the two surveys parents are expected to complete. Next, Locust will offer an incentive for completed surveys.
Areas where growth was evident from previous year:	Every category increased except for Facilities, Parental Support, and Family-School Communication.
Areas of strength identified:	The following areas all had a Percent Favorable of 80% or higher: Substances, School Safety, Meal Choices, School Climate, Learning Environment, and Student Interactions.
Areas where growth is needed:	Family Engagement and Informing Parents had the lowest Percent Favorable, however both categories had a double digit increase from the previous year.

## Site-Based Surveys

Describe formal and informal methods for gathering input about stakeholder needs (teachers/staff, families, students).

Teachers participated in a NCEE Learning Context Assessment to evaluate school wide practices in the following areas: school wide vision, aligned instructional systems, high performance organization and management, systems for decision making, stakeholder engagement, and high-quality teachers and teaching. Informal needs assessment provided to parents during SSC, ELAC, Coffee with the Principal, and brief surveys.

Describe the key areas of need identified through your formal and informal feedback methods with teachers/staff, families, and students.

Based on teacher input, the following areas of need have been identified:

- Increase parent engagement
- Review parent survey data with staff for planning purposes
- Tailor professional learning more precisely to teachers' needs

Based on parent input, the following areas of need have been identified

- More parent workshops on how to support students in reading and math
- More school-wide activities to get parents involved.
-

During professional development sessions, teachers learned strategies for teaching vocabulary, understanding extracting the main ideas with supporting details, and developing skills to write a response to literature or informational text. They also learned strategies for preparing students for the Smarter Balanced Assessment. Teachers used the following strategies to prepare students for SBAC testing: SBAC Data Chats, use of the online practice and training SBAC tests, including IAB's, modeling writing strategies in class by the instructional coach, small group discussions about the expectations, and teachers providing immediate and specific feedback on writing along with text dependent questions. This indicates a need to continue providing time for professional development focused on the science of reading.

Standards, Assessment, and Accountability

During the 2023-2024 school year teachers were provided time for developing targeted and differentiated instruction based on iReady, United to Read A2i, CAASPP, ELPAC, and formative assessment data, through staff meetings, PD sessions and structured grade level PLCs. Teachers analyzed and tracked ELA data and math data to develop strategic plans and action steps to meet students' varying needs within the core curriculum with the support of the principal and teachers on assignment. Teachers also tracked and monitored the progress of their EL students and created strategic instructional plans for their ELD instruction. These data sets were also used to determine individual and small group instruction needed to fill learning gaps and/or strengthen areas of weakness during core instruction and targeted differentiated small group instruction, including extended learning, such as after school tutoring.

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

The analysis of state EL academic performance and language development data is conducted to identify specific educational needs for English Learners and improve our EL program. Our EL monitoring team, including site administrators, teachers, MPS TOAs, support staff, and examines academic and language development data to understand student and program strengths and weaknesses. This analysis is conducted quarterly to enable timely implementation of targeted and specific interventions.



## Staffing and Professional Development

grade levels and departments by offering release time for extended instructional planning and conference attendance outside of the school district. Finally, we can further strengthen our collaboration to maximize teaching effectiveness by differentiation of the professional learning and strengthen student learning outcomes by offering a literacy and mathematics program based on the latest research, implementation of the most effective practices for instruction, and planning targeted instruction based on the results of academic performance data.

Teacher collaboration by grade level

## Teaching and Learning

- K-5th grade TCI; 6th grade TCI
- K-5th grade Twig Science; 6th grade Amplify Science

Teachers utilize differentiated instructional groups during class in Language Arts and Math. The Instructional Support Teachers (ISTs) provide targeted supports through Read 180, Math 180, and C-STEM. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.

Teachers were provided professional development to focus on aligning curriculum instruction and use of materials and assessments during structured PLC time and staff meetings with the support of the Common Core TOA and Principal. Teachers worked in their grade level PLCs to identify high priority standards, write learning intentions and success criteria and plan





## Parental Engagement

Parents of English Learners participated in a workshop on how to understand the Smarter Balanced and ELPAC reports, what students need in order to progress on the SBAC and ELPAC, and ways for parents to support their child's(ren's) progress in learning English as measured by the ELPAC. During the workshop parents explored the practice tests for ELA and math to gain a better understanding of the skills and concepts that their children need to know. Parents were provided tips and strategies to support preparation at home.

## 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.

Based on the classroom observation data, teachers implemented strategies to support instruction utilizing scaffolds such as graphic organizers, response frames, oral presentations, foundation skills in reading and vocabulary development. EL students received academic supports, however, we are not seeing the same level of growth in math as compared to our English Only subgroup.

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

According to ELPAC data from 2022-23, 63.6 percent of students maintained or moved up a ELPI level, which increased Locust's percentage of 7.6%. Every class has 30-40 minutes of daily ELD instruction as part of the daily routine. According to classroom observation data, teachers still need support with explicit designated ELD instruction, including grade level planning time with the MPS TOA.

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

Teachers need more collaborative time to work in vertical teams alongside the EL TOA, progress monitoring of EL students, and implement explicit I-ELD and D-ELD instruction in the classroom on a daily basis.

## SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Teachers will provide a robust tier I instructional and intervention program, which includes differentiated instruction based on the Science of Reading research and the newly adopted math framework.	August 2024 through May 2025; Daily
	Teachers will implement AVID strategies to support organization and structures for learning.	August 2024 through May 2025; Daily
	Teachers and support staff attend professional learning in high leverage strategies for reading and mathematics by coaches and administration.	August 2024 through May 2025; Admin Wednesdays
	Locust implements a multi-tiered system of supports in academics and behavior for all students.	August 2024 through May 2025; Daily
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	Provide parent workshops and information sessions on the core curriculum, English Language Development strategies to use at home.	
	Enrichment and regular classroom teachers provide STEAM activities for TK-6. Enrichment teachers provide instrumental music and choir for grade levels 4 for TK-6.	



## 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	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA (ALL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 47.6</li> </ul> (2021-2022)	-38.8	-35.8
Smarter Balanced Assessment Math (ALL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 98.4</li> </ul> (2021-2022)	-70.5	-67.5
Fall MAP Growth Reading (ALL): Average Distance from Norm (DFN)	KN: -0.6 1st: -6.5 2nd: -13.4 3rd: -3.5 4th: -12.9 5th: -5.8 6th: -6.5	KN: -2.6 1st: -5.0 2nd: -7.6 3rd: -13.5 4th: -1.7 5th: -7.4 6th: -7.0	KN: -2.1 1st: -4.5 2nd: -7.1 3rd: -13.0 4th: -1.2 5th: -6.9 6th: -6.5
Fall MAP Growth Math (ALL): Average Distance from Norm (DFN)	KN: 0.2 1st: -4.7 2nd: -13.8 3rd: -2.3 4th: -13.7 5th: -12.5 6th: -12.8	KN: -3.9 1st: -2.8 2nd: -6.0 3rd: -11.3 4th: -1.1 5th: -11.6 6th: -13.3	KN: -3.4 1st: -2.3 2nd: -5.5 3rd: -10.8 4th: -0.6 5th: -11.1 6th: -12.8
MAP Growth Reading (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	-0.05	0.09	>= 0

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.

MAP Growth Language (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.12	0.11	>= 0
MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.05	0.05	>= 0

### CAASPP Data Analysis – ALL Students

#### Achievement Trends:

School: When looking at CAASPP data for ELA and math, students performed significantly better in ELA.

- 35.2% of students scored meeting or exceeding in ELA and 21.6% students scored meeting or exceeding in math. There is an achievement gap between reading and math of 13.6%.
- The DFS in ELA is -37.7 in ELA and -69.8 in math. This also indicates that there is an achievement gap between reading and math of when measured by DFS.
- The DFS is 12.2 points above the district in ELA and is equal points to the district DFS in math. This indicates that overall, Locust is performing slightly better than the district in ELA.

#### Grade Levels

- In math, the average scale score is in the standard not met range for grades 4 and 5. The average scale score for grades 3 and 6 in the Nearly Met range.
- In ELA, all grade levels average scale score fell in the Nearly Met range.

#### Student Group

- RFEP students outperformed the All Student Group in both math and ELA.

#### Growth Trends:

For all students, the 2 Year Student Group Report indicates increased SBAC scores in both ELA, 35.2% and math, 21.6%.

Grade Levels: When looking at the 2022-23 Year Student Group Report by Achievement Level, grade level CAASPP data for ELA, although 3rd, 4th and 6th grade students showed an increase in the percent of students performing at meeting or exceeding in ELA, in 5th grade decreased by 8.2 percentage points from 2022.

- When looking at the 2 Year Student Group Report by Achievement Level, grade level CAASPP data for math, 3rd, 5th and 6th grade students showed an increase in the percent of students performing at meeting or exceeding in math, 4th grade decreased by 2 percentage points from 2023.
- When looking at the Distance from Standard Report in ELA, 3rd Grade had the greatest positive change at +32.8 and 6th grade with a positive DFS at +27.3. For all students, an average of +10.4 DFS in ELA. 4th and 5th grade both showed negative change in DFS with 4th grade at -5.9 and 5th grade more significant change in DFS at -16.0.
- When looking at the Distance from Standard Report in math, all students showed a positive change in DFS at +28.6, showing an overall positive change in DFS from -98.4 in 2022 to -69.8 in 2023. 3rd grade showed the greatest gain at +53.0 in positive change in DFS and 6th grade with +37.4.
- For the largest student group, Hispanic, had an increase in the percentage of students meeting and exceeding the standards in both math and ELA.

## CAASPP Data Analysis – ALL Students

- EO's showed an increase in the percentage of students meeting and exceeding the standards in both math and ELA.

### Identified Areas of Strength:

Schoolwide, listening is a relative area of strength in ELA.  
Schoolwide, Communicating Reasoning is a relative area of strength in math.

### Identified Needs (Areas for Growth):

Schoolwide, writing is the greatest area of need in ELA.  
Schoolwide, Concept and Procedures is the greatest area of need in math.

### List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):

- In ELA, the following groups performed significantly lower than the ALL-student group:
  - ELs students
  - Students with Disabilities
- In math, the following groups performed significantly lower than the ALL-student group:
  - EL students
  - Students with Disabilities

## MAP Data Analysis – ALL Students

### Achievement Trends:

#### SCHOOL

- Schoolwide, 56% of students scored in the Low and LoAvg performance bands in reading; 58% of students scored in the lowest two performance bands in math.
- Schoolwide, 32% of students projected to score Standard Met & Exceeded in the SBAC for reading, whereas only 26% of students projected to score Standard Met & Exceeded in math.

#### GRADE LEVELS

- Grade 4, 39% of students scored in the HiAvg and Hi performance bands in both reading and math. Almost half of 4th grade students are projected to meet or exceed the standards on ELA and Math SBAC Performance.
- Grade 1, 26% of students scored in the two highest performance bands in reading.



## MAP Data Analysis – ALL Students

- Grade 1, 37% of students scored in the two highest performance bands in math.
- Grade 2, 56% of students met or exceeded the Projected RIT/Growth Period in reading.
- Grades 3 and 5 have the highest percentage of students scoring in the two lowest performance bands in math.
- Almost half of grades 2, 3, and 5 scored in the lowest performance band in reading.

### STUDENT GROUPS

- Gender, Male students outperformed the schoolwide and Female student group, where 37% of male students are projected to meet or exceed SBA performance in ELA as compared to only 32% schoolwide.
- Gender, Male students outperformed the schoolwide and Female student group, where 34% of male students are projected to meet or exceed SBA performance in math as compared to only 26% schoolwide.
- English Learners and SWD, the majority of students scored in the lowest performance in reading and math.

### Growth Trends:

#### SCHOOL

More than half of the students met or exceeded projected growth in both reading and math.

#### GRADE LEVELS

- Grade 4 students made accelerated growth in reading.
- All grade levels with the exception of kindergarten and grade 1 made expected growth in math and reading.

#### STUDENT GROUPS

- Hispanic, 53% of students met or exceeded the Projected RIT/Growth with an Average Achievement Percentile of 38.63% in reading.
- SWD student group made accelerated growth in both math and reading.
- English Learners, 48% met or exceeded Projected RIT Growth, as compared to English Only with 56% meeting their projected growth in reading.
- Gender, Females outperformed Male students by higher percentage that met or exceeded Projected RIT Growth.
- Gender, both males and females showed a positive growth trend, Average Conditional Growth Index, CGI, thus making expected growth in reading.

### Identified Areas of Strength:

- Below are relative strengths for each grade level in reading and math.
- Kindergarten, Vocabulary Use & Functions and Measurement & Data
- Grade 1, Literature and Information and Operations & Algebraic Thinking
- Grade 2, Literary Text and Algebraic Thinking
- Grade 3 Literary Text and Geometry
- Grade 4 Informational Text and Operations & Algebraic Thinking
- Grade 5 Literary Text and Vocabulary, and Number & Operations
- Grade 6 Literary Text and Operations & Algebraic Thinking





2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
B- Provide differentiated instruction to support student learning. * Books, Magazines, Digital Readers * Supplemental Instructional Materials * Instructional Software Licenses * Supplemental Printing * SST Coordinator  C- Develop an early warning intervention and	iReady Data, District Benchmarks Walkthrough Data	ALL, particularly SWD	Principal, Librarian, Teachers, Secretary	19039	

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
<p>Dyslexia and How to Support, Best Ways to use Math Manipulatives in ALL grade levels, How to Use iReady w/SWD, Early Numeracy Strategies, Implementation of Second Step SEL curriculum, technology and PBIS.</p> <ul style="list-style-type: none"> <li>* Certificated/Classified Additional Hourly</li> <li>* Substitute Cost</li> <li>* Contracted Services and related fees</li> <li>* Professional Books/PD Materials</li> <li>* Travel &amp; Conference Related Fees</li> </ul>			Common Core TOA, EL TOA, Teachers		
<p>G- Provide structured PLC collaboration time for student data analysis and planning, including time for General Ed. teachers to collaborate w/SPED teachers</p> <ul style="list-style-type: none"> <li>* Certificated/Classified Additional Hourly</li> <li>* Substitute Cost</li> </ul>	<p>Observational Learning Walk Data</p> <p>iReady and District Benchmark Data</p>	ALL, with an emphasis on SWD	Principal, Common Core TOA, EL TOA, Teachers	3045	7038
<p>H- Provide enrichment opportunities in STEAM to support students in building 21st Century Skills in all content areas.</p> <ul style="list-style-type: none"> <li>* Instructional Materials</li> <li>* Robotics and Coding Technology</li> </ul>					



## 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 ELs: English Learners will demonstrate improved academic growth and achievement in reading and math through the use of high leverage instructional strategies that support ELs and targeted small group support.			
School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 65.1 (2021-2022)</li> </ul>	-90.9	-87.9
Smarter Balanced Assessment Math (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 106.5 (2021-2022)</li> </ul>	-107.5	-104.5
Fall MAP Growth Reading (EL): Average Distance from Norm (DFN)	KN: -2.2 1st: -8.3 2nd: -17.4 3rd: -10.2 4th: -15.5 5th: -11.7 6th: -14.7	KN: -8.1 1st: -12.3 2nd: -16.2 3rd: -20.4 4th: -9.4 5th: -15.1 6th: -13.1	KN: -7.6 1st: -11.8 2nd: -15.7 3rd: -19.9 4th: -8.9 5th: -14.6 6th: -12.6
Fall MAP Growth Math (EL): Average Distance from Norm (DFN)	KN: -4.5 1st: -4.4 2nd: -22.7 3rd: -8.1 4th: -17.1 5th: -14.9 6th: -19.5	KN: -8.9 1st: -7.3 2nd: -4.0 3rd: -16.8 4th: -9.6 5th: -17.5 6th: -21.9	KN: -8.4 1st: -6.8 2nd: -3.5 3rd: -16.3 4th: -9.1 5th: -17.0 6th: -21.4
MAP Growth Reading (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	0.17	-0.07	>= 0





### MAP Data Analysis – EL Students

How does the EL Student Group achievement compare to the ALL-Student Group?

EL student group performed lower than the all-student group with the majority of students scoring in the lowest performance bands in reading and math. EL Student Group performed lower in all categories as compared to the All-Student Group. Over 50% of the EL students scored in the lowest performance bands in reading and math.

How does the EL Student Group growth compare to the ALL-Student Group?

In math, EL students made similar growth to the All-Student Group, thus maintaining the achievement gap. In reading, EL student group did not make expected growth while the All Student Group did make expected growth, thus widening the gap.

Identified Areas of Strength:

Literature & Informational Text for K-1 EL Students. Literary Text for EL students in grades 2-6. For math, Operations & Algebraic Thinking for EL students in all grades.

Identified Needs (Areas for Growth):

For reading, Foundational Skills for grades K and 1 & Informational text for grades 2-6. For math, Number and Operations; Geometry

### CA Dashboard Analysis (Academic Indicator) – EL Students

How does the EL Student Group achievement compare to the All-Student Group?

In ELA, English Learners performance level is orange as compared to yellow level for the All-Student group. For math, EL students performance level was the same the All-Student group, yellow level.

How does the EL Student Group growth compare to the All-Student Group?

In ELA, English Learners achievement declined by 3.5 points compared to the All-Student group improvement by 10.6. As a result, the achievement gap widened. In math, English Learners achievement increased by 3.9 points as compared to the All-Student group that increased by 28.8 point. Although the EL students improved, the gains were not enough to close the achievement gap.

### Site Measures for Evaluating Actions/Services

Description of Site-Specific Data Collected for Progress-Monitoring

iReady Fall to Winter assessment, Walkthrough data

Identified Areas of Strength:

ELA data from fall to winter indicates an increase in students performing early on grade level (green) and one grade level below (yellow), thus decreasing the percentage of students performing at three or more grade levels below (red) and two grade levels below (orange level).

Walkthrough data indicates teachers have implemented ELD strategies in reading comprehension, vocabulary, and primary language support.

	Site Measure	Evaluating Actions/Services	
Identified Needs (Areas for Growth):			
Math is an area of growth with over 50% of students at 1 grade level or more according to iReady data from winter results. Walkthrough data indicates that teachers need professional learning in ELD strategies to support students in learning math vocabulary, number sense, and complex word problems.			
Based on qualitative and quantitative data analysis, identified student groups listed below need support, what strategies can be used to meet this need?	Targeted differentiated instruction, PD, implementation of high-quality EL strategies, collaboration/Professional Learning Communities		
2023-24	Metric(s) for evaluating Action/Service	Pupils to be served	2024-25 Estimated





LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading comprehension skills.			
	35% - Beginning Development	38% - Beginning Development	measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	24% - Well Developed 55% - Somewhat/Moderately Developed 21% - Beginning Development	29% - Well Developed 46% - Somewhat/Moderately Developed 25% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels

### ELPAC Data Analysis – EL Students

- Speaking Domain showed half of the students scoring Well Developed

#### Identified Needs (Areas for Growth):

-Reading continues as a noted category for improvement across the grade levels.

List Grade Levels and ELPI Levels in Need of Targeted Support (underperforming compared to schoolwide ELPAC or progressing at a lower rate compared to schoolwide ELPI):

Grade 3  
ELPI levels 3L, 2H, and 1

### CA Dashboard Analysis (English Learner Progress Indicator) – EL Students

#### ELPI Performance (Status AND Change)

63.6% of EL's made adequate progress towards English proficiency which was an increase of 7.6 percent which is considered high and green performance level on the Dashboard.

### Site Measures for Evaluating Actions/Services

#### Description of Data Collected for Progress-Monitoring

Assessment data from classroom walkthroughs and pre/post tests

#### Identified Areas of Strength:

Based on walkthrough data, teachers utilize strategies that build vocabulary development and reading comprehension during whole group and small group instruction. Teachers also set academic goals with students based on assessment results from pre/post tests. Teachers engaged students in ELPAC practice and training tests in preparation for the annual assessment.

#### Identified Needs (Areas for Growth):

Although EL students showed growth in reading, students still need support with reading comprehension (main idea and supporting details) and vocabulary development, according to walkthrough data.

Based on qualitative and quantitative data analysis, identified needs, and

Targeted differentiated instruction, PD, implementation of high leverage EL strategies









## MAP Data Analysis – Kinder through 3rd Grade Reading

### Growth Trends:

- From Fall 2022 to Fall 2023, grades 2 and 3 showed a positive change in the distance from the norm, closing the achievement gap.
- Grades 2 and 3 demonstrated positive trend on the Average Conditional Growth Index (CGI).
- Grades K and 1 demonstrated a negative change in the distance from the norm, widening the achievement gap.

### Identified Areas of Strength:

- Foundational Skills and Vocabulary Use & Functions indicated relative strengths for kindergarten.
- Language and Writing is a relative strength for grade 1.
- Literary Text is a relative strength for grade 2 and grade 3.

### Identified Needs (Areas for Growth):

- Informational Text for Grades K-3
- Vocabulary is the greatest area of need for grade 3.

## Site Measures for Evaluating Actions/Services

### Description of Data Collected for Progress-Monitoring

iReady, A2i, and classroom walkthrough data

### Identified Areas of Strength:

High frequency words and phonological awareness were areas of strength as indicated by iReady assessments. A2i data indicates letter recognition, and the identifying letter sounds as an area of strength. Walkthrough data indicates sight words word fluency, letter recognition, letter sounds, and reading decodable books are areas of strength.



Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Goal 1 A- Provide after school tutoring to build students' foundational skills for reading, reading comprehension and math. * Certificated/Classified Additional Hourly/Sub Hourly * Supplemental Instructional Materials * Supplemental Printing * Contracted Services	At Promise Students EL 1 & 2 Grades 1-6	\$20,000	Teachers Principal Bilingual Aide
Goal 1B- Provide parent workshops for parents of ELs to provide	EL 1 & 2		

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Strategies, Implementation of Second Step SEL curriculum, technology and PBIS. * Certificated/Classified Additional Hourly * Substitute Cost * Contracted Services and related fees * Professional Books/PD Materials * Travel & Conference Related Fees			
Goal 2B- Provide targeted small group instruction to build foundational reading skills and comprehension. * Supplemental Instructional Materials * Supplemental Printing * Contracted Services	Grades K-3	\$20,000	Principal Teachers TOAs
Goal 1 H- Provide enrichment opportunities in STEAM to support students in building 21st Century Skills in all content areas. * Instructional Materials * Robotics and Coding Technology * Instructional Software and Digital Resources * Contracted Services * Additional certificated hourly	All Students	\$20,000	Principal Teachers
Goal 1 I - Implement Blended Learning to increase student achievement. * Headphones * Mice * TVs, TV materials, and Installation * Document Cameras	All Students	\$10,000	Principal Teachers
Goal 1 Implement AVID strategies to help students set goals, manage their assignments, organize their learning materials, and improve achievement. * Organizational Materials * Instructional Materials * Printing costs * Weekly Agendas (K-2nd)	All Students	\$10,000	Principal Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
* Daily Agendas (3rd-6th)			

## Programs Included in this Plan

Federal Programs	Allocation







## RECOMMENDATIONS AND ASSURANCES

school plan and proposed expenditures to the district governing board for approval and assures the board of the  
in accordance with district governing board policy and state law  
law and district governing board policies, including those board policies relating to material changes in the School  
board approval.

itions from the following groups or committees before adopting this plan:

### Committee or Advisory Group Name

English Learner Advisory Committee

school plans of programs included in this SPSA and believes all such content requirements have been met, including  
and in the local educational agency plan.

ent academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach  
ic performance.

eting on 5/7/2024.

Principal, Kathy Crowe on 5/7/2024

SSC Chairperson, Anastasia Lopez on 5/7/2024