2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Kathy Binks Elementary 36 67710 0113423	SSC Approval Date: 5-11-2022
School Address	7358 Cypress Avenue, Fontana, CA 92336	Local Governing Board Approval Date: Pending Board Approval 6/8/2022 Original
Name of Principal	Lorena Huizar Rodriguez	Phone # and Email	909-357-5030, Lorena.HuizarRodriguez@fusd.net
Name of SSC Chairperson	Justine Alvarez	Phone # and Email	909-247-9562, Arakmamomma@outlook.com}
SCHOOLWIDE PROGRAM (SWP)		
SWP		

SCHOOL BACKGROUND	
VISION AND MISSION	At Kathy Binks Elementary, we believe that all students can learn. We create high academic expectations and support those expectations by offering rigorous core instruction and a comprehensive intervention model. At Kathy Binks Elementary, we recognize the necessity of a team approach with parents and the school site. We offer support to parents through parent committees, parent workshops, and parent education classes. At Kathy Binks Elementary, we understand that education must address the whole child. We utilize the Character Counts program to ensure that all students learn to be safe, respectful, and responsible individuals. At Kathy Binks Elementary, our mission is to ensure students are prepared for life, college, and career.
SCHOOL AND COMMUNITY PROFILE	Kathy Binks Elementary School opened its doors in July 2007 and is one of Fontana Unified School District's newest elementary schools. Kathy Binks Elementary School is a modified, traditional school. Kathy Binks Elementary School has 27 teachers which includes 1 Special Day Class (SDC) teacher, 1 Resource Specialist, and1 intervention teacher. We service students from Kindergarten to 5th grade. We currently have a full time Speech Therapist and a full-time counselor. Kathy Binks Elementary School offers free breakfast and free lunch to its 600 students and partners with the City of Fontana to offer the Fontana Extended Learning Program (FELP). Kathy Binks Elementary encourages parents to take advantage of the many training opportunities provided at the school site and at the district office.
SPSA HIGHLIGHTS (bullet points)	Professional development in Teacher Clarity Small group instruction and Guided Reading Extended learning opportunities focused on literacy AVID implementation school-wide
INCREASED OR IMPROVED SERVICES (bullet points)	- Tutoring services will be offered before/after school from September 2022-May 2023 - Tutoring for English learners is offered. - English classes will be offered to parents to help them assist their child at home. - Foster students are offered services through our school counselor.
MOONSHOT	Kathy Binks ES's goal is to have musically talented students. Our goal is to offer instrumental music (accompanied by a personal instrument) to all students beginning in third grade. Our goal is to hire a full-time music teacher and purchase instruments for all students in grades 3-5 to enrich their musical skills. Students in K-2 will learn music history and attend a music/choir class once a week.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Student Population

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
565	**75.9**	**20.0**	**1.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	113	20.0
Foster Youth	6	1.1
Homeless	2	0.4
Socioeconomically Disadvantaged	429	75.9
Students with Disabilities	69	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	36	6.4
American Indian or Alaska Native	2	0.4
Asian	17	3.0
Filipino	17	3.0
Hispanic	457	80.9
Two or More Races	8	1.4
Native Hawaiian or Pacific Islander		
White	28	5.0

These data points indicate:

1. Our Hispanic student group is the largest student group at Binks ES.

2. Socioeconomically disadvantaged students make up about 3 quarters of our school population. These students need additional supports such as tutoring, additional resources to use at home, reading books, online resources/supports, and materials that will help ensure equity for all.

3. English learners make up about a fifth of our student population. It is imperative that we address their linguistic needs early on. Providing early intervention will support students' linguistic needs placing them on the road to reclassification and academic success.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Green		

These data points indicate:

1. We are closing the achievement gap in the area of English Language Arts (ELA), but there is more work to be done in order to continue closing the achievement gap, and in order to meet the needs of all students. We will provide tutoring in the area of ELA. We will provide additional opportunities for reteach using supplemental materials and resources.

2. BInks ES has several students frequently absent from school as indicated on the yellow band. In order to ensure students attend school regularly, we will provide incentives for perfect attendance and improved attendance, we will put a system in place

3. Although we are narrowing the achievement gap in Mathematics, we still have work to do in order to maintain closing the difference from standard (DFS), and in order to meet the needs of all students. We will provide tutoring in the area of Mathematics

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
4.5 points below standard	18 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.9 points	Maintained ++1 points	1
306	115	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	13.5 points below standard	91 points below standard
2	Increased ++9 points	Increased Significantly ++27 points
	246	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
14.8 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++26.2 points		4	9
25			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
10.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	47.2 points above standard
Increased ++12.5 points	3		Increased Significantly ++29.3 points
252			13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.6 points below standard	36.9 points above standard	1.7 points above standard
Increased ++3.3 points	Increased ++11.6 points	Increased Significantly ++20.3 points
61	54	181

These data points indicate:

1. Our "ALL Students" student group is closing the Difference From Standard (DFS), gaining +12.9 points, making the DFS 4.5 pts

2. Our reclassified English Learners made a positive increase in the distance from standard gaining 11.6 points making the DFS 36.9 points above standard.

3. Our students with disabilities increased significantly (by 27 points) which helped to narrow the achievement gap with the All Student group.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
24.4 points below standard	42.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.8 points	Declined -4.5 points	1
306	115	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	35.5 points below standard	103.3 points below standard
2	Increased ++4.6 points	Increased ++13 points
	246	45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
36.3 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.3 points		4	9
25			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		No Performance Color
30.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy		19.1 points above standard
Increased ++10.4 points	3		Increased Significantly ++35.1 points
252			13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.7 points below standard	2.2 points above standard	15.6 points below standard
Declined -5.2 points	Increased ++6.4 points	Increased Significantly ++17.5 points
61	54	181

These data points indicate:

1. Our English Only group made significant gains in decreasing the Distance from Standard (DFS) and gaining 17.5 points making the DFS 15.5 points below . We will continue to practice number talks and have students find a variety of solutions to solve equations.

2. Our Reclassified ELs increased 6.4 points moving 2.2 points above standard. We will continue to monitor these students in order to meet their academic needs.

3. Our Current English Learners declined, causing a greater learning gap. Our ELs will need tutoring in Math, as well as other services such as a computer program where they can practice and master basic math skills.

School and Student Performance Data

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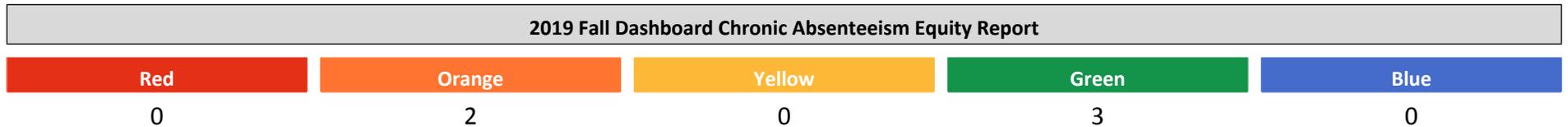
A review of the following data informs the comprehensive needs assessment.

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.8 making progress towards English language proficiency
Number of EL Students: 114
Performance Level: Medium
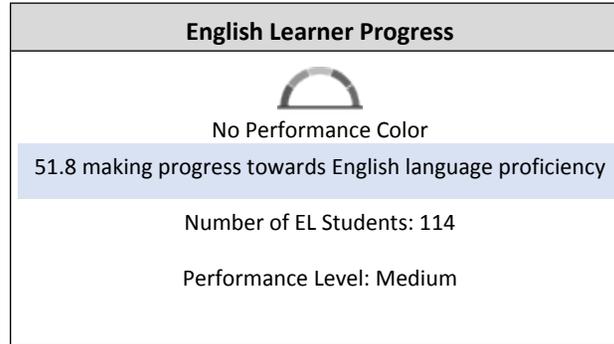
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
12.2	35.9	7.8	43.8

These data points indicate:

1. Many English Learners (ELs) (51.8%) are making progress towards English language proficiency. However, there is still much work to be done in order for ALL of our ELs to progress at least one level on the English language proficiency index (ELPI).

2. We had 12.2% of our ELs decrease one ELPI level.   This reveals a need to work more closely with all our ELs. Therefore, we will provide tutoring for our ELs.

3. We had 35.9% of our ELs maintained an ELPI level 1 through 3H. Although these students did not decrease a level, they did not increase either. We need to monitor these students more closely throughout the year, monitor their progress, and provide supports to meet their needs.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	3	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
7	6.3	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Declined -0.7	3
626	159	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	7.5	13.6
7	Declined -0.6	Increased +3.1
	482	81

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
8.7	Less than 11 Students - Data Not Displayed for Privacy	0	0
Increased +0.9	2	Maintained 0	Maintained 0
46		13	17

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
7.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	11.1
Declined -1.4	9	0	Increased +11.1
512			27

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	597	68	11.6
Female	321	29	9.3
Male	276	39	14.4
American Indian or Alaska Native	2	0	0.0
Asian	17	0	0.0
Black or African American	40	6	15.0
Filipino	20	0	0.0
Hispanic or Latino	481	58	12.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	8	0	0.0
White	29	4	13.8
English Learners	127	10	8.4
Foster Youth	11	3	27.3
Homeless	10	2	40.0
Socioeconomically Disadvantaged	453	61	13.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	83	13	16.0

These data points indicate:

1. Overall, Kathy Binks had 11.6% of students who were chronically absent during distance learning in 2020-2021. This was a 4% increase over pre-pandemic rates. There is work to be done for all students to attend school daily and on time. A return to in person learning and quarantine protocols have created challenges to improving absenteeism.

2. The student groups with the most significant chronic absenteeism are African American, Foster Youth, Homeless, Students with Disabilities and males. This reveals a need to closely monitor these students and implement strategies to improve their attendance.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	0	4
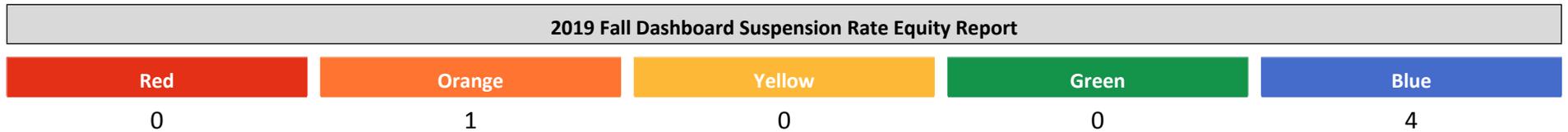
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.3	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	Maintained 0	3
637	164	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Orange
Less than 11 Students - Data Not Displayed for Privacy	0.2	1.2
7	Maintained 0	Increased +1.2
	487	82
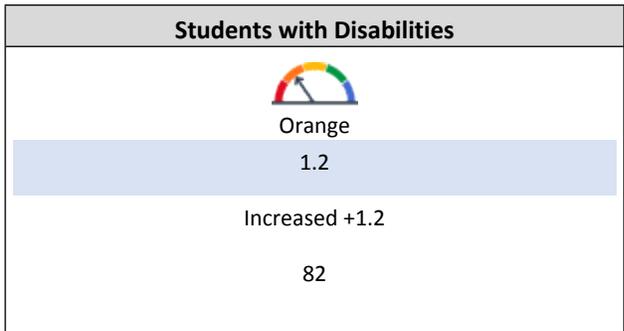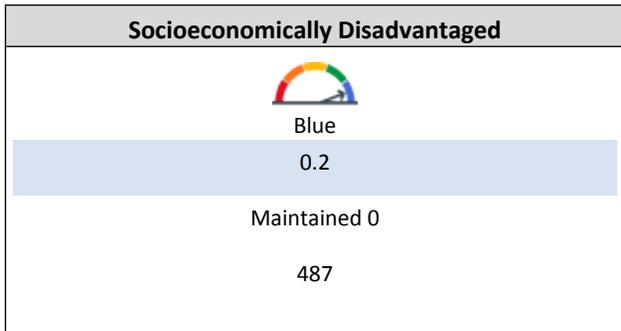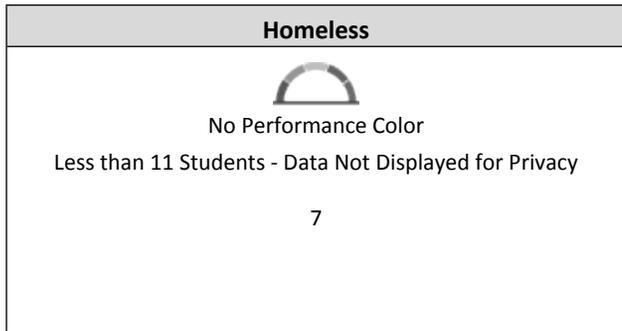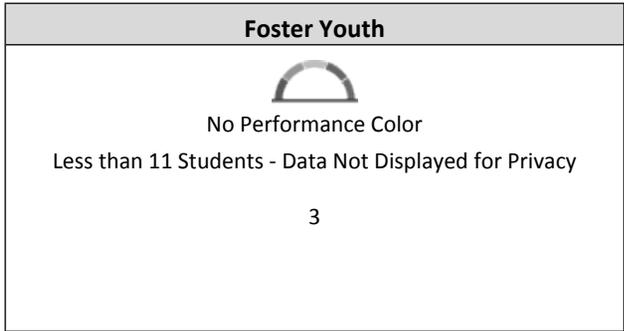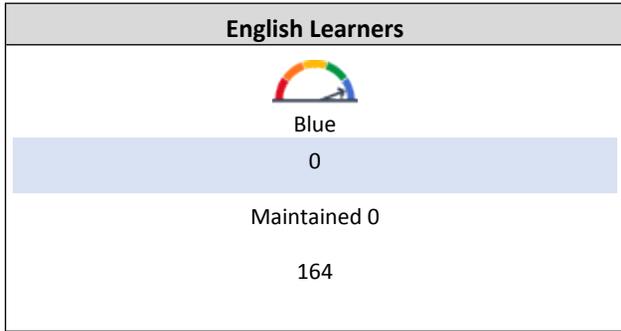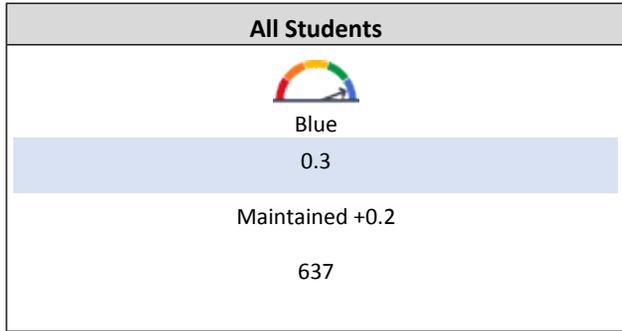
2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	0	0
Declined -1.9	2	Maintained 0	Maintained 0
48		14	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		No Performance Color
0.2	Less than 11 Students - Data Not Displayed for Privacy		3.7
Maintained +0.2	9		Increased +3.7
520			27

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.2	0.3

These data points indicate:

1. We need to continue promoting a growth mindset, offering incentives when students are "caught" being a "Cool Koala", and praising students for positive character traits through Character Counts.

2. We need to continue to build strong relationships with students and their families so that there is buy-in from students to follow the Character Counts traits, and continue celebrating students of the month that exhibit the 6 Character Counts traits.

3. We need to continue using other means of correction to address behavior concerns as they become apparent.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.02 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.74
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.39 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Accelerated Reader: Increase in 1st semester word count from 2021 to 2022.	Aug 2020-Jan 31 2021 student word count=6,916,315 Aug 2021-Jan 31, 2022 student word count = 20,424,628
Site Specific Measures: % of classrooms showing evidence of implementation of AVID strategies	50% of classroom showing evidence of our 3 AVID strategies for the year: Daily calendar/agenda signed, Take home folder/binder, and 3 tiered notes.

These data points indicate:

At Kathy Binks ES, there are more students performing in the bottom two performance bands in the area of Math (58%) than in English Language Art (42%). The most significant needs to accelerate learning in Math are in grades 2-5 with all grades at over 60% of students in the bottom two performance bands. Students in K/1 scored above national norm in both reading and math. Students in grades 2-5 scored below the national norm. Schoolwide, students made significantly less than a year of growth in reading, language, and math. The greatest struggle for growth was particularly evident in math.

The increase in word counts from 2021 to 2022 demonstrates that students are reading far more this year with in person learning than last year during distance learning.

Although every class is showing evidence of use of some AVID strategies, about 50% are demonstrating use of all three strategies. We need to focus on adopting the 3-tier notes in all classrooms and work on incorporating additional strategies.

Academic Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.22 (Excludes K-2 due to invalid Fall 2020 results)

Academic Data – English Learners (EL)	
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.87
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.55 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: % of students demonstrating growth from pre to post assessment in tutoring	Due to staffing issues, EL tutoring was not fully implemented
Site Specific Measures: Parent Workshop Survey Feedback: Average rating	Due to pandemic-related protocols, workshops were not provided this year.

These data points indicate:

Similar to schoolwide growth, EL students made less than one year of growth and actually had less growth than the All Student Group. 48% of ELs taking the MAP scored on the bottom two bands in the area of Reading and 59% scored in the bottom two bands in Math. It has been challenging given the limitations on in-person meetings and services to effectively and fully implement actions and services related to EL academic achievement. Moving forward, we need to identify alternative options for providing these opportunities.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	**Current Outcomes**
2020-2021 % by ELPAC Level	Level 4: 10% Level 3: 38% Level 2: 33% Level 1: 18%
2020-2021 ELPAC Listening Domain: % by Performance Level	23% - Well Developed 69% - Somewhat/Moderately Developed 8% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	31% - Well Developed 50% - Somewhat/Moderately Developed 19% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	9% - Well Developed 56% - Somewhat/Moderately Developed 36% - Beginning Development

Language Acquisition Data – English Learners (EL)	
2020-2021 ELPAC Writing Domain: % by Performance Level	11% - Well Developed 63% - Somewhat/Moderately Developed 25% - Beginning Development
Site Specific Measures: Walkthrough Data: % of Classrooms Showing Evidence of Implementation of Pathways to Proficiency Strategies	25% (6/24 teachers)
Site Specific Measures: Walkthrough Data: % of Classrooms Implementing Learning Targets and Success Criteria Specific to Language Objectives	50% (12/24 teachers)

These data points indicate:

*While students are improving in their Oral language, Written Language is an area of concern across all grade levels, specifically in reading and writing.
*There was a significant increase in EL students that decreased ELPI level for 20-21.
*English Learner Level 2 students specifically are the ones that are decreasing in the areas of reading and writing.
*Pathways to Proficiency training began in October and staff have completed 3 of the 6 training sessions. As teachers become fully trained, the percent showing evidence of implementation is expected to increase.
*Learning Targets and Success Criteria connected to Language Objectives is part of the Pathways to Proficiency training and is also expected to increase as training and implementation continue throughout the year. It will be important to continue to support implementation in 2022-2023.

Parent/Family Engagement	
School Metrics/Indicators	**Current Outcomes**
2021-2022 Household Participation Rate on Parent/Family Climate Survey	7%
Site Specific Measures: Attendance at Parent Empowerment Workshops	Workshop # 1(what is cyber-bullying?): 3 Workshop # 2 (responding to cyber-bullying): 3
Site Specific Measures:	

These data points indicate:

*Kathy Binks ES only received 7% participation in the Parent/Family Climate survey. We need to reach out to parents more frequently, and make personal phone calls and Parent Square reminders to remind parents of the importance of this feedback. We may offer incentives for those families that turn in a survey.

*We have parents participating with teachers, attending their parent-teacher conferences, cooperating with office staff, administration, and they feel that they are listened to and treated with respect.
*Due to pandemic-related protocols, we have been unable to offer our regular parent engagement opportunities such as Muffins with Mom, Donuts with Dad, Grandparents Tea, etc.
We offered Parent Empowerment workshops on Cyber Bullying. There were 2 workshops in English and two workshops in Spanish. In total, we had 6 parents attend, despite our efforts in promoting the workshops.

Kindergarten - 3rd Grade Literacy

School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.57 Fall 3rd to Fall 4th: -0.97
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 46% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 44% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 29% 24-25 3rd Gr. Cohort (21-22 Kinder): 15%
Site Specific Measures: Winter A2i Data: % of students on target or approaching target (within 2 months of target)	K= 44% 1st grade= 52% 2nd grade= 49% 3rd grade= 40%
Site Specific Measures: Spring A2i Data: % of students on target or approaching target	K=41% 1st grade= 61% 2nd grade= 55% 3rd grade=30%

These data points indicate:

Last year's 2nd and 3rd grade students made significantly less than one years growth in reading with 2nd grade making half as much growth at 3rd grade. Nearly half of all 2nd and third grade students are at risk of not reading at grade level by the end of 3rd grade. This indicates that a more targeted focus on

phonemic awareness, phonics, vocabulary and comprehension foundational skills in the early grades is critically needed to close the academic reading gap. This gap is projected to decrease significantly with the 2024-2025 3rd grade cohort group with fewer of them currently at-risk.

Data from the winter Math MAP assessment indicates that only 18% of students K-5 are performing At or Above grade level (green or blue performance bands). This percentage is slightly higher in the area of reading where on the winter Reading MAP assessment the data shows that 26% of students K-5 are At or Above grade level (green or blue performance bands).

Our A2i data shows that a total of 47% of students in grades K-3 are on target or approaching target to meet their growth expectancy. From Winter to Spring, students in grades 1st and 2nd increased the percentage of students meeting or approaching their target. Students in K and 3rd grade had a decrease in the percent of students who are on or approaching their growth expectancy target.
It is important to note that students who may be reading at or above grade level but did not meet their target for growth expectancy will NOT show as being "on target" or "approaching target" as they did not meet their grow expectancy from Fall to Spring.

Behavior	
School Metrics/Indicators	**Current Outcomes**
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

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. Integrated ELD has been integrated and was built into the daily schedule. It was measured through classroom walkthroughs. Based on ELPI data, 51% of ELS increased an ELPI level.
Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section. Designated ELD has been implemented and built into our daily schedule.   Small groups were created based on ELPAC levels with the focus on grade level ELD standards.
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. Some adjustments that are needed for improvement are: PD on ELD standards, Lesson Design/Planning led by EL TOA, Progress Monitoring System, and Direct services to EL students provided by EL TOA

Comprehensive Needs Assessment

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)]

(a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])

(b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).	Our students were invited to participate in the Social-Emotional Learning survey conducted in the Fall of 2021. We had 266 (46%) student responses in Grades 3-5. Areas of Strength: • 76% of students responded favorably to their sense of belonging as they felt welcomed at school. • 88% of students indicated having supportive relationships • 79% of students indicated that positive teacher to student relationships. Areas of Need: *59% Growth mindset *51% Emotion regulation *59% Self Efficacy Our students also participated in the 2021 Annual student climate survey. We had 91(29%) student responses in grades 3-5. Areas of strength: • 90% of students indicated to have supportive relationships. • 83% of students had a favorable impression of inclusion efforts at Binks *80% Positive Teacher-student Relationships Areas of Needs: *Provide Learning opportunities *Other risks (ex: completing assignments on time, understanding the material, etc)

Analysis of Qualitative Data	
	Our annual Parent Climate survey shows that Binks offers a positive learning environment, with 97% of parents surveyed agree. 97% agreed there is an awareness of school policies and 88% agreed that Binks offers parent support. An area of need is in Family Engagement, with only 22% of parents surveyed feeling they are engaged at school. We offered a parent empowerment course on Cyber-bullying where only 5 parents attended. The workshops were virtual, and were promoted heavily on Parent Square. The courses were offered in English and in Spanish. When speaking to teachers at our staff meetings bi-weekly, they are feeling overwhelmed in trying to fill several learning gaps. They shared that many of these learning gaps can be a result of virtual teaching/learning for two years. They know that students would benefit from extended learning opportunities but they currently don't have the availability to offer it themselves. Perhaps a third-party collaboration would be helpful next year.
Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	Weekly classroom walkthroughs were conducted in all classrooms, at least once a week. I found that teachers had planned learning targets (LT) and success criteria (SC). Teachers are working towards creating success criteria with targeted assessments. During walkthroughs, it became evident that there is a need to have SC better aligned to assessments. Several students had a difficult time differentiating between the Learning target (standard being addressed) and the content-specific work. It will be necessary for us to backwards plan, first developing SC and the assessment tied to that SC, before planning the lesson. Students should be able to answer the questions, "What are you learning?" "Why are you learning this?" "How will you know you have learned it?" Another area of focus has been guided reading and small group instruction. Grades K-3 who participate in United 2 Read have demonstrated increasing competence with small group instruction, but 4th and 5th grades need support with more modeling from the Teacher on Assignment.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:
  • Not meeting performance goals
  • Meeting performance goals
  • Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)	In Fontana, Northwest Evaluation Association (NWEA) Data is used to monitor the growth and progress towards meeting the literacy and numeracy goals identified in the School Plan for Student Achievement (SPSA). Both Fall and Winter NWEA data reports provide predictions in order for us to target potential outcomes for the Spring California Assessment of Student Performance and Progress (CAASPP). Professional Learning Communities (PLC) utilize the fall and winter NWEA data to adjust their units of study in the event that some essential standards have to be re-taught. Data Analysis of English Learners (ELs) would be facilitated by the breakdown of ELs and students with Individualized Education Plans (IEP) within the common NWEA data reports. This year, Teachers were able to meet monthly in their PLCs to analyze assessment data and monitor student progress. Teachers address their concerns with their member of the Instructional Leadership Team (ILT) and these concerns/needs are then addressed out our site ILT meeting. Teachers are also given time each month to works as a Student Intervention Team (SIT) where they look at student data ,create goals for at-promise students, and/or progress monitor these students.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	Kathy Binks ES uses the English Language Proficiency Assessment for California (ELPAC) data to establish beginning of year English Language Development (ELD) groups. Grade level PLCs utilize the current language development levels to provide scaffolds during both integrated and designated ELD. Throughout the year, it is more difficult to assess the linguistic progress of our ELs without a common formative assessment.
Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.	In January 2022, SSC formally monitored the actions of the SPSA for implementation and outcomes of the school plan. In April 2022, SSC evaluated the SPSA actions and services and determined which to continue and discontinue. SSC and ELAC review data as it becomes available nd provide input on the actions and services.
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	NWEA Math and Reading is used as a district wide universal screener to identify help facilitate the grouping of students who need additional support. Currently, NWEA MAP reports don't readily identify student groups (EL, SP. Ed), which would be helpful in targeting supports for specific student groups. English Learners are provided small group support in reading and math by their general education teacher. Our Els receive designated ELD in order to address the linguistic needs of our students. Each grade level team meets a minimum of once a month to monitor progress on Common Formative Assessments and collaborative work, often with the instructional support teacher and bilingual aide to address the needs of low-achieving ELs.

Identified Needs based on Findings:

Based on findings, some identified needs are:
The need to progress monitor students more frequently, and to monitor the progress of each student group

Standards, Assessment, and Accountability	
The need to have Common Formative Assessments (CFAs) both district wide, and at the site level in order to monitor learning for all students. We also need to have formative assessments for ELs. We need to provide Professional Development in the area of writing and in the area of best practices to meet the linguistic needs of our ELs More time is needed during the school day for teachers to work in Professional Learning Communities	

Staffing and Professional Development	
Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Teachers received professional development in the area of Teacher Clarity where they learned to identify essential standards and create learning targets and success criteria. Much work is still needed in aligning assessments directly to learning targets and success criteria.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	The common core TOA works with teachers on lesson plan design, United to Read, professional development on district approved programs, and best practices. Our teachers need more professional development in the area of small group targeted intervention activities and best practices.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Our teachers meet in Professional Learning Communities on Wednesdays to plan lessons, discuss data, and create common assessments. However, more PLC time is needed for teachers to discuss best practices as well as to create targeted assessments.

Identified Needs based on Findings:

More professional development is needed in the area of backwards planning, creating success criteria, and creating targeted assessments.
More time is needed for teachers to collaborate in their PLC, discuss student data, and create targeted assessments.
Professional development needed in the area of small group intervention best practices

Teaching and Learning	
Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	Curriculum- Kathy Binks ES utilizes district adopted materials in all core areas: ELA, ELD, and math. McGraw Hill Wonders for ELA and ELD, McGraw Hill My Math for math. One hundred percent of the classrooms use these materials as their primary source for instruction. Instruction is provided to all students through our state Common Core Standards. Teachers incorporate learning targets and success criteria to their lesson plans so that content and rigor are focused.
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	In addition to the district adopted curriculum, supplemental instruction materials are also incorporated to the instructional day for students who are identified as reading below grade level standards. Through the Response to Intervention (RTI) model, students are provided additional assistance using the following reading intervention programs: System 44, Read 180, Wonder Works, etc. There are currently no intensive ELD intervention or intensive math intervention curricular programs. In addition,

Teaching and Learning
our current curriculum is does not address writing with much rigor. We need a more strategic way to address the writing needs of students

Identified Needs based on Findings:

Based on the ELPAC, there is a specific language acquisition need, and it is apparent that a need for intensive ELD instruction and intervention is needed.
Professional Development needed in the area of Writing
We need materials/curriculum to provide intervention for students struggling in math

Opportunity and Equal Educational Access	
Services provided by the regular program that enable underperforming students to meet standards (ESEA)	It is our goal to provide effective first instruction to all students. At times, however, students will need additional support. When students need additional support and are not meeting grade level reading standards, they are provided targeted instruction through the Response to Intervention model. This tiered level of support can be provided by the classroom teacher during a designated 40 min time block. Our K-3 teachers support students through A2i instructional groups. Students are grouped based on the A2i assessment and work on specific skills. When their group meets with their teacher, these skills are targeted along with reading comprehension. Students not making growth will be referred to our Student Intervention Team (SIT). This team approach of educators allows the student, teacher and family needs to be addressed so that the desired outcomes are achieved. Here academic goals will be established and monitored for growth.
Student groups for whom there exist disparities in achievement and summary of the root causes.	EL- EL students continue to underperform in all core academic areas. Some root causes to this are: Our poor implementation of Designated ELD, effective student monitoring systems, instructional collaboration and parent engagement opportunities. Designated ELD time, while on the master schedule, is one subject that tends to be short changed with time. There are great attempts to understand lesson planning around designated ELD, the reality is that a greater awareness of the lesson components needs further development for better instructional practices. While there are common formative assessments given to all students, language acquisition monitoring systems are a missing component to our ELD program SES- Our community aide is frequently in contact with families to offer resources so that students have all the materials and resources needed to access the curriculum and have equal opportunities. These students are also provide small group instruction during RTI as needed. SWD- This student group continues to under perform in all areas. One root cause may be that this student group also has the highest percentage of chronic absenteeism. Greater collaboration with general education teachers and special education teachers and services needs to occur to maximize efforts in addressing student academic goals.

Opportunity and Equal Educational Access	
	For all our student groups, we need to offer tutoring opportunities in order to best target their individual needs.
Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.	SPSA actions and services are meeting the needs of EL students. The focus on writing has been successful in reaching ELs as we scaffold for writing through the use of Thinking Maps. At-promise students' needs in the area of ELA and Math tutoring are not being met as we were unable to implement tutoring services.

Identified Needs based on Findings:

Based on the MAP and ELPAC, the data indicates:
- Students need strategic intervention to address academic and linguistic needs
- Continue too scaffold writing through the use of Thinking Maps
- Continue SEL supports embedded throughout the school day
- Continue to implement SIT process
- Consider third party contract for tutoring when/if teachers are unavailable.

Parental Engagement	
Resources available for families to support their child(ren)'s education and assist under-achieving students.	Kathy Binks ES offers a variety of Parental Engagement opportunities, some of these include: 1. Four Virtual Parent Empowerment Workshops to enable parents to help their students navigate technology and social media safely. These were provided in English and in Spanish. 2. Regular ELAC and SSC Meetings - Binks meets with these parents groups to engage all stake holders in the decisions that are made in our school. 3. College and Career Days - Binks ES hosts a College/Career Day each year where parents are invited to present to classes about their respective careers. 4. Parent library hours 5. Home to school communication through agendas and monthly calendars, and Parent Square 6. Availability of Paper Education (virtual tutoring) Due to pandemic restrictions Coffee with the Principal, Parent Nutrition Classes, and Parent English classes were not implemented.

Identified Needs based on Findings:

This year is very different than in years past due to the pandemic restrictions. Here are some identified needs that Binks ES has identified:
1. Parent training dealing with Mental Health, Positive Discipline and computer technology

Parental Engagement
2. Communication platform where teachers and parent can stay connected easily and quickly. 3. Parent workshops on social-emotional support and navigating through current events 4. More opportunities for parents to become involved in school functions

Funding	
Services provided by state and local funds that enable underperforming students to meet standards.	Binks received Supplemental Concentration (SUPC) funds. With these funds Binks offered a number of programs and opportunities for our underperforming students to meet grade level standards. Some actions/services we provided were: support Kindergarten students with early literacy which gave students the opportunity to work with teacher in small groups using a variety of instructional software. We purchased reading books for our library in order to promote early literacy, we offered teachers additional time to collaborate in their PLCs in order to plan lessons, analyze data, and create assessments.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Binks received Title 1 funds. With these funds Binks offered a number of programs and opportunities for our underperforming students to meet grade level standards: some actions/services that were provided were: Tutoring based on identified needs in order to address specific learning gaps, Reading motivational program and reading books to encourage students to read, especially to those students that may not have many reading materials at home, and Instructional materials for teachers to use during small group in order to meet the needs of underperforming students. Professional development on Teacher Clarity was offered to teachers, PLC collaboration hours were offered to teachers, PD on Path to Proficiency which emphasizes the use to of Thinking Maps.

Identified Needs based on Findings:

Based on our Data Analysis, Binks has identified the following as areas of need:
Provided Teacher professional development in Teacher Clarity to support the academic needs of our students
Additional hourly for teachers to meet, plan, create assessments and analyze data with PLC
Additional reading books for our library and classrooms
Reserve funds for third party contract for student tutoring

Stakeholder 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.	In January and April, SSC progressed monitored SPSA actions and services. In April ELAC evaluated the SPSA action and services. ELAC provided input to SSC regarding services for English Learners. SSC determined, with the input from ELAC, which actions and services to continue, modify, or discontinue based on progress monitoring and the anticipated needs of students.

Stakeholder Involvement	
	Members of SSC expressed that during the pandemic, it has been very difficult to stay connected with school activities, and they want to get back to being more involved. When meeting with ELAC, parents stated a need to offer more after school tutoring. In May SSC reviewed and approved the 22-23 SPSA.
Identified Needs based on Findings: Binks needs to continue having open communication with parents. Maintain a hybrid model of virtual and in-person meetings, when it is safe to do so.	

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	* Full implementation of My Math and its components * Full implementation of Wonders and its components * Continue implementation Close Reading, Thinking Maps, Path to Proficiency and Teacher Clarity • Implement small group targeted instruction in all K-5 classrooms • Ensure full implementation of essential math instructional routines (, number talks, & rigorous lesson) • Provide differentiation via small group instruction in math and literacy • Ensure all students in K-3 are provided guided reading three times a week • Ensure all students are reading daily and meeting the recommended usage minutes on their online programs PLC Grade level team will develop the following: • Select Essential Standards and Deconstruct each standard • Develop Learning Targets and Success Criteria • Add language intentions to their learning targets and success criteria • Develop CFAs and engage in data analysis to support the learning	Daily from August 2022-May 2023 PLCs Bi-Weekly August 2022-May 2023
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	Professional Development and PLCs will improve teachers' capacity to teach the core subjects at increasingly effective levels. By increasing student access to high quality instruction, intervention, and technology, teachers will ensure their ongoing engagement and deep learning in the core subject areas. Professional Development: *Teacher Clarity *Guided Reading/Small Group Instruction-grades 3-5 *Small Group Instruction Grades K-3 Avid Path Training for teachers Avid Implementation for all grade levels	Professional Development in PLCs every other Wednesday Aug 2022-May 2023 Avid Path Training-Fall 2022 Avid Implementation Daily August 2022-May 2023

| Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards | * Provide extended learning opportunities for At-Promise students
* Small group interventions at all Tiers (1,2,3)
* Document interventions for At-Promise students | Tutoring beginning in September 2022 and every 6 weeks thereafter until May 2023

RTI-Daily August 2022-May 2023

SIT-monthly August 2022-May 2023 |

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	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-4.5	>= 3.5
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-24.4	>= -14.4
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.02 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.74	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.39 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	7%	>= 25%

Identified Need(s):	- Based on the MAP assessment data, Students need to increase their reading fluency and comprehension, writing, as well as conceptual math skills - MAP assessment show that our teachers need Professional Development on creating purposeful activities during small group instruction - MAP assessment show that teachers need time to collaborate with their PLC and TOAs to analyze instructional practices to best support their students success in reading and math Students need extended learning opportunities in both math and literacy - Based on the MAP assessment data, teachers would benefit from professional development to incorporate graphic organizers in writing instruction.

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1.1 Offer enrichment opportunities to increase engagement and achievement *Field trips (transportation and fees) *VAPA workshops and related materials * Consultant or contracted service * *Certificated hourly *Subs *Math Field Day t-shirts for participants	student and teacher feedback	k-5	Principal, Teachers, Math coach	500	5,500
1.2 Provide differentiated instruction in reading comprehension and math skills in a blended learning environment. • Organizational materials and resources • Books for library and classrooms • Furniture to support small group differentiated instruction • Supplemental Printing • Instructional technology • Supplemental resources/materials/books • Computer software/licenses/subscriptions to support student's academics online and/or at home	A2i Winter/Spring MAP data Class walkthrough data	K-5	Principal, Teachers	14,854	
1.3 Support At-Promise students with interventions during and afterschool in all academic areas • Additional certificated hours * Certificated and/or classified hourly pay for tutoring	• # of SITs * Pre/post test	K-5	Administration SIT Coordinator teachers aides contracted tutors	10,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
* Third party tutoring vendor					
1.4 Offer Parent workshops and events to support their child(ren) in literacy and math at home. Provide a platform where parents can share their career and technical expertise to increase engagement. * Consultant fee * Books/materials * items/supplies for parent/community engagement activities * Refreshments	parent survey # of attendees	K-5	administration counselor secretary		4,541
1.5 Provide PLC Collaboration Time to plan lessons, create assessments, and analyze data: • Sub Release time • Certificated Additional hourly pay	* Winter/Spring MAP data • Walkthrough data	K-5	Administration Teachers		
1.6 Provide Professional Development in strategies for teaching reading, writing, mathematics, AVID, and instructional and leadership practices. • Conference related fees • Workshops/training related fees • Consultant fees • Professional books and materials	• Walkthrough data * Surveys	K-5	Administration Teachers	10,000	
1.7 Provide behavior, attendance, and academic awards to increase student motivation and engagement and leadership: *Student brag tags *Awards *Certificates/medals/trophies	* Suspension and office referrals * Attendance reports *AR usage * student climate survey,	K-5	Secretary , ASB advisor(s)		6,000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
* T-shirts * Additional certificated/classified hourly * Renew annual Raptor fee					
1.8 Implement AVID school wide to improve student achievement in all content areas. • AVID supplies * AVID folders *AVID planners, * AVID gear (shirts, hats, keychains, pencils, etc)	Winter/Spring MAP data A2i data	k-5	Teachers	1,000	
			Total Estimated Cost for This Goal:	36,354	16,041

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 Writing through the use of sentence frames, graphic organizers, productive partnering, and speaking in complete sentences.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-18.0	>= -3
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-42.9	>= -27.9
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.22 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.87	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.55 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	ELPAC and MAP assessment show that our ELs need to improve academic growth in speaking and writing ELPAC and MAP assessment show that our ELs need to be given scaffolds to improve their speaking skills which will be transferred to their writing proficiency.

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	**SUPC**
1a1. Provide small group tutoring to develop academic vocabulary *Additional classified hourly	pre and post assessments	English learners with an emphasis on ELPAC levels 2 and 3	Bilingual Aide, aide, teacher	1,000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a2. Provide Supplemental Instructional ELD Materials and printing to support linguistic development *Printing *Supplemental ELD instructional materials * *headphones with microphone * Instructional software	* Classroom observations * Software reports	English Learners in primary grades	Teachers, bilingual aide	500	1000
1a.3 Provide PD in ELD strategies	classroom walkthroughs Winter/Spring MAP data	ELs	EL TOA		
			Total Estimated Cost for This Goal:	1,500	1,000

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 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their productive language by developing their speaking skills and transferring those skills to their writing.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	51.8%	>= 54.8%

Identified Need(s):	ELPAC and MAP assessment indicates that our EL students need to develop fluency in speaking in order to transfer those skills to writing proficiency. ELPAC and MAP assessment show that our EL students need to be given more opportunities to speak, share, partner, and write during class.

2022-23 Evidence-based Actions/Services	**Metric(s) for evaluating Action/Service**	**Pupils to be served**	**Person(s) Responsible**	**2022-23 Estimated Cost**	
				Title 1	**SUPC**
1b1. Provide professional development on ELD Strategies to increase English development	walkthrough data Curriculum Embedded Assessments	English Learners	EL TOA		
1b2. Provide PLCs additional time to collaborate (at times with the EL TOA) on creating structures/supports for ELs such as: creating language objectives, creating lessons for designated ELD, small group PD, etc. * Certificated hourly * Sub release	walkthrough data	English Learners	TOA and Admin		2,500

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
				Title 1	SUPC
			Total Estimated Cost for This Goal:		2,500

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	**Current Outcomes**	**Future Expected Outcomes**
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	62.6%	>= 65.6%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	20.6	>= 23.6
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.57 Fall 3rd to Fall 4th: -0.97	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 46% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 44% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 29% 24-25 3rd Gr. Cohort (21-22 Kinder): 15%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 36% 22-23 3rd Gr. Cohort (22-23 3nd Gr.): 34% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 19% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 5%

Identified Need(s):	MAP and A2i data shows K-3 students need targeted small group instruction to increase literacy proficiency. Parent surveys indicate a need for early literacy techniques to help their child at home.

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	**SUPC**
2.1 Provide Small group differentiated instruction to support/increase fluency in code and meaning.	A2i, classroom walkthrough data	K-3	Teachers and TOA		
2.2 Provide Parent workshops on how to promote Literacy at home *Consultant fees and materials	sign in sheet, parent survey	K-3	Admin,	2,000	
2.3 Increase the access of books in the library and classrooms to improve reading proficiency.	book check-out report	K-3	Librarian		1,000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
* Additional books for library and/or classrooms * Book shelves for books in library and/or classrooms					
2.4 Promote literacy skills, language production, and literacy development through playtime *supplies/materials /games	A2i data	k-1	Teachers	1,000	
Total Estimated Cost for This Goal:				3,000	1,000

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1.1 Offer enrichment opportunities to increase engagement and achievement *Field trips (transportation and fees) *VAPA workshops and related materials * Consultant or contracted service * *Certificated hourly *Subs *Math Field Day t-shirts for participants	All students in K-5	10,000	teachers, secretary
1.2 Provide differentiated instruction in reading comprehension and math skills in a blended learning environment. • Organizational materials and resources • Books for library and classrooms • Furniture to support small group differentiated instruction • Supplemental Printing • Instructional technology • Supplemental resources/materials/books • Computer software/licenses/subscriptions to support student's academics online and/or at home	All students in K-5	10,000	Teachers
1.3 Support At-Promise students with interventions during and afterschool in all academic areas • Additional certificated hours * Certificated and/or classified hourly pay for tutoring * Third party tutoring vendor	All students in K-5	10,000	admin, secretary
1.4 Offer Parent workshops and events to support their child(ren) in literacy and math at home. Provide a platform where parents can share their career and technical expertise to increase engagement. * Consultant fee * Books/materials * items/supplies for parent/community engagement activities	All k-5	5,000	admin, secretary

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
* Refreshments			
1.5 Provide PLC Collaboration Time to plan lessons, create assessments, and analyze data: • Sub Release time • Certificated Additional hourly pay	All K-5	10,000	teachers
1.6 Provide Professional Development in strategies for teaching reading, writing, mathematics, AVID, and instructional and leadership practices. • Conference related fees • Workshops/training related fees • Consultant fees • Professional books and materials	All K-5	5,000	teachers, admin
1.7 Provide behavior, attendance, and academic awards to increase student motivation and engagement and leadership: *Student brag tags *Awards *Certificates/medals/trophies * T-shirts * Additional certificated/classified hourly * Renew annual Raptor fee	All K-3	5,000	admin, secretary
1.8 Implement AVID school wide to improve student achievement in all content areas. • AVID supplies * AVID folders *AVID planners, * AVID gear (shirts, hats, keychains, pencils, etc)	K-5	10,000	admin, secretary
1.9 Increase the access of books in the library	K-5	10,000	admin, school librarian, secretary
2.4 Promote literacy skills, language production, and literacy development through playtime *supplies/materials /games	K-1	5,000	admin, teachers

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.	40,854
X	**Title I, Part A: Carryover**	
X	**Title I, Part A: Parent and Family Engagement** 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).	1,796
X	**Supplemental Concentration (SUPC) Allocation** 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)	20,541
X	**SUPC Carryover**	
Total amount of state and federal funds allocated to this school		61,395
Total amount of state funds spent (SUPC)		20,541
Total amount of federal funds spent (Title I)		40,854
Total amount of state and federal funds spent		61,395
Balance		0

School Site Council Membership

The SSC shall be composed of
1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
2) Parents of pupils attending the school/community members (selected by such parents).
3) Parity between the two groups is required.
4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Lorena Huizar-Rodriguez	Principal	Not-Applicable	Non-Applicable	1
Maria Gassner	Classroom Teacher	2 Year	May 2022	1
Erica Campos	Classroom Teacher	2 year	May 2022	1
Tim Mayer	Classroom Teacher	2 Years	May 2022	1
Patricia Martinez	Other Staff Member: Secretary	2 Year	May 2023	1
Maria Avila	Parent/Community Member	2 Year	May 2022	1
Justine Alvarez	Parent/Community Member	2 Years	May 2023	1
Breanne Rigoli	Parent/Community Member	2 Year	May 2023	1
Sandy De Leon	Parent/Community Member	2 Year	May 2023	1
Neil Gapasin	Parent/Community Member	2 Year	May 2022	1

RECOMMENDATIONS AND ASSURANCES

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:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-11-22.

Attested:

	Principal, Lorena Huizar Rodriguez on 5-11-22
	SSC Chairperson, Justine Alvarez on 5-11-22