

2024-2025 School Plan for Student Achievement (SPSA)

SPSA Year:

X2024-25

School Plan Overview

VISION AND MISSION

School and Student Performance Data

Student Population

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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
383	88.8	44.4	1
Total Number of Students enrolled in North Tamarind Elementary School.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	170	44.4
Foster Youth	4	1
Homeless	8	2.1
Socioeconomically Disadvantaged	340	88.8
Students with Disabilities	45	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.9
Asian	2	0.5
Hispanic	343	89.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Two or More Races	5	1.3
Pacific Islander	2	0.5
White	20	5.2

School and Student Performance Data

Academic Performance English Language Arts

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.

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

All Students	English Learners	Foster Youth
<p align="center">Red</p> <p align="center">81.4 points below standard</p> <p align="center">Decreased -3.1 points</p> <p align="center">209 Students</p>	<p align="center">Red</p> <p align="center">75.5 points below standard</p> <p align="center">Maintained -2.8 points</p> <p align="center">110 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students y 1 439007.m @Di90017 0.2!
<p align="center">Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center">Red</p> <p align="center">82.3 points below standard</p> <p align="center">Decreased -5.7 points</p> <p align="center">194 Students</p>	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Red 80.8 points below standard Decreased -5.5 points 186 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	76.7 points below standard Increased +10.4 points 13 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 Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.3 points below standard Decreased -4.7 points 96 Students	12.1 points above standard Decreased -11.4 points 14 Students	

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 Q EMC w Smarte m

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American Less than 11 Students 4 Students	American Indian No Performance Color 0 Students	Asian Less than 11 Students 1 Student	Filipino No Performance Color 0 Students
Hispanic Orange 106.7 points below standard Increased +5.3 points 186 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander Less than 11 Students 2 Students	White 78 points below standard Increased Significantly +24.1 points 13 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners	
Current English Learner	

School and Student Performance Data

Academic Performance

English Learner Progress

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.”

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.

2023 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
21	32	0	80

School and Student Performance Data

Academic Performance

College/Career Report

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."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 34.8% Chronically Absent Declined Significantly -10.8 425 Students	 Yellow 29.4% Chronically Absent Declined Significantly -10.3 187 Students	Less than 11 Students 6 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
21.1% Chronically Absent Declined -32.3 19 Students	 Yellow 35.2% Chronically Absent Declined Significantly -12.3 381 Students	 Orange 51.7% Chronically Absent Declined -4.4 58 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American





66.7% Chronically Absent

Increased 30.3



12 Students

School and Student Performance Data

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 1.3% suspended at least one day Declined -0.4 446 Students	 Orange 1.5% suspended at least one day Increased 0.6 194 Students	Less than 11 Students 6 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
4.3% suspended at least one day Increased 4.3 23 Students	 Green 1.5% suspended at least one day Declined -0.3 399 Students	 Green 1.6% suspended at least one day Declined -1.8 61 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 12 Students</p>	<p align="center"></p> <p>No Performance Color 0 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined -0.7 398 Students</p>	<p>Less than 11 Students 5 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>3.8% suspended at least one day</p> <p>Increased 3.8 26 Students</p>

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	46%	80%	95%
Family Climate Survey: Household Participation Rate	3%	13%	25%
Student Climate Survey: Participation Rate for Required Grade Levels (5, 7, 9, 11)	84%	77%	95%
Student Climate Survey: Participation Rate for Optional Grade Levels (3, 4, 6, 8, 10, 12)	13%	52%	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	
Grade levels that participated:	3-6
Strategies or challenges that contributed to participation rate:	Participation rate increased this year due to scheduling times for grade levels to complete the survey and for make ups. It was a challenge for students who are performing low in reading as they had difficulty reading and understanding the questions.
Areas where growth was evident from previous year:	The greatest area of growth with an increase of 10 percentage points is in the area of Growth Mindset for grades 3-5 The greatest area of growth with an increase of 5 percentage points is in the area of Self-Management for grade 6. Other areas with significant growth are Sense of Belonging and Grit for grades 3-5.
Areas of strength identified:	The areas of strength for grades 3-5 are Supportive Relationships, Teacher-Student Relationships, and Sense of Belonging. The areas of strength for 6th grade are Supportive Relationships, Self-Management, and Teacher-Student Relationships.
Areas where growth is needed:	The areas where growth is needed for grades 3-5 are Self-Efficacy and Emotional Regulation. The areas where growth is needed for 6th grade are Emotional Regulation, Growth Mindset, and Grit.

Student Climate Survey

Grade levels that participated:

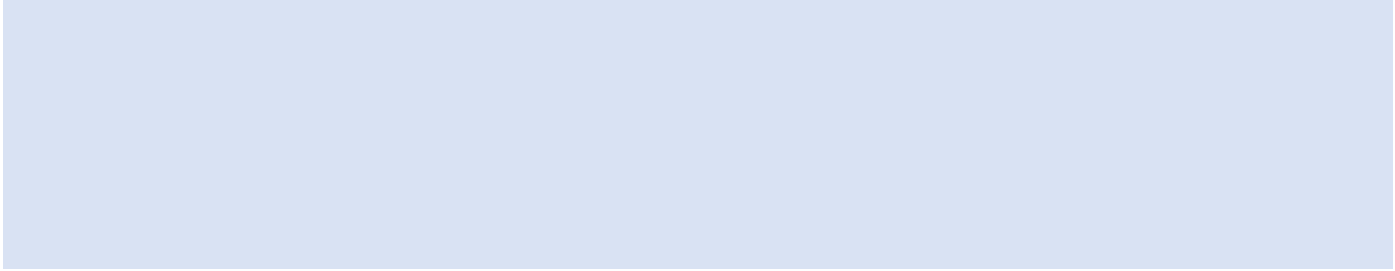
4-6

Strategies or challenges that contributed to participation rate:

Participation rate increased this year due to have a scheduled for classes to complete the survey and providing times for students to make up when absent. It was a challenge for students who are performing low in reading as they had difficulty reading and



Standards, Assessment, and Accountability



Staffing and Professional Development

implemented by identifying needs of the staff and students, ensuring that staff training effectively matches student learning expectations by analyzing assessment criteria, teacher needs, and student performance data.

We evaluate the effectiveness of our staff training annually. As a site, we provide ongoing assistance by offering follow-up workshops and coaching sessions to support teachers in implementing new strategies learned during professional development sessions. We provide feedback through classroom observations and student performance data analysis to monitor the effectiveness of professional development initiatives and adjust as needed to meet the evolving needs of our staff and students.

Ongoing instructional assistance and support

Staffing and Professional Development

	<p>We have the following structures in place to initiate collaboration among teachers within grade levels and departments to improve teaching effectiveness and student achievement:</p> <ul style="list-style-type: none"> Regular PD & PLC meetings focused on instructional improvement. PLCs to foster ongoing communication and collaboration. Common planning time to implement new strategies and programs that teachers have been trained on. <p>To further strengthen collaborative efforts among teachers within grade levels and departments and maximize teaching effectiveness and student learning outcomes, we are implementing the following measures:</p> <ul style="list-style-type: none"> Providing targeted professional development opportunities based on identified areas of need and interest within grade spans. PLC pullout cycles to participate in collaborative planning and professional development activities during the school day.
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Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	<p>Teachers at all grade levels use the California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:</p> <ul style="list-style-type: none"> · K-5th grade My Math; 6th grade Big Ideas · K-5th grade Wonders; 6th grade Study Sync K-5th grade TCI; 6th grade TCI · K-5th grade Twig Science; 6th grade Amplify Science <p>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.</p>
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	<p>Fontana Unified School District has acquired state-approved instructional materials in Mathematics, Science, English, and History to ensure equitable access to grade-appropriate and standards-based core resources for all students. At our site, we identify students in need of additional support and provide intervention materials to assist them in reaching their academic goals. Additionally, students enrolled in Special Education coursework receive instructional materials tailored to their individualized educational plans, facilitating goal attainment. Students identified as English Learners receive designated language support to ensure they receive the necessary support to increase their language proficiency.</p>

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	<p>At North Tamarind Elementary School, our regular program offers personalized instruction tailored to address student learning needs and individualized support based on diverse learning styles. We provide academic assistance through tutoring and the afterschool program, ensuring that underperforming students receive the targeted help they need. We utilize data-driven instruction thorough analysis of assessment data to inform teaching practices and support student academic growth. We provide enrichment opportunities to foster a well-rounded educational experience for all students. These services are</p>
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Educational Partner 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.

Between December and March, the SSC closely monitored the progress of SPSA actions and services. The majority of actions were successfully implemented, with the exception of staff and parent training. As it was difficult to pull teachers from virtual 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.

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.

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 the first year. We anticipated issues related to the implementation of additional services to support the

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.

	<p>curriculum and providing ongoing support for implementation, we aim to create a school environment where every student feels empowered to succeed academically and personally. We are also continuing our wellness program to ensure that students' social emotional learning needs are met in the classroom and in our wellness center.</p>	<p>Visible Learning PD 3 times per semester (August - May)</p> <p>Thinking Maps PD Refresher - 1 time per semester (August - May)</p> <p>Leader in Me implementation - character education lessons taught 4 days per week (August - May)</p> <p>Wellness Program - SEL lessons taught weekly on Wednesdays; Wellness Center will be available daily (August - May)</p> <p>Music, Band, Choir, & Science Enrichment - Weekly (August - May)</p> <p>STEAM - 2 times per week (August - May)</p>
<p>Address the needs of students at risk of not meeting the challenging State academic standards.</p>	<p>At North Tamarind Elementary School, we are addressing the needs of students who may be at risk of not meeting challenging State academic standards through a variety of interventions tailored to meet the diverse learning needs of our students. We will continue to offer after-school tutoring sessions to provide personalized support. Online tutoring is available to all students everyday through the Paper online tutoring system. We provide intervention programs in both reading and math to target foundational skills, reading comprehension, and basic math support. Our PLC time and Student Study Teams work to identify at-risk students and develop effective strategies and accommodations to support student academic growth. Teachers also provide in class intervention to students based on individual needs during small group rotations.</p>	<p>Tutoring - two times per week (September to November & January to March)</p> <p>SST - Monthly and as needed based on student need (September - May)</p> <p>High Quality/ Differentiated Instruction - daily (August -May)</p> <p>Online tutoring - available daily (August - May)</p> <p>i-Ready individualized learning 40 minutes per week per subject, ELA & Math (August - May)</p>

Planned Improvements in Student Performance

Grade Levels

School

- * Schoolwide, there is a greater percentage of students scoring in the bottom two performance bands, which is below the 40th percentile, in math than in reading.
- * 65% of students are scoring below average in reading and 73% of students are scoring below average in math.
- * Almost half of the students are scoring below the 21st percentile in both reading and math, which is the lowest performance band.
- * Schoolwide, 21% of students are projected to score Standard Met/Exceeded in reading on the CAASPP.
- * Schoolwide, 11% of students are projected to score Standard Met/Exceeded in math on the CAASPP.

Grade Levels:

- * On average, Kindergarten students have a higher percentage of students in the top two performance bands in both Reading and Math.
- * Kindergarten students are closest to norm in reading and above norm in math (all other grade levels are below norm in math).
- * In reading, the greatest percents of students performing below the 41st percentile is in grades 2-5 where more than 65% of students are in the two lowest performance bands, which also has the greatest distance from norm.
- * In math, the greatest percents of students performing below the 41st percentile is in grades 2-5 where more than 80% of students are in the two lowest performance bands, which also has the greatest distance from norm.
- * In reading, the greatest percents of students projected to score Standard Met/Exceeded on CAASPP is in grades 5 & 6.
- * In math, the greatest percents of students projected to score Standard Met/Exceeded on CAASPP is in grades 3 & 6. 2nd grade has the high percentage overall, but do not take the CAASPP test.

Student Groups

- * Female students performed higher than male students in reading while male students performed higher than female students in math.

MAP Data Analysis – ALL Students

* The schoolwide Conditional Growth Index showed that on average students made less than one year of growth in math and almost one year of growth in reading.

* Schoolwide average growth percentile was less than 50 percentile for both reading and math.

Grade Levels

* Grades K-2 in reading and grades K-4 in math made less than one year of growth (negative Conditional Growth Index), which increased the achievement gap compared to the national norm.

* Grades 3-5 in reading and grades 5-6 in math expected growth, which maintained the achievement gap compared to the national norm.

* Based on Conditional Growth Index, the least growth occurred in Kindergarten in both math and reading. Grades 3-6 made expected growth in reading and Grade 5 made accelerated growth in math.

* Grades 3-6 in reading and grades 5-6 in math improved their distance from norm.

* The percentage of Kindergartners that met/exceeded their projected growth in reading and math was significantly lower than the other grade levels.

Student Groups

* Based on the Conditional Growth Index, on average, Male, EL, and Hispanic student group made close to one year of growth in reading. The RFEF student group made expected growth.

* Based on the Conditional Growth Index, on average, all student groups except RFEF and white students had less than one year of growth in math.

* A slightly higher percentage of EL students met/exceeded their projected growth in reading compared to the schoolwide rate.

* A slightly lower percentage of EL students met/exceeded their projected growth in math compared to the schoolwide rate.

* Significantly fewer African American, White, and Students with Disabilities met/exceeded their projected growth in reading compared to the schoolwide rate.

* White student group had a significantly higher percentage of students that met/exceeded their projected growth in math compared to the schoolwide rate.

Identified Areas of Strength:

* For Kindergarten and first grade, Language and Writing and Literature and Informational are relative strengths in reading.

* For grades 2-6, Literary Text is a relative strength in reading.

* Schoolwide, Operations and Algebraic Thinking are a relative strength in math.

Identified Needs (Areas for Growth):

* For Kindergarten and first grade, Foundational Skills is the greatest area of need in reading.

* For Grades 2-6, Informational Text is the greatest area of need in reading.

* For Grades K-5, Measurement and Data is the greatest area of need in math.

* For Grade 6, Statistics and Probability are the greatest area of need in math.

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

CA Dashboard Analysis (Academic Indicator) - ALL Students

Site Measures for Evaluating Actions/Services

Description of Site-Specific Data Collected for Progress-Monitoring

Site Measures for Evaluating Actions/Services

3rd Grade has the greatest percentage of students that scored 2 or more grade levels below standard in Reading.
 3rd and 4th Grade has the greatest percentage of students that scored 2 or more grade levels below standard in Math.
 Grades 2, 5, & 6 have a significantly low percentage of students that scored at or above grade level in Reading.
 Grades 1, 2, 3, & 4 have a significantly low percentage of students at or above grade level in Math.

Semester 1 Grades

64.4% of K-5 Students scored a 1 or 2 in Math.
 63.7% of K-5 Students scored a 1 or 2 in Reading.
 80% of K-5 Students scored a 1 or 2 in Writing.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?

- * Professional development
- * GLAD strategies
- * Kate Kinsella strategies
- * Building Thinking Classrooms
- * Parent workshops
- * Family learning events
- * Extended planning time
- * Differentiated, small group instruction.
- * Tutoring
- * Wellness program

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost
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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

1B. Deliver engaging, whole group instruction, and small group, differentiated instruction and tutoring to target students' skill deficit in math,

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>and improving school attendance to increase their ability to better equip parents in providing academic support at home and maintain the Parent Center to increase parent engagement, parent outreach, and provide resources.</p> <ul style="list-style-type: none"> • Consultant fees • Classified Hourly pay • Certificated Hourly Pay • Workshop materials 					
<p>1E. Provide staff development in Kate Kinsella, GLAD strategies, and Kagan Strategies to support students' academic language, vocabulary, and engagement to increase achievement in language arts and math.</p> <ul style="list-style-type: none"> • Trainer/Consultant fees 	Classroom walkthrough data i-Ready scores	K-6 Students	Teachers, administrators, & instructional coaches	5000	
<p>1F. Provide professional development and planning time to teachers in Building Thinking classrooms & Mindset E m(t20 1/MCO 0 1 64425'</p>					

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
	47,998	8,574				

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

LEA/School GOAL 1a Academic Needs of Els:

English Learners will demonstrate improved academic growth and achievement in reading, writing, and math skills through the use of academic language development.

MAP Data Analysis – EL Students

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

- * English Learners had slightly more students in the Low Average band in ELA than the All-Student group.
- * English Learners performed similarly to the All-Student group in math, but they did have slightly fewer students in the highest two achievement bands.
- * Only 4% of English Learners are projected to score Standard met/Exceeded on the SBA in Math compared to 11% schoolwide.
- * In ELA, 18% of English Learners are projected to score Standard met/Exceeded on the SBA compared to 21% schoolwide.

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

- * In Math, ELs had a higher value in CGI than the all student group but because they are in the negative range, they didn't make expected growth compared to the all student group; therefore, their achievement maintained.
- * In ELA, English Learners made close to expected growth, which was similar to the All-Student group.

Identified Areas of Strength:

- * The Operations and Algebraic Thinking goal area is a relative strength in math for English Learners.
- * The Literature and Informational Text goal area is a relative strength in reading for English Learners.

Identified Needs (Areas for Growth):

- * The Statistics and Probability goal area is the greatest area of need in math for English Learners.
- * The Informational Text goal area is the greatest area of need in reading for English Learners.

CA Dashboard Analysis (Academic Indicator) – EL Students

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

English Language Arts

- * The English Learner student group performance level on the Dashboard is red which is the same as the All-Student group.

Math

- * The English Learner student group performance level on the Dashboard is red compared to orange for the All-Student group.

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

English Language Arts

- * The English Learner student group declined by 2.8 points compared to a decline of 3.1 points for "All-Students", therefore maintaining the achievement gap.

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of EIs:
 English Learner students will demonstrate proficiency in the English language by developing their ability to compose complete sentences verbally and in writing.

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
% by ELPI level	Level 4: 8% Level 3H: 5% Level 3L: 25% Level 2H: 23% Level 2H: 20% Level 1: 20%	Level 4: 16% Level 3H: 16% Level 3L: 18% Level 2H: 17% Level 2H: 14% Level 1: 18%	

LEA/School GOAL 1b Language Needs of EIs:
English Learner students will demonstrate proficiency in the English language by developing their ability to compose complete sentences verbally and in

ELPAC Data Analysis – EL Students

* Socioeconomically Disadvantaged, Male, and Homeless student groups increased performance in all domains over the past 2 years.

Growth Trends (ELPAC and ELPI):

School

- Schoolwide, the percentage of students that Made Progress significantly increased over the 3 years.
- Schoolwide, less than half of students are not making progress (decreasing or maintaining ELPI level).
- The greatest number of students who did not make progress were at level 1.
- Schoolwide, ELs are relatively evenly distributed across all ELPI levels. Level 2L has the fewest number of students.

Grade Levels

- The percentage of students that made progress in 2023 over 2022 increased in grades 2, 4, 5, and 6.
- 4th and 6th Grade ELs had the greatest percentage of students that made progress from 2022 to 2023.
- The percentage of current 5th grade students that made progress in their 4th grade year increased by 58% from their 3rd grade year.
- The Grade 6 cohort showed the greatest increases in levels 3H and 4 from 2021 to 2023.
- The Grade 1 cohort had the largest increase in students scoring back into Level 1.
- The Grade 3 cohort had the largest decline in students making progress in English Language proficiency.
- The largest percentage of students not making progress were in the Grade 1 cohort (current 2nd grade) with over 90% of them decreasing or maintaining.
- Grade 1 had the highest percentage of students at ELPI Level 1, which was close to half of the students.

* Grades 4 and 5 had the highest percentage of students at ELPI Level 4.

Student Groups

- The ELPI levels improved across the 3 years for all student group cohorts over 30 students.
- All student cohort groups over 30 students significantly increased the percentage of students making progress from 2021 to 2023 except for the Student With Disabilities group which still had a slight gain.

Identified Areas of Strength:

- Schoolwide, the Speaking domain is a relative strength.
- Schoolwide, performance over the past 3 years in all domains has remained relatively stagnant over the 3 years.
- Grade 1 EL students are stronger than any other grade level in the Listening domain.
- Grade 5 EL students are stronger than any other grade level in the Reading domain.

Identified Needs (Areas for Growth):

Site Measures for Evaluating Actions/Services

Parent Sign In Sheets & Feedback

- * An average of 12 parents attended the two trainings for parents regarding designated ELD instruction and components of the ELPAC assessment.
- * 100% of parent feedback for the two trainings for parents regarding designated ELD instruction and components of the ELPAC assessment was rated at a 4 or 5 out of 5.

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	11.9% (2021-2022)	11.5%	14.5%
Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS)	• 114.1 (2021-2022)	-106.8	-103.8

MAP Growth Reading: .8
14.5%

CAASPP Data Analysis – 3rd Grade ELA

ELA percent met/exceeded decreased by 0.4% in 3rd grade.

ELA Distance from Standard was increased by 7.3 points in 3rd grade, which was greater than the 3.1 point decrease for the All-Student group.

Identified Areas of Strength:

There is a strength in the Communicating Reasoning Domain in Math

There is a strength for all students in the Listening Domain in ELA.

MAP Data Analysis – Kinder through 3rd Grade Reading

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

Site Measures for Evaluating Actions/Services

Description of Data Collected for Progress-Monitoring

A2i Assessment Data
Walkthrough Data
Parent Night Evaluations

Site Measures for Evaluating Actions/Services

Parent Night Evaluations

* During Math Literacy night, 38 families participated, which is low and there is a need to increase family engagement in learning activities.

Based on qualitative and quantitative

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A. Provide a structured framework to deliver writing instruction that supports students' ability to respond to informational and explanatory text through the use of graphic organizers (Thinking Maps, Write from the Beginning, etc.).</p> <ul style="list-style-type: none"> • Certificated Hourly Pay • Sub Pay 			

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>development, refining behavior management strategies, analyzing academic data, setting academic goals, and designing effective lessons specifically tailored to improve student achievement in English Language Arts (ELA) and Mathematics.</p> <ul style="list-style-type: none"> • Certificated Hourly Pay • Classified Hourly Pay • Substitute Teacher Pay • Program Materials • Consultant Services • Subscriptions • Student Awards • Student Incentives 			
<p>1D. Provide parent training/workshops and academic family nights to support students' literacy, math, STEAM, character development, and improving school attendance to increase their ability to better equip parents in providing academic support at home and maintain the Parent Center to increase parent engagement, parent outreach, and provide resources.</p> <ul style="list-style-type: none"> • Childcare fees • Trainer/Consultant fees • Training Materials • Printing/advertising costs • Classified Hourly pay • Certificated Hourly pay • Sub pay • Instructional materials • Workshop materials 	K-6 Students	10000	Administrators & bilingual community aide
<p>1E. Provide staff development in Kate Kinsella, GLAD strategies, and Kagan Strategies to support students' academic language, vocabulary, and engagement to increase achievement in language arts and math.</p> <ul style="list-style-type: none"> • Trainer/Consultant fees 	K-6 Students	8000	Administrators & bilingual community aide
<p>1F. Provide professional development and planning time to teachers in Building Thinking classrooms & Mindset Mathematics to train teachers</p>	K-6 Students	8000	Teachers, administrators, & instructional coaches

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>on using multiple strategies and different math structures to make math accessible and relevant for students.</p> <ul style="list-style-type: none"> • Training materials • Certificated hourly pay • Sub pay • Professional Books 			

Actions/Services

Pupils to be served

Estimated Cost

Person(s) Responsible

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. Title I, Part A: Carryover	\$61,573
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents	

CO N A T O S A ASSU ANC S

Name of School North Tamarind Elementary

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

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

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5/16/2
Date

including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC has considered all recommendations from the following groups or committees