



Spruce Elementary School

[Spruce Website Link](#)



Spruce Elementary School
September 9, 2021
Principal: Israel Castillo



Spruce Parent Volunteers



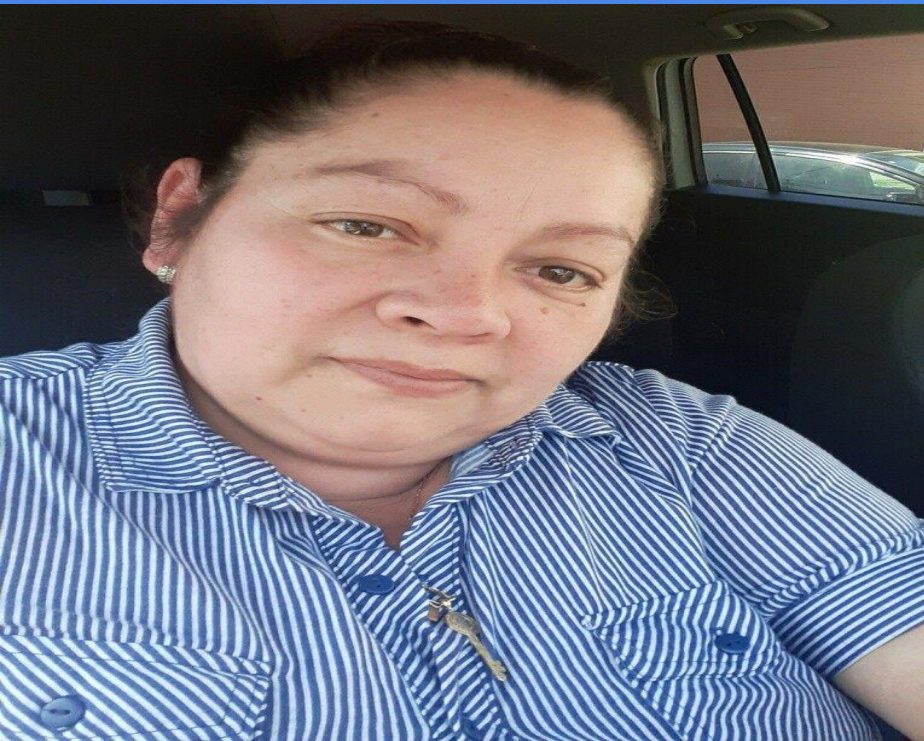
Tona Chan



Macaria Acevedo

Elvin Friaaz

Spruce Parent Volunteers



Maria Ortiz

Nurilem Frayne



Spruce Student Representative

Cougar Representative

Henry Hamilton

5th Grader in

Ms. Bromann's Class

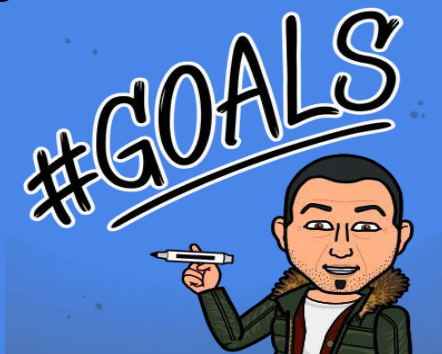


Spruce Mission & Vision is Aligned With SSFUSD Vision, LCAP Goals And District Priorities



- Academic Achievement
- Professional Development
- Student, Parent, Community Engagement

- Improve Curriculum, Instruction & Assessment
- Bolster Professional Learning & Collaboration
- Strengthen Leadership Capacity






Our Vision for Spruce

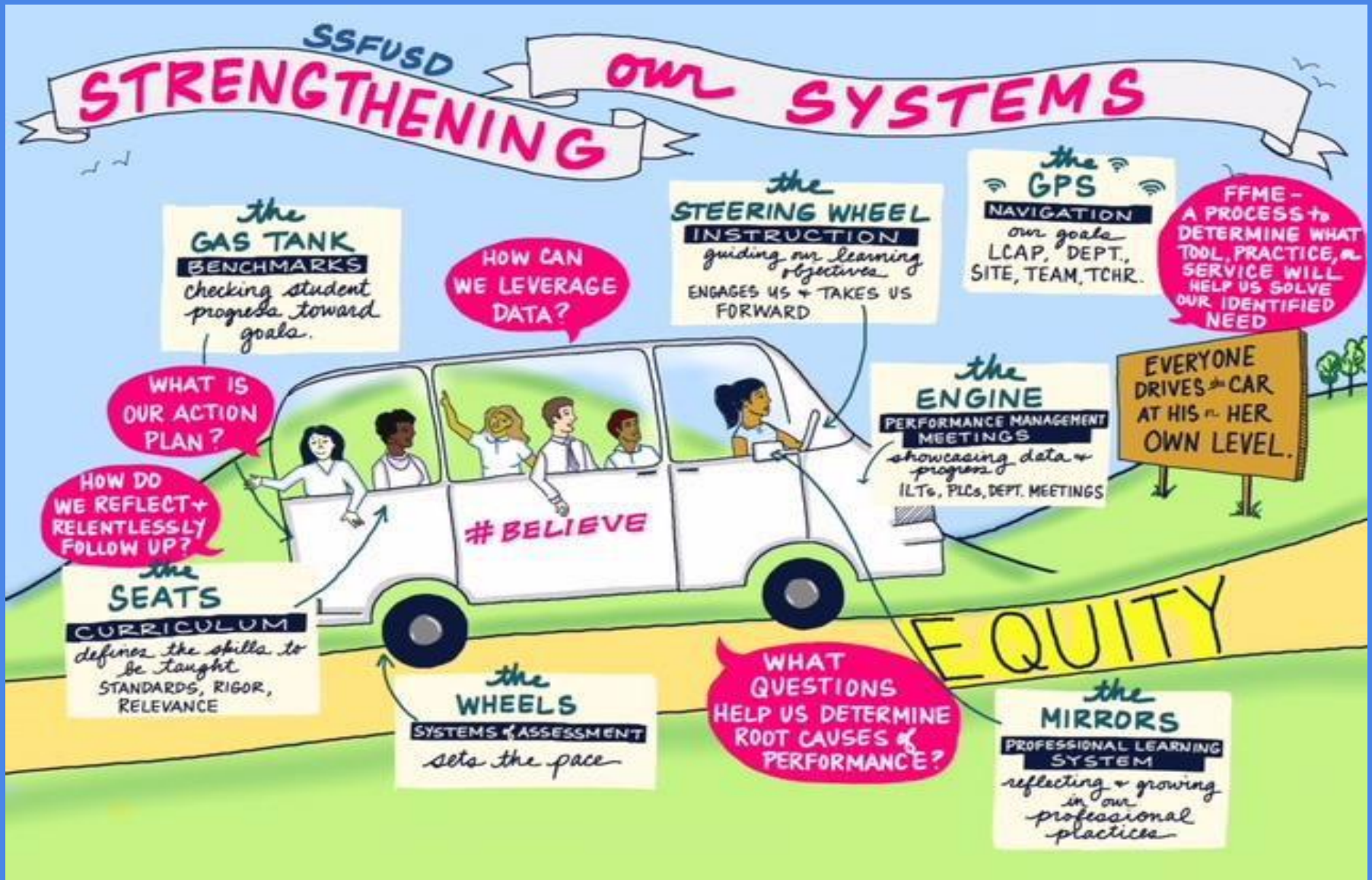


 Create a **collective teamwork** culture that collaborates and supports one another --focus on student success.

 Support all staff in **professional development** in the areas of: technology, using data to enhance instruction to fit the learning needs of our students, and setting grade level goals and individual student goals.





 Foster teacher **leadership** by providing professional learning and growth opportunities by becoming actively involved in a Spruce Committee.

C.A.R. ~ Communication, Achievement, Relationships





School Wide Focus

-  *Implementation of priority Standards
(Monitor Student learning)*
-  *Strong Focus on RTI in the classroom &
Tier 2 Interventions*
-  *Daily Academic language through the daily instruction
(Designated and Integrated ELD by implementing BGLAD
strategies).*
-  *Implementing a well balanced literacy
program in all grade levels.*

FOCUS





WORKING COLLABORATIVELY TO IMPROVE THE PLC PROCESS!

TEAM WORK



Determine Intervention or enrichment

As a team determine what all students are to learn. Focus on standards

COLLABORATION



Analyze the data with your team

Focus on common unit of study

Administer Common assessment





The Cycle of Inquiry

Spruce School Goals for 2021/2022



- ❖ Increase Academic achievement
- ❖ Provide literacy intervention (Small Group)
- ❖ Provide Best Teaching Practices to teachers to increase student learning
- ❖ Provide Professional development for teachers
- ❖ Focus on Academic Language for English Learners
- ❖ Promote parent education and Involvement

ELPAC Levels

ELPAC Levels		What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have well developed English skills. <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		Students at this level have moderately developed English skills. <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging — requires substantial linguistic support	Expanding — requires moderate linguistic support	Bridging — requires light linguistic support	

English Language Data



Fall 2021 Language Status				
Pending	EL	RFEP	IFEP	EO
51 12%	211 49.5%	52 12.2%	22 5.1%	90 21.1%

English Language Data

2021 Summative ELPAC Scores by Grade				
	1	2	3	4
TK/K	7	11	9	1
1	9	12	13	6
2	8	24	11	4
3	6	17	10	2
4	8	11	16	9
5	8	14	9	1



The Implementation of GLAD at Spruce

- GLAD(Guided Language Acquisition Development)
- Why have we Decided to implement these strategies?



Spruce Attendance Data

Attendance Summary														
- absences per day per student group														
Student Group	08/11/2021	08/12/2021	08/13/2021	08/16/2021	08/17/2021	08/18/2021	08/19/2021	08/20/2021	08/23/2021	08/24/2021	08/25/2021	08/26/2021	08/27/2021	Cohort total
Female	2	3	7	11	6	5	5	13	14	10	8	11	20	196
Male	13	9	9	17	10	9	3	7	12	8	12	11	29	228
African Am/Black					1			1					1	10
Asian	1			3	1	3			4	3	3	1	6	40
Filipino				3		2							2	19
Hispanic/Latinx	14	12	15	23	11	10	7	19	21	14	16	20	39	353
PacIslander				1		1								6
White			1	2	1				1	1	1	1	2	8
English Learners	6	6	10	11	7	7	3	12	14	10	10	14	27	210
Socioeconomically Disadv	2	1	3	4	3	2	1	4	6	4	5	6	18	116
Students w/Disabilities	3	3	5	6	6	4	2	5	2	2	1	2	12	87
Total	15	12	16	28	16	14	8	20	26	18	20	22	49	424

do not include VIS students in absences

% students attending per day per student group

Student Group	08/11/2021	08/12/2021	08/13/2021	08/16/2021	08/17/2021	08/18/2021	08/19/2021	08/20/2021	08/23/2021	08/24/2021	08/25/2021	08/26/2021	08/27/2021
Female	99.0%	98.5%	96.4%	94.4%	96.9%	97.4%	97.4%	93.4%	92.9%	94.9%	95.9%	94.4%	89.8%
Male	94.3%	96.1%	96.1%	92.5%	95.6%	96.1%	98.7%	96.9%	94.7%	96.5%	94.7%	95.2%	87.3%
African Am/Black	100.0%	100.0%	100.0%	100.0%	90.0%	100.0%	100.0%	90.0%	100.0%	100.0%	100.0%	100.0%	90.0%
Asian	97.5%	100.0%	100.0%	92.5%	97.5%	92.5%	100.0%	100.0%	90.0%	92.5%	92.5%	97.5%	85.0%
Filipino	100.0%	100.0%	100.0%	84.2%	100.0%	89.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	89.5%
Hispanic/Latinx	96.0%	96.6%	95.8%	93.5%	96.9%	97.2%	98.0%	94.6%	94.1%	96.0%	95.5%	94.3%	89.0%
PacIslander	100.0%	100.0%	100.0%	100.0%	83.3%	83.3%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
White	100.0%	100.0%	87.5%	75.0%	87.5%	100.0%	100.0%	87.5%	87.5%	87.5%	87.5%	87.5%	75.0%
English Learners	97.1%	97.1%	95.2%	94.8%	96.7%	96.7%	98.6%	94.3%	93.3%	95.2%	95.2%	94.8%	87.1%
Socioeconomically Disadv	98.3%	99.1%	97.4%	96.6%	97.4%	98.3%	99.1%	96.6%	94.8%	96.6%	95.7%	94.8%	84.5%
Students w/Disabilities	96.6%	96.6%	94.3%	93.1%	93.1%	95.4%	97.7%	94.3%	97.7%	97.7%	98.9%	97.7%	86.2%
Total	96.5%	97.2%	96.2%	93.4%	96.2%	96.7%	98.1%	95.3%	93.9%	95.8%	95.3%	94.8%	88.4%

do not include VIS students in absences

Attendance by Grade Level

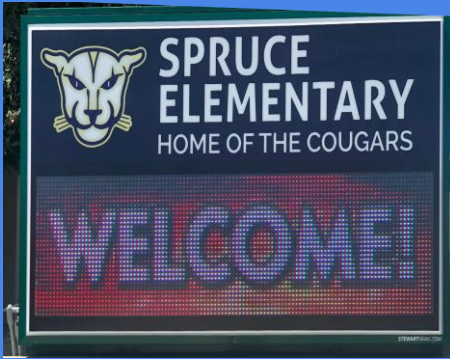
Grade Level	08/11/2021	08/12/2021	08/13/2021	08/16/2021	08/17/2021	08/18/2021	08/19/2021	08/20/2021	08/23/2021	08/24/2021	08/25/2021	08/26/2021	08/27/2021	Cohort total
grade TK	3	2	2	1	2				3		2	1	3	22
grade K				2	1	2	2	2	2	3	2	2	6	50
grade 1	3	5	3	6	3	3	1	5	5	4	4	5	8	72
grade 2	2	2	3	4	2	5	1	2	5	2	2	2	8	69
grade 3	2		1	1	2		1	2	2	3	5	4	11	62
grade 4	3	1	2	5	2	1	2	3	1	2	2	3	4	65
grade 5	2	2	5	9	4	3	1	6	8	4	3	5	9	84
Total	96.5%	97.2%	96.2%	93.4%	96.2%	96.7%	98.1%	95.3%	93.9%	95.8%	95.3%	94.8%	88.4%	424

Grade Level	08/11/2021	08/12/2021	08/13/2021	08/16/2021	08/17/2021	08/18/2021	08/19/2021	08/20/2021	08/23/2021	08/24/2021	08/25/2021	08/26/2021	08/27/2021	Cohort average attendance
grade TK	86.4%	90.9%	90.9%	95.5%	90.9%	100.0%	100.0%	100.0%	86.4%	100.0%	90.9%	95.5%	86.4%	93.4%
grade K	100.0%	100.0%	100.0%	96.0%	98.0%	96.0%	96.0%	96.0%	96.0%	94.0%	96.0%	96.0%	88.0%	96.3%
grade 1	95.8%	93.1%	95.8%	91.7%	95.8%	95.8%	98.6%	93.1%	93.1%	94.4%	94.4%	93.1%	88.9%	94.1%
grade 2	97.1%	97.1%	95.7%	94.2%	97.1%	92.8%	98.6%	97.1%	92.8%	97.1%	97.1%	97.1%	88.4%	95.5%
grade 3	96.8%	100.0%	98.4%	98.4%	96.8%	100.0%	98.4%	96.8%	96.8%	97.1%	91.9%	93.5%	82.3%	95.8%
grade 4	95.4%	98.5%	96.9%	92.3%	96.9%	98.5%	96.9%	95.4%	98.5%	96.9%	96.9%	95.4%	93.8%	96.3%
grade 5	97.6%	97.6%	94.0%	89.3%	95.2%	96.4%	98.8%	92.9%	90.5%	95.2%	96.4%	94.0%	89.3%	94.4%
Total	96.5%	97.2%	96.2%	93.4%	96.2%	96.7%	98.1%	95.3%	93.9%	95.8%	95.3%	94.8%	88.4%	95.2%

VIS students 16



Technology Integration



Spruce Technology Goals

- ★ All Spruce teaching staff will integrate technology in the
- ★ Core curriculum at least two times a week for all grade levels.
- ★ School Wide Goals (continue the momentum)
- ★ Support
- ★ On-site Technology support
- ★ Develop the skill set (Teachers & Students)
- ★ Collaboration with our District Technology TOSA support and better equipped Spruce Staff





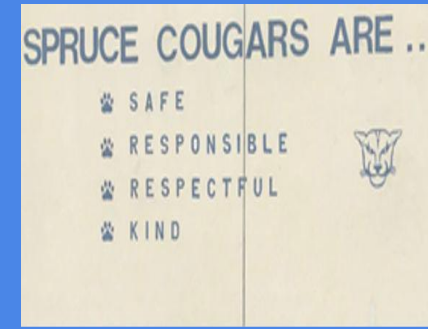
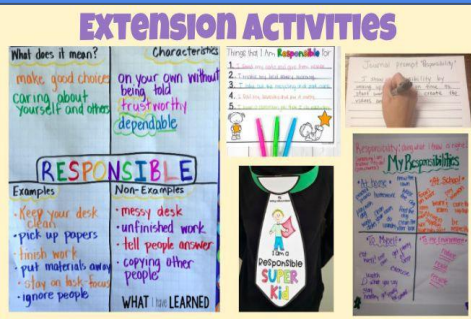
Spruce Literably Data









Data from 2020 to 2021 School Year

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Trimester 1 = September 2020	16% of the site (1st - 5th)	10% of the site (1st - 5th)	11% of the site (1st - 5th)	63% of the site (1st - 5th)
Trimester 2 = January 2021	19% of the site (K - 5th)	9% of the site (K - 5th)	13% of the site (K - 5th)	59% of the site (K - 5th)
Trimester 3 = May 2021	18% of the site (K - 5th)	13% of the site (K - 5th)	10% of the site (K - 5th)	59% of the site (K - 5th)

Average Levels Moved from September 2020 to May 2021 was 2.71 levels. Measurable growth from all of our students in K-5.

PBIS School & Character Development



-  Teach desired behaviors (teach positive social expectations)
-  Provide reminders of expected behaviors
-  Give specific positive feedback for desired behaviors
-  Re-teach when problem behavior occurs
-  Review behavioral expectations frequently and practice
-  Actively supervise students
-  Collecting and using data for decision-making
-  Grade level support [PBIS Videos on Character Trait](#)



