









## MAP Data Analysis – ALL Students

The greatest area of need for grades 4th to 6th is vocabulary.  
The greatest area of need for grades 2nd and 3rd is informational text.  
Vocabulary use and Functions is the greatest area of needs for kinder and 1st grade students.

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

Reading and Math: SWD, ELL and African American.

## CA Dashboard Analysis (Academic Indicator) - ALL Students

English Language Arts Performance (Status AND Change)

ELA achievements is low with an average being 33.6 points below standard.  
The average achievement was increased from the prior year with an improvement of 9.3 points.  
The all student group has a yellow performance level on the dashboard.

Math Performance (Status AND Change)

Math achievement is low with an average being 56.5 points below standard.  
The average achievement was increased significantly from the prior year with an improvement of 19.3 points.  
The all student group has a yellow performance level on the dashboard.

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

English Learners have an orange performance level in ELA, SWD have a red performance level in ELA compared to Yellow among all students.  
SWD have a red performance level in Math compared to Yellow among all students.

Problem Statements and Root Cause Analysis for Red Dashboard Indicators

## Site Measures for Evaluating Actions/Services

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

A variety of site-based metrics were used to measure student academic achievement (Winter iReady data), implementation of professional learning (observations, lesson plans, teacher feedback), parent involvement (surveys), School Culture (sign-in sheets and TFIs)

### Identified Areas of Strength:

We have several identified areas of strength, particularly evident in our recent iReady assessments. These assessments have shown remarkable growth, notably in our ELA Winter benchmark results, 13% of our students scored in the mid or above grade level, a significant jump from the 5% recorded during the Fall assessment. In Math, 7% of our students scored in the mid or above grade level, an increased jump from 2% in the Fall assessment.

Our school remains committed to fostering a positive school climate through the continued implementation of PBIS. This year we are a Platinum School again. Our goal is to cultivate an environment where students take pride in their hard work and eagerly anticipate coming to school each day. Through PBIS, we're reinforcing positive behaviors, teaching valuable social-emotional skills, and creating a community where every student feels valued and supported in their educational journey.

### Identified Needs (Areas for Growth):

While we've seen an encouraging increase in parent participation, our focus remains on enhancing opportunities for parental involvement on our campus. Specifically, our attention is drawn to the academic performance of our Kindergarten and 1st-grade students in reading and math.

In the ELA iReady Winter assessment, 42% of our students schoolwide, are performing one grade level below expectations. We are dedicated to implementing targeted interventions and support systems to ensure that all receive the assistance they need to thrive academically. By working collaboratively with parents, teachers, and staff, we are committed to closing this gap and providing all our students with the foundation they need for academic success.

In our math assessments, the situation is even more concerning. In the iReady Winter assessment, a staggering 59% of our students across all grade levels are performing one grade level below expectations. These results highlight the urgency of our mission to address mathematical proficiency throughout our school. Through targeted interventions, differentiated instruction, and collaborative initiatives involving teachers, parents, and the community, we are committed to reversing this trend.

Based on qualitative and quantitative

	<ul style="list-style-type: none"><li>• Parents need multiple parent involvement opportunities to learn to support their child at home educationally, behaviorally and social emotionally.</li></ul>
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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
<p>1D – Provide real-life, hands-on learning experiences to give students the chance to link academic standards with real-world experiences.</p> <ul style="list-style-type: none"> <li>Academic Field Trips on and off campus and travel and related fees</li> <li>Presenter/Contracted services</li> <li>Program-activity materials</li> <li>Certificated additional hours</li> <li>Classified additional hours</li> </ul>	<p>-Teacher survey -Student survey</p>	<p>- Students in TK – 6th grade. Particular, students with disabilities.</p>	<p>Administration, teachers.</p>	<p>6,291.00</p>	<p>1,950.00</p>
<p>1E - Offer Parent Trainings to help parents support their children at home, both educationally and socio-emotionally.</p> <ul style="list-style-type: none"> <li>Certificated and classified Hourly</li> <li>Parent training materials, books, pamphlets</li> </ul>	<p>- The number of parents attending parent training sessions. -Parent Survey.</p>	<p>- Students in TK - 6th grades. Particular, students with disabilities.</p>	<p>Administration, teachers.</p>	<p>3,029.00</p>	
<p>Revised pending Board approval 1/22/25 Goal 1F - Foster a Positive School Culture and Climate while Promoting Student Well-being and College and Career Readiness through the Implementation of student academic recognition, PBIS, and Mental Health Support.</p> <ul style="list-style-type: none"> <li>Certificated additional Hourly</li> <li>Classified additional hourly</li> <li>Contracted Services</li> </ul> <p>NEW-Instructional materials, books</p>	<p>-Student survey</p>	<p>- Students in TK - 6th grades. Particular, students with disabilities.</p>	<p>PBIS Team, Administration, Teachers, School Counselor</p>	<p>7,000.00</p>	<p>3,500.00</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
<p>1G. Opportunities for teachers to attend or participate in conferences and trainings aimed at enhancing their ability to improve instruction and provide support for social and emotional learning.</p> <ul style="list-style-type: none"> <li>• Travel and conference related fees</li> <li>• Substitute hourly.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher feedback</li> <li>-Classroom observations</li> </ul>	- Students in TK - 6th grades	Administration, teachers	12,017.00	1,500.00
<p>Revised pending Board approval 1/22/25 1H: Utilize technology to enhance teaching and learning accessibility for all grade levels, catering to the varied needs of our diverse students across all grade levels.</p> <ul style="list-style-type: none"> <li>• TV classroom instructional use, VIVI receivers &amp; installation</li> <li>• STEM/Robotics Kits, 3D Printers</li> </ul> <p>NEW-Printers, software licenses, and instructional materials</p>	-Classroom observations	-Students in TK – 6th grade. Particular, students with disabilities.	Teachers and Administration.	5,000.00	10,000.00
	51,146	19,000			

## Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs:  
English Learners will demonstrate improved academic growth and achievement in Reading and Writing through the use of sentence frames, graphic organizers, and productive partnering.

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>• 92.9</li> </ul> (2021-2022)	-83.7	-80.7
Smarter Balanced Assessment Math (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 108.8</li> </ul> (2021-2022)	-94.9	-91.9
Fall MAP Growth Reading (EL): Average Distance from Norm (DFN)	KN: -3.2 1st: -10.7 2nd: -14.8 3rd: -13.8 4th: -7.8 5th: -16.6 6th: -12.2	KN: -7.3 1st: -10.5 2nd: -16.0 3rd: -17.8 4th: -18.0 5th: -16.1 6th: -14.5	KN: -6.8 1st: -10.0 2nd: -15.5 3rd: -17.3 4th: -17.5 5th: -15.6 6th: -14.0
Fall MAP Growth Math (EL): Average Distance from Norm (DFN)	KN: -3.3 1st: -8.4 2nd: -13.9 3rd: -11.0 4th: -7.9 5th: -20.0 6th: -15.0	KN: -6.5 1st: -8.8 2nd: -13.2 3rd: -11.5 4th: -13.4 5th: -16.5 6th: -17.5	KN: -6.0 1st: -8.3 2nd: -12.7 3rd: -11.0 4th: -12.9 5th: -16.0 6th: -17.0





Description of Site-Specific Data Collected for Progress-Monitoring

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 writing.</p> <ul style="list-style-type: none"> <li>Supplemental instructional materials, ELD resources tailored to different proficiency levels, Manipulatives and hands-on materials to support language learning</li> <li>Software licenses</li> </ul>		<ul style="list-style-type: none"> <li>particular ly ELLs.</li> <li>Emerging ELLs in 1,2L and Expandin g 2H,3L</li> </ul>	TOA and Bilingual Aide, EL Site Monitor.		
<p>1a2 - Provide extended learning opportunities to English Learners to improve in the reading domain</p> <ul style="list-style-type: none"> <li>Certificated additional hourly</li> <li>Classified additional hourly</li> <li>Classroom libraries</li> </ul>	<p>-Fall to Winter iReady comparison.</p> <p>- Roster of ETJ r2o2e0 -c0e m .</p>				

## Planned Improvements in Student Performance

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LEA/School GOAL 1b Language Needs of EIs: English Learners will demonstrate improved academic growth and achievement in all language domains, using GLAD strategies in curriculum instruction.			
School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
% by ELPI level	Level 4: 9% Level 3H: 11% Level 3L: 22% Level 2H: 21% Level 2H: 15% Level 1: 24%	Level 4: 7% Level 3H: 12% Level 3L: 27% Level 2H: 20% Level 2H: 14% Level 1: 20%	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPI Change: % Made Progress	37.4%	44.0%	47.0%
% by ELPAC Level	Level 4: 10% Level 3: 31% Level 2: 34% Level 1: 25%	Level 4: 7% Level 3: 39% Level 2: 33% Level 1: 21%	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPAC Listening Domain: % by Performance Level	26% - Well Developed 60% - Somewhat/Moderately Developed		

LEA/School GOAL 1b Language Needs of EIs: English Learners will demonstrate improved academic growth and achievement in all language domains, using GLAD strategies in curriculum instruction.			
	41% - Beginning Development	38% - Beginning Development	measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	9% - Well Developed 58% - Somewhat/Moderately Developed 33% - Beginning Development	14% - Well Developed 56% - Somewhat/Moderately Developed 30% - 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

#### Achievement Trends (ELPAC):

Over the last three years, the percentage of ELL students in the Somewhat/Moderately Develop has been decreasing in their Overall Performance. Schoolwide, students are stronger in Oral language than the Written Language. In the listening domain 70% of our ELL male students are performing in the Somewhat/Moderately Develop, that is a 14% increase from the previous year. Over the last 3 years, SWD ELL students have improved in their overall performance.

#### Growth Trends (ELPAC and ELPI):

Over the last three years, there is an overall increase in the Made Progress category by all student groups, except our female (2%). All grade levels, except for 1st and 3rd grade (minute), have made significant progress in a two-year ELPI comparison.

#### Identified Areas of Strength:

In the 2023 ELPAC data, our Redwood ELL students increased by 11% in Somewhat/Moderately Developed in the listening domain. In 6th grade, speaking domain and writing domain, 42% of ELL students are performing at the Well Develop group.

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

Schoolwide, our ELLs continue to struggle in the Reading Domain, with 37% of them in the Beginning to Develop group. In 1st grade, the Reading Domain is an area of need, with 60% of students in the Beginning to Develop group. Among our SWD students, 54% of our ELLs are reading at the Beginning to Develop group.



ELPAC Data Analysis – EL Students

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):

First grade and third grade.  
ELPI level 2H and level 1.

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

ELPI Performance (Status AND Change)

44% of ELL students made adequate progress toward English proficiency which was an improvement of 6.6% from the prior year.  
The percent of ELLs making progress is considered "low".



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	25% (2021-2022)	42.7%	45.7%

CAASPP Data Analysis – 3rd Grade ELA

Identified Areas of Strength:

Among 3rd grade students, the listening claim is a relative strength.

Identified Needs (Areas for Growth):

Over 51% of 3rd graders are below standard in writing domain.

MAP Data Analysis – Kinder through 3rd Grade Reading

Achievement Trends:

Kindergarten has the lowest percentage of students in the lowest achievement band. While over 50% of 2nd and 3rd grade students are in the lowest achievement band.

25% of 3rd graders are projected to score met or Exceed on the SBAC exam.

Growth Trends:

2nd grade made Accelerated Growth; 3rd grade made expected growth while K-1 did not meet expected growth.





