

X2024-25

School Name and School Code Shadow Hills Elementary 36 67710 6108070

School Address 14300 Shadow Drive, Fontana, CA 92337

SSC Approval Date: Initial May 22, 2024; Revised December 6, 2024

Local Governing Board Approval Date: Initial June 19, 2024; Revision pending approval January 22, 2025

Addendum

Name of Principal Leonard Fisher Phone #

MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.17	-0.02	>= 0



School:
 * Schoolwide, 35.4% of students scored standard met/exceeded in ELA and 21.9% in math.
 * In ELA, the school average is 45.5 points below standard (-45.5 Distance from Standard) which is about 2.5 points above district average for students in grades 3-5.
 * In math, the school average is 62.7 points below standard (-62.7 Distance from Standard) which is about 0.2 points below district average for students in grades 3-5.


Grade Levels:
 * In ELA, the percentage of Standard Not Met/Nearly Met remains above 50% at all grade levels, with 4th grade being the lowest at about 57% and 5th grade being the highest at about 73%.
 * In math, the percentage of Standard Not Met/Nearly Met increases as the grade level increases with a 10.1% increase from grade 3 to grade 5.
 * In ELA, the average scaled score is in the Standard Nearly Met range for all grade levels,
 * In math, the average scaled score is in the Standard Nearly Met range for grades 3 and 4, while grade 5 is in the Standard Not Met range.
 * All grade levels are performing below standard in ELA and math.

Student Groups:
 * For English Learners, the percentage of Standard Not Met/Nearly Met in ELA increased from about 86% in 2022 to about 92% in 2023, while in math, the percentage decreased from about 97% to about 95%, respectively.
 * For Students with Disabilities, the percentage of Standard Not Met/Nearly Met in ELA increased from about 88% in 2022 to 92% in 2023 and in math the percentages increased from about 92% to 96%, respectively.
 * All student groups are performing below standard (negative D BT /F thout 95%, D b% in both ELA and math.



School:
 * Schoolwide, there was an improvement in percent met/exceeded by about 2.2% in ELA and 7.3% in math.
 * The schoolwide D BT /F thce f(out 95%,)1Ah7T1 improved by 4.9 points in ELA and 13.4 points in math.

Grade Levels:
 * The percent Standard Met/ExceededD b% increased for all grade levels in both ELA and math with the exception of Grade 5 in ELA.



* All grade levels improved in Distance from Standard except for Grade 3 in math and Grade 5 in ELA.

* In ELA, the Grade 5 cohort improved their Distance from Standard (narrowed gap) and the Grade 4 cohort maintained their Distance from Standard

Student Groups

* Based on the Conditional Growth Index, the Asian student group made expected growth in math. The African American student group made expected growth in reading.

* White was the only student group that made did not make expected growth in math, and Filipino, White and Two or more races did not make expected growth in reading.

* Schoolwide, the Informational Text and Vocabulary goal areas are a relative strength in Reading.

* Schoolwide, the Operations and Algebraic Thinking and Geometry goal areas are a relative strength in Math.

* Schoolwide, the Language and Writing and Vocabulary Use and Functions goal areas are the greatest area of need in reading.

* Schoolwide, the Number and Operations and Measurement and Data goal areas are the greatest area of need in math.

* 5th grade students are the lowest performing grade level for three out of four goal areas in reading. In math, the lowest performing grade level is 5th grade.

ELA: English Learners, Students with Disabilities, Foster

Math: African American, English learners, Students with Disabilities, Foster

Although parent involvement is generally sufficient, there is a continued need to increase parent participation.

	<p>Professional Planning: Teachers need to develop differentiated instruction to improve literacy and math achievement.</p> <p>Professional Development: Teachers need opportunities to develop an enhanced approach to teaching literacy and math and organizational structures. Teachers need training on how to build school connectedness and community; particularly for our students with disabilities.</p> <p>Extended Learning Opportunities: Students in grades K-5 need support in the development of their organizational skills, summarization skills, writing skills, and math concepts skills</p> <p>Supplemental Instructional Programs: Students in grades K-5 need support in the development of their reading comprehension skills</p> <p>Parent Support Programs: Parents/families of students in grades K-5 need to know the standards/skills that their children must master and how these are assessed to support the development of their children's skills in these areas</p> <p>There is a need for professional development utilizing Common Core State Standards to determine learning progressions for differentiated and small group instruction</p>
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Revised pending board approval 1/22/25	PLC Agendas and Minutes Student Work Samples	All Students, particularly	Teachers Principal	18923



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

Smarter Balanced Assessment ELA (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> • 104.5 (2021-2022) 	-102.0	-99.0
Smarter Balanced Assessment Math (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> • 105.6 (2021-2022) 	-104.5	-101.5
Fall MAP Growth Reading (EL): Average Distance from Norm (DFN)	KN: -4.8 1st: -11.8 2nd: -11.3 3rd: -8.6 4th: -18.0 5th: -22.2	KN: -4.9 1st: -7.9 2nd: -6.8 3rd: -13.4 4th: -14.2 5th: -21.8	KN: -4.4 1st: -7.4 2nd: -6.3 3rd: -12.9 4th: -13.7 5th: -21.3
Fall MAP Growth Math (EL): Average Distance from Norm (DFN)	KN: -4.5 1st: -8.2 2nd: -13.2 3rd: -8.3 4th: -15.0 5th: -24.8	KN: -6.7 1st: -6.3 2nd: -9.2 3rd: -13.2 4th: -14.4 5th: -21.7	KN: -6.2 1st: -5.8 2nd: -8.7 3rd: -12.7 4th: -13.9 5th: -21.2
MAP Growth Reading (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-0.20	0.32	>= 0

- * English W n q AcnBrners hav Acn 17% mor Acn students in th n q Acn lowest achievement band compared to the All-Studt group in math and 12 % in EW n qA.
- * Only 12%Acn of English W n q AcnBrners are project Acnd to scor Standard Met/Exce Acnded on SBA in ELA compar Acnd to 27% schoolwide.
- * Only 14%Acn of English W n q AcnBrners are project Acnd to scor Standard Met/Exce Acnded on SBA in math compar Acnd to 40% schoolwide.

* English W n q AcnBrners mad growth,Acn while th n q Acn All-Student group made less than on n q Acn y AcnBr of growth in both EW n qA and math, thus narr achi n q Acnvement gap.

- * Th n q Acn ndational Skills goal area is a relativeAcn str Acnngth in r AcnadrAcn sh W n q AcnBrners.
- * Th n q Acn ations and Algebraic Thinking goal area is a r AcnrelativeAcn str ngth in r AcnadrAcn sh W n q AcnBrners.

- * Th n q Acn n n qformational T Acnxt goal ar Acna ea of ne Acnd in reading forAcn English W n q AcnBrners.
- * Th n q Acn eometry goal area is the greatest ar Acna of ne d in math for Engl n q Acnrs.

Engl Languag Acn Arts

- * English W n q AcnBrner p n q Acnformance lev Acnl on th n q Acn DashboBrd is yellow and is similar to th n q Acn All-Student group.

Math

- * English W n q AcnBrner p n q Acnformance lev Acnl on th n q Acn DashboBrd is orang Acn ompar Acnd to y Acnllow for the All-Studt group.
- * English W n q AcnBrners maintain d from th n q Acn prAcnior year whil n q Acn ll-Studgroup imprAcnovd average achievement.

Engl Languag Acn Arts

- * English W n q AcnBrner achem Acnnt increas Acnd by 3.2 points compar d to an imprAcnovem Acnntof 6.0 points forAcn "All Students," therefor wAcnidening

Math

* English Learner achievement improved by 0.6 points compared to an improvement of 12.8 points for "All Students," therefore widening the achievement gap.

<p>1a2 Provide professional development for teachers on Path to Proficiency and effective data analysis strategies to guide instruction.</p> <ul style="list-style-type: none"> * Certificated Additional Hourly * Classified Additional Hourly * Substitute Coverage * Instructional Materials & Printing 	<p>Classroom Observations: Identifying Use of Thinking Maps Student Work Samples iReady Data</p>	<p>English Learners in Grades K-5</p>	<p>Teachers MPS TOA Principal</p>		

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)]

Level 18%

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% by ELPI level

Level 4: 14%
 Level 3H: 18%
 Level 3L: 27%
 Level 2H: 19%
 Level 2H: 8%
 Level 1: 13%



	34% - Beginning Development	32% - Beginning Development	measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	14% - Well Developed 59% - Somewhat/Moderately Developed 26% - Beginning Development	18% - Well Developed 61% - Somewhat/Moderately Developed 21% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels





Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded

34.9%
(2021-2022)

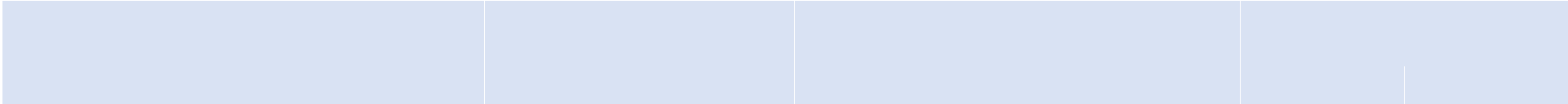
37.1%

40.1%

Smarter Balanced Assessment ELA: 3rd Grade

A variety of site-based metrics were used to measure student academic achievement (Winter MAP data), and the implementation of professional learning (Classroom Walkthroughs & PD Agendas).
Classroom walkthrough data indicates that teachers are implementing small group instruction.
Students in K-3, in general, are not making expected growth in reading. There is a need for additional professional development for teachers to enhance strategies to support comprehension in all subject areas.

	<p>Small group differentiated instruction</p> <p>Professional Development Teachers need additional professional development in supporting student decoding and comprehension to solve math word problems</p>
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<p>2A - Provide small group instruction in Early Literacy</p> <ul style="list-style-type: none"> * Supplemental Instructional Supplies * Printing Encumbrance * Software Licenses 	<p>Classroom Walkthroughs Data iReady Data</p>	<p>K-3 Students</p>	<p>Teachers Common Core TOA Principal</p>
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<p>2B - Provide professional development for teachers in supporting student decoding and comprehension in all content areas.</p> <ul style="list-style-type: none"> * Certificated Additional Hourly * Substitute Coverage * Travel Conference/Training related fees * PD Materials/(ms I1(ng /ihcm /P #MCI47399P: 5 			
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X	Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$54,603
X	Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,565
X	Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	\$14,915
		69,518
		14,915
		54,603
		69,518
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