

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Canyon Crest Elementary 36 67710 6110670		SSC Approval Date: May 12, 2022
School Address	11851 Cherry Ave., Fontana, CA 92337-2792		Local Governing Board Approval Date: pending approval on June 8, 2022 Original
Name of Principal	Dr. Kelly Wilbert	Phone # and Email	(909) 357-5440, Kelly.Wilbert@fusd.net
Name of SSC Chairperson	Monica Ontaneda	Phone # and Email	909-717-4955, monica_ontaneda@hotmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

The Canyon Crest Elementary School community takes pride in preparing our students to be productive, confident citizens of the 21st century. We focus on our students meeting or exceeding California common core state standards while addressing their physical, social, and emotional development.

Vision: Canyon Crest Elementary will demonstrate a 21st century learning exemplar environment. Students will emerge from elementary school as life long learners effectively equipped to be successful in college, career, and life.

Mission: We will model a growth mindset. We will persevere when faced with challenges through grit and creative problem solving. Canyon Crest students are college and career bound!

Goals: We will implement visible learning strategies with a focus on collective teacher and student efficacy as we integrate STEAM opportunities that demonstrate progress in communication, critical thinking, creativity, and collaboration.

SCHOOL AND COMMUNITY PROFILE

Canyon Crest Elementary School is one of thirty elementary schools in the Fontana Unified School District. It is an early-start, traditional school serving approximately 437 students in pre-school through fifth grade. Our student population consists of approximately 83.5% Hispanic/Latino, 5.3 % African American, 5.5 % White, 3.2 % Asian, 2.3 % Filipino and approximately 0.2% Pacific Islander. There are 20.4 % English language learners and 88.6% of the student population is socioeconomically disadvantaged. Foster youth compose .5% of the student population.

The Canyon Crest Elementary School community works as a team to successfully prepare students to be positive and productive citizens of the 21st century. Recently, Canyon Crest received a national designation as a 21st century exemplar school in April 2019. We focus on preparing our students to be globally competitive by ensuring our students meet or exceed the California common core standards while addressing their physical, social, and emotional development. Exposing students with explicit instructional opportunities that integrate creativity, collaboration, communication, and critical thinking skills will ensure students are prepared for middle school and beyond. We understand that nurturing a growth mindset amongst all stakeholders is integral to future success. At Canyon Crest, all students are career and college bound!

To achieve our mission, Canyon Crest Elementary School staff are focused on providing a caring, engaging educational environment centered around positive academic, social, and emotional growth while maintaining high expectations for all students. Continuous evaluation, training, and refinement of instructional programs and intervention strategies enable students to engage in differentiated lessons tailored to meet personalized goals.

SCHOOL BACKGROUND

At Canyon Crest, we enjoy a thriving parent community who supports staff and students through our Parent Teacher Organization (PTO), regular attendance and numerous after school activities and school wide events. Our Dads of great students (WatchDOG) program is active and assists with supervising students.

SPSA HIGHLIGHTS (bullet points)

- Integration of life skills including communication, critical thinking, creativity, collaboration, and a growth mindset into daily instruction that maintains high expectations for all students who are college and/or career bound.
- Promote acceleration and student engagement through small group differentiated instruction, incorporating AVID and Kagan strategies.
- Continued professional development in Pathway to Proficiency/Thinking Maps to improve ELL academic vocabulary and comprehension.
- K-3 early literacy: blended learning and instructional software with a focus on foundational skills in small groups, including varied extended learning opportunities.
- Increase effectiveness of RtI with a common block time and additional support staff.
- Ongoing STEAM and VAPA opportunities during and outside of the school day are incorporated to increase student engagement and achievement while exposing students to future opportunities and incorporating the 4C's with an innovator's mindset.

INCREASED OR IMPROVED SERVICES (bullet points)

- Focus on providing differentiated reading and comprehension opportunities for all students.
- Provide English Language Learner extended learning opportunities with a focus on reading, writing, and speaking skills.
- Improvement and replacement of technology for classroom instruction and student personalized use to better personalize learning.
- Provide learning opportunities that focus on hands on differentiated STEAM and VAPA activities and projects.
- Support SEL with school wide weekly lessons and motivational assemblies.

MOONSHOT

The Canyon Crest community will develop collective teacher and student efficacy as we model a growth mindset. We will persevere when faced with challenges through grit and creative problem solving to ensure that we are successful in college, career, and life.

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
437	88.6	20.4	0.5

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	89	20.4
Foster Youth	2	0.5
Homeless	4	0.9
Socioeconomically Disadvantaged	387	88.6
Students with Disabilities	44	10.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	5.3
American Indian or Alaska Native		
Asian	14	3.2
Filipino	10	2.3
Hispanic	365	83.5
Two or More Races		
Native Hawaiian or Pacific Islander	1	0.2
White	24	5.5

These data points indicate:





1. The percentage of Socioeconomically Disadvantaged students at Canyon Crest has increased from 73.4% in 2019-2020 to 88.6% in 2020-2021.
2. Data points indicate that approximately 20.4% of the student population are English Language Learners which is slightly higher than the state average of 17.7%.
3. The overall enrollment at Canyon Crest has been declining over the past 5 years, although the demographic make-up has remained consistent.

School and Student Performance Data

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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
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Yellow</p>		

These data points indicate:

1. These data points indicate a higher performance in language arts over mathematics.
2. These data points indicate chronic absenteeism is in the yellow and is too high which may directly impact performance in language arts and mathematic.

School and Student Performance Data

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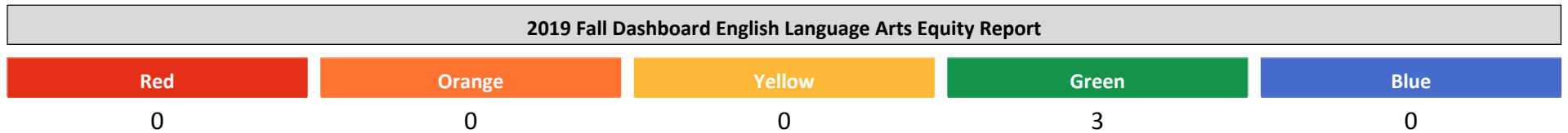
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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




This section provides number of student groups in each color.



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




Green

0.5 points below standard

Increased Significantly
++15.5 points

244

English Learners




Green

3.8 points above standard

Increased Significantly
++24.1 points

88

Foster Youth




No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

Homeless




No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

Socioeconomically Disadvantaged




Green

0.5 points above standard

Increased Significantly
++17.4 points

221

Students with Disabilities











No Performance Color

67.5 points below standard

Increased Significantly
++55 points

28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color 20.6 points below standard</p> <p>Increased Significantly ++23.4 points 26</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>
<p>Hispanic</p>  <p>Green 3 points above standard</p> <p>Increased Significantly ++20.3 points 199</p>	<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>

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		
<p>Current English Learner</p> <p>37.9 points below standard</p> <p>Increased Significantly ++36.1 points 49</p>	<p>Reclassified English Learners</p> <p>56.2 points above standard</p> <p>Maintained -0.4 points 39</p>	<p>English Only</p> <p>4.6 points below standard</p> <p>Increased ++7.9 points 149</p>

These data points indicate:

1. These data points indicate that all student groups increased significantly attaining a green performance level with 'students with disabilities' improving the most with an increase of 55 points.

2. These data points indicate that while all race/ethnicity groups increased significantly and achieved a green performance level, the Hispanic population achieved above standard achievement, while the African American population remains below standard.
3. These data points indicate that English Learners increased significantly while reclassified and English only maintained or increased reveals that we are closing the achievement gap for ELLs.

School and Student Performance Data

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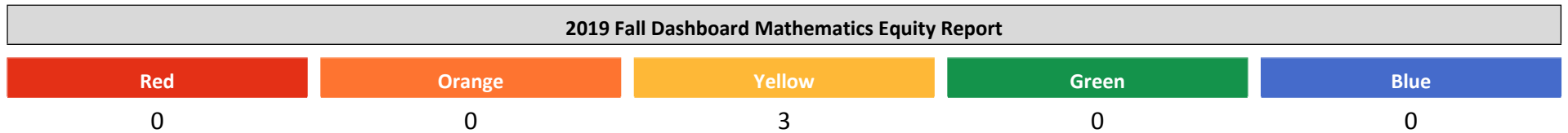
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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




This section provides number of student groups in each color.



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



 Yellow

32.4 points below standard

Increased ++14.2 points

243

English Learners



 Yellow

29 points below standard

Increased Significantly
++23.2 points

88


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3


Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

Socioeconomically Disadvantaged



 Yellow

32.4 points below standard

Increased ++14.3 points

220

Students with Disabilities







 No Performance Color

98.8 points below standard

Increased Significantly
++41.9 points

28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 46.6 points below standard Increased Significantly ++22.3 points 26		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.2 points below standard Increased Significantly ++16 points 198			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
61.7 points below standard	11.9 points above standard	35.1 points below standard
Increased Significantly ++33 points 49	Increased ++3.6 points 39	Increased ++8.3 points 148

These data points indicate:

1. These data points indicate that all student groups achieved a yellow performance band, while the English Learner and African American student groups increased significantly narrowing the achievement gap between all students and these student groups.

2. Current English Learners increased significantly, however remain significantly below standard and achievement in comparison with all students.

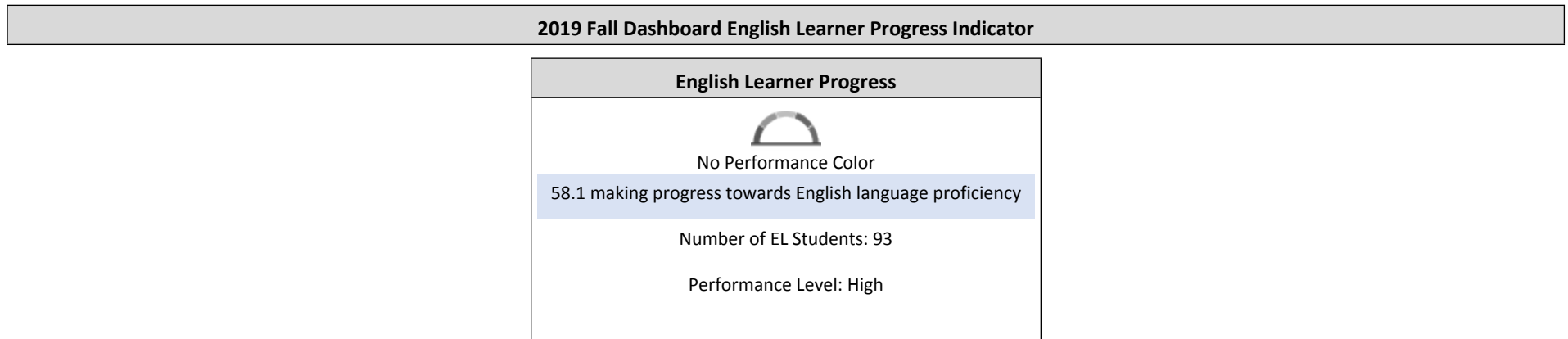
School and Student Performance Data

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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.



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
13.9	27.9	8.6	49.4

These data points indicate:

1. These data points indicate that approximately 42% of our EL population is not making adequate progress in language acquisition despite achieving a high performance level.

School and Student Performance Data

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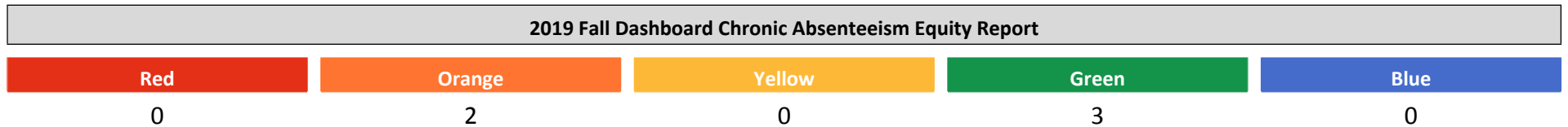
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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

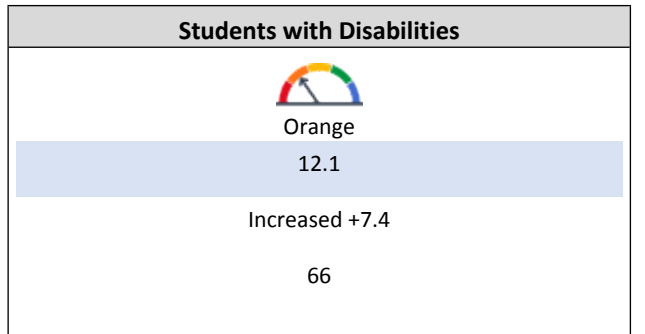
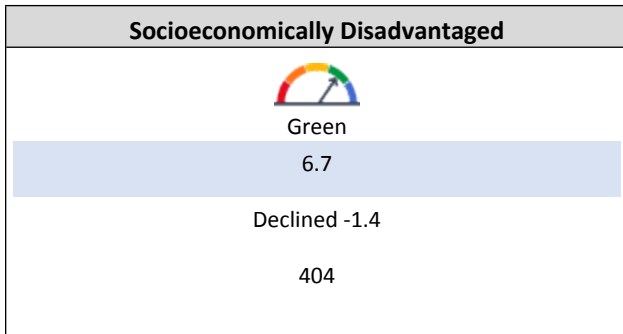
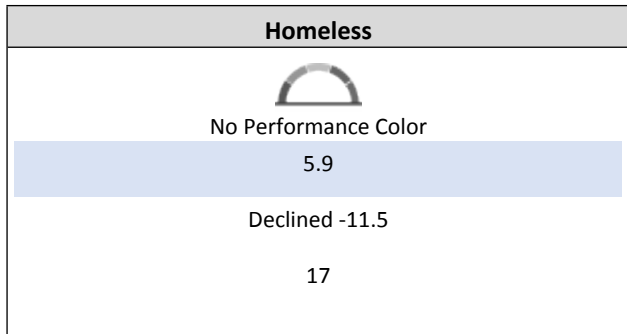
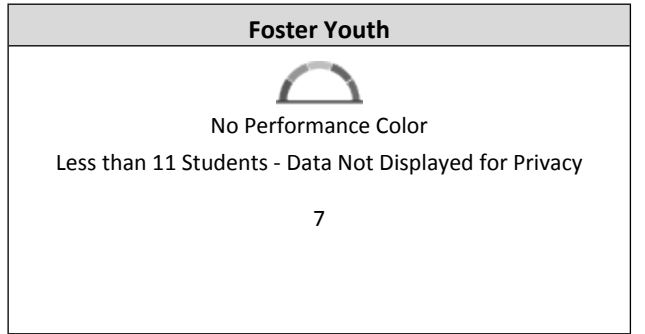
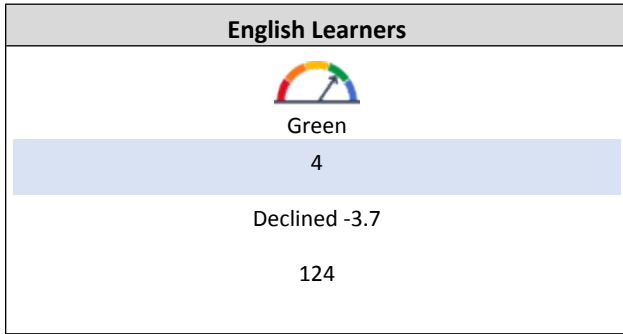
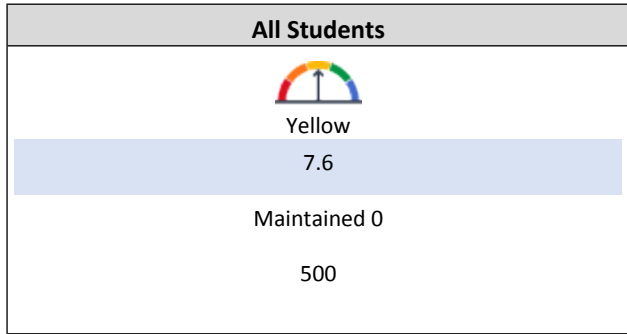


This section provides number of student groups in each color.











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



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.9 Increased +3.4 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Maintained 0 15	 No Performance Color 9.1 11
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.3 Declined -1.2 400	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 12 Increased +12 25

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	28	6.3
Female	231	13	5.7
Male	218	15	6.9
American Indian or Alaska Native	1	0	0.0
Asian	14	0	0.0
Black or African American	23	0	0.0
Filipino	10	0	0.0
Hispanic or Latino	375	26	7.0
Native Hawaiian or Pacific Islander	1	0	0.0
Two or More Races	0	0	0.0
White	25	2	8.0
English Learners	90	5	5.6
Foster Youth	4	0	0.0
Homeless	6	1	16.7
Socioeconomically Disadvantaged	397	24	6.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	51	5	9.8

These data points indicate:

1. Overall, Canyon Crest had a 6.3% chronic absentee rate in 2020-2021 during distance learning which was significantly lower than the 14.1% district-wide rate and also lower than Canyon Crest's pre-pandemic rate of 7.6%.
2. Several groups were identified with a disproportionately higher chronic absentee rate compared to the All student group, including Hispanic, White, Students with Disabilities, Homeless, and male students.
3. English Learners had a lower chronic absentee rate during distance learning than the All student group as well as all other student groups.

School and Student Performance Data

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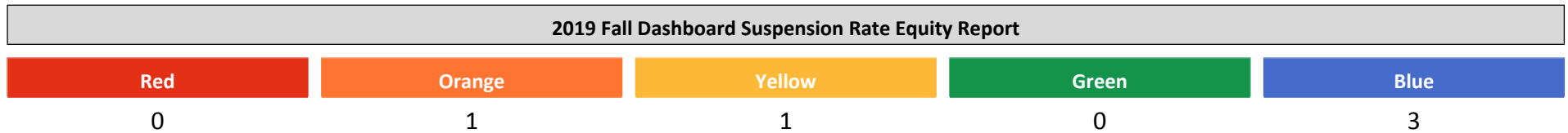
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

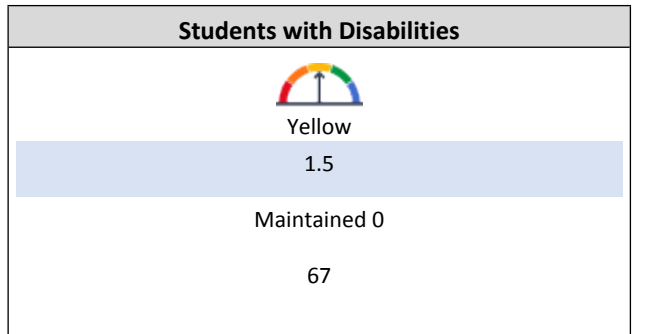
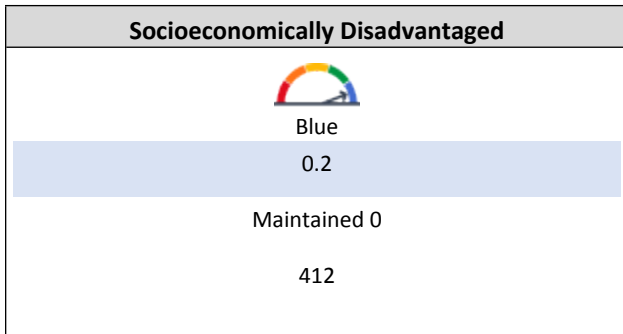
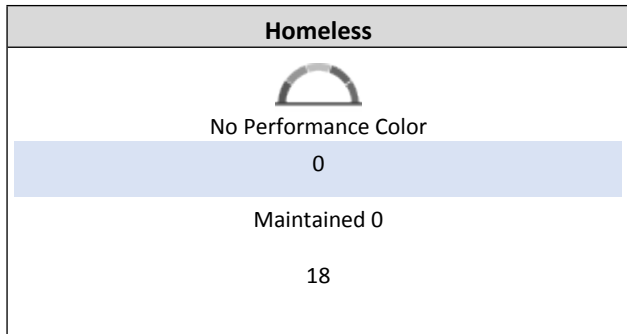
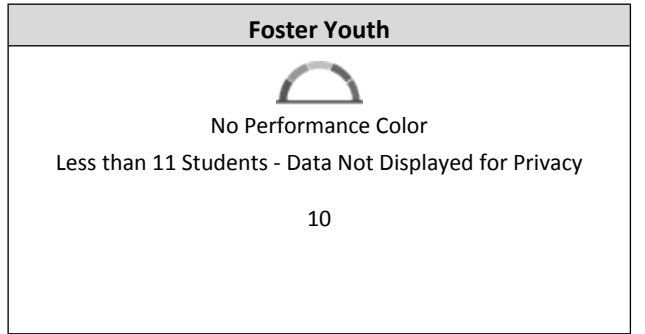
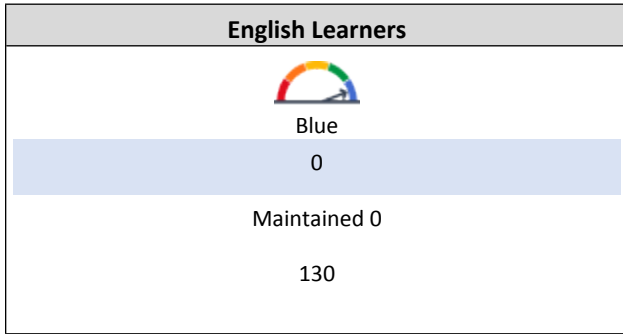
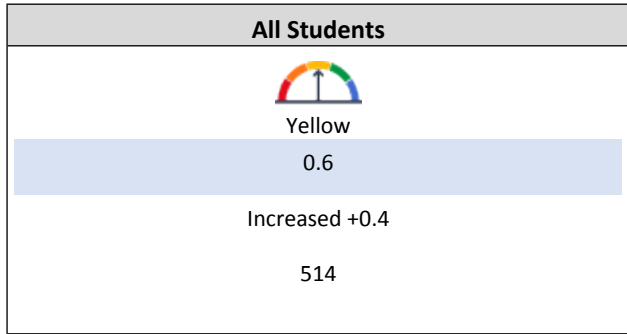


This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Orange 4.3 Increased +2 46</p>		<p>No Performance Color 0 Maintained 0 15</p>	<p>No Performance Color 0 11</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Blue 0 Maintained 0 413</p>	<p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>No Performance Color 3.8 Increased +3.8 26</p>

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	0.6

These data points indicate:

- These data points indicate that the African American and White student groups had an increase in suspensions while the Hispanic student group maintained the same or similar percentage rate from the year before.
- These data points indicate in increase in suspensions from 0.2% to 0.6% which is a slight increase.

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)	-0.84 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.93
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.36 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: MAP Growth (Reading and Math): Average Fall 2021-to-Winter 2021 Conditional Growth Index (CGI)	<p>Reading: K: 0.89 1: -1.90 2: -0.80 3: -1.10 4: 2.89 5: -0.83</p> <p>Math: K: -0.36 1: -0.65 2: 1.77 3: 2.96 4: 2.69 5: 1.37</p> <p>Reading Subgroups CGI: The EL and IFEP sub groups were the only groups to make similar CGI growth (.04 - .09).. The African American and Asian groups achieved similar lack of CGI growth at -.54-.56.</p> <p>Math Subgroups CGI: While the White, Hispanic, Homeless, and ELL sub groups achieved similar CGI growth (.21 - .35), the African American sub group achieved less CGI growth (.03)</p>
Site Specific Measures: Read 180/System 44: % of Intervention Students who Met Personal Growth Goals from August to December	39% of intervention students in grades K-5 met mid-year lexile growth.

Academic Data - Schoolwide

37% of intervention students in grades K-5 met mid-year MAP reading goal.

These data points indicate:

- There is a greater percentage of students scoring in the bottom two performance bands in math than in reading in grades four and five. In grades K-3, the percentage of students scoring in the bottom two bands is equal.
- In math, student groups that demonstrated lower achievement and lower growth than school wide included African-American, English Learners, and Students with Disabilities. Although their growth was slightly above the schoolwide growth, groups that need targeted support in reading include African American, English Learners, and Students with Disabilities.
- When looking at growth from Fall 2021 to Winter 2021, it appears that more progress was made in math than in reading with early grades more negatively impacted in reading. Grade 4 demonstrated the most progress.
- The most significant lack of growth occurred in grade one in both reading and math which was impacted by long term teacher absences.
- The percentage of intervention students meeting growth targets on the MAP goal is 10% lower than the general average of all K-5 students. All K-5: 49.15% versus Intervention K-5: 37%. Slower growth for students in intervention was also reflected in the Read 180/System 44 data. There is a need to continue to build capacity for the intervention teacher and to build in additional support structures during the schoolwide intervention block (RtI).
- For the 2022-2023 school year, there is a need to reconsider past successful practice of incorporating two days of reading RtI and two days of math RtI for 3-5 students as opposed to 4 days of reading RtI.
- For the 2022-2023 school year, a need to provide extended learning opportunities in target basic reading and math skills is identified.
- A need to provide ongoing professional development and evaluation of small group instruction in 2022-2023 that was impacted during this school year by the need to distance and mask.

Academic Data – English Learners (EL)

School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.65 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.11
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.83 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: MAP Growth (Reading and Math) (EL): Average Fall 2021-to-Winter 2021 Conditional Growth Index (CGI)	MAP Growth: English Learners Reading Fall to Winter CGI Overall .07

Academic Data – English Learners (EL)

	<p>K .27 1 -0.05 2 .15 3 -0.28 4 .28 5 -0.10</p> <p>Math Fall To Winter CGI Overall .34 K -0.44 1 0.30 2 0.68 3 0.63 4 0.31 5 0.53</p>
<p>Site Specific Measures: Classroom ELD Walkthroughs to evaluate Path to Proficiency Implementation</p>	<p>87% of Classrooms regularly demonstrated evidence of Path to Proficiency implementation.</p>

These data points indicate:

- For the Fall 2020-to-Fall 2021 MAP CGI data, English learners made less growth than the schoolwide population in reading, math and language, thus increasing the achievement gap for this group. English Learners have lower achievement than schoolwide with the most significant gap being in math.
- For the Fall 2021-to-Winter 2021 MAP CGI data, English learners showed more growth in reading, but not in math than the All Student group. This indicates a narrowing of the achievement gap in reading.
- A need to continue additional professional development in Path to Proficiency with added classroom modeling and team walkthroughs in 2022-2023 which was not possible this school year.
- EL Level 1 & 2 students in grades 1, 4, and 5 did not make as much reading growth as grades K, 2, 3.
- A need to fully integrate all components of Imagine Learning starting with building capacity of all teachers to provide targeted personalized instructional opportunities.
- A need to provide extended hands on math opportunities in small groups for ELLs will be considered for 2022-2023 to address the slower growth in math for our EL students.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 11% Level 3: 39% Level 2: 30% Level 1: 20%
2020-2021 ELPAC Listening Domain: % by Performance Level	36% - Well Developed 54% - Somewhat/Moderately Developed 10% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	43% - Well Developed 39% - Somewhat/Moderately Developed 19% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	5% - Well Developed 49% - Somewhat/Moderately Developed 46% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	3% - Well Developed 64% - Somewhat/Moderately Developed 34% - Beginning Development
Site Specific Measures: % of Teachers Demonstrating Integration of EL Strategies Learned in Professional Development	100% of teachers have either been observed demonstrating integration of EL strategies learned in professional development or whose classroom environment reflected integration as observed by shared student work or teacher created class posters.
Site Specific Measures: Imagine Learning Benchmarks: Increase in Average Scaled Score for Level 1 and 2 EL Students by Grade Level	K-5 Overall SS Progress: 433-464= 31-point increase K 335-395 = 60 point increase 1 377-405 = 29 point increase 2 399-466 = 67 point increase 3 437-502 = 65 point increase 4 439-496 = 57point increase 5 n/a (student group too small)

Language Acquisition Data – English Learners (EL)

These data points indicate:

- The majority of English Learners at Canyon Crest scored a Level 3 on ELPAC. The domains with the greatest need are Reading and Writing. English Learners are the most proficient in the Speaking domain.
- Written language is the greatest area of need across all grade levels and student groups when looking at Overall and Composite scores for ELPAC performance across 3 years.
 - Within the written language composite (reading and writing), a significantly greater percentage of students are at the “beginning to develop” level in reading than in writing when looking at the Domain Levels by Grade and Student Group.
 - Within the reading domain, detailed grade level cohort data over the past 4 years indicates a lack of progress across all grade levels.
 - When looking at ELPI progress from 2019 to 2021 by cohort groups, students in grades 2 and 4 saw an increase in the percentage of students that decreased in their ELPI level which indicates significant lack of progress in English proficiency. When looking at the 3 year ELPI by student group cohort, male students saw an increase in the percentage of students that decreased in their ELPI level in comparison to female students.
 - The greatest number of students decreasing in grades 2 and 4 were students dropping from ELPI level 2L to 1. 100% of VLP students decreased in their ELPI level from 2020 to 2021 with the greatest number of students decreasing from ELPI 2H to 2L.
 - Teachers are fully implementing Pathway to Proficiency thinking map strategies as provided by professional development however there are still 2 modules needed to complete the series.
 - According to Imagine Learning data, grades K, 2, 3, and 4 demonstrated greater growth than grade 1. This data indicates that there is a need to further examine specific factors related to the failure to make similar progress with 5th grade EL 1's and 2's. Specifically, there is a need to build the capacity of all K-5 teachers in the Imagine Learning program, compare attendance to growth, and ensure full commitment to the program and its intended design as this 1st year implementation was inconsistent due to many factors such as teacher and student quarantines.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	11% - 36 respondents
Site Specific Measures: Number of Participants at Parent Workshops	Ranged from 4 to 27 parent participants across 5 Workshops.
Site Specific Measures: Number of Participants at Family Engagement Events	Ranged from 23 to 48 participants across 3 events to date. (Family Art Night in May, 2022)

These data points indicate:

- Canyon Crest ES did not meet the district goal of a return rate of 25%, this data indicates there is ample opportunity to improve the return rate of parent surveys.
- Initial surveys asking parents what types of workshops interested them identified concerns about physical well-being, social emotional wellness, and media awareness.
- When incentives to attend parent workshops were introduced, attendance increased from the initial 4 to 27, a practice that we intend to continue in 2022-2023. Specifically, we offered all K-5 students VIP seating to a school wide event if parents attended 3 of 5 workshops.
- Family engagement events attendance declined during the year which may have been impacted by several in person extended learning opportunities that were offered to students.

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: -2.12 Fall 3rd to Fall 4th: -0.56
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: 48% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 57% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 33% 24-25 3rd Gr. Cohort (21-22 Kinder): 11%
Site Specific Measures: MAP Growth Reading: Average Fall 2021-to-Winter 2021 Conditional Growth Index for K-3 by Grade Level	K: 0.89 1: -1.90 2: -0.80 3: -1.10
Site Specific Measures: Scholastic Literacy Pro Reading Inventory: Average passing rate of reading quizzes & Grade Level Usage	Average Passing Score K: 88% 1: 89% 2: 70.3% 3: 75% Usage (Minutes)

	K: 374 1: 1,139 2: 3,511 3: 3,688
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These data points indicate:

- The MAP Fall to fall data demonstrates that second and third grade made less than expected growth with second grade being more impacted than third grade.
 - A significant percentage of our K-3 students are at risk in reading, particularly our current second and third grade students.
 - Kindergarten made accelerated growth however first through third grade made less than expected growth based on Fall to Winter data.
- Despite an increase overall in Scholastic Literacy Pro usage in grades two and three, the average passing score did not align. Factors that may have affected the data include a transition to the use of Accelerated Reader and MyOn in January, 2022. Teachers expressed a desire to fully transfer to AR and MyOn in 2022-2023 due to the comprehensive tools, reports, and access available for students.
- A need to focus on additional, targeted small group reading intervention during the day and extended day opportunities for 2022-2023.

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 implemented effectively however ongoing professional development in developing targeted instructional strategies to respond to ELL gaps continues to be a need. Classroom walkthroughs demonstrated that 86% of teachers were integrating new Pathway to Proficiency strategies. Specific areas of focus include reading, vocabulary, and organizing thinking to develop writing skills. These opportunities for growth have been identified through classroom walkthroughs, observations, surveys, and teacher feedback. Factors affecting progress include Pandemic related quarantine mandates which caused increased absence rates amongst students.

2021-2022 Data

ELL students in grades 1-5 made higher than average growth in math during the 2021-2022 school year as demonstrated by the MAP Fall to Winter CGI (August 2021- December 2021).

ELL students in grades 1, 3, 5 made lower than average growth in reading during the 2021-2022 school year as demonstrated by the MAP Fall to Winter CGI (August 2021- December 2021).

MAP Growth: English Learners

Reading Fall to Winter CGI

Overall .07

K .27

1 -0.05

2 .15

3 -0.28

4 .28

5 -0.10

Math Fall To Winter CGI

Overall .34

K -0.44

1 0.30

2 0.68
3 0.63
4 0.31
5 0.53

2018-2019 Data

CAASPP 2019 Data: Access to state adopted core integrated curriculum through Wonders is provided to all ELL students in alignment with ELD standards. Walkthroughs demonstrate integrated ELL strategies as provided by the curriculum and online district resources. In addition, the bilingual aide offered additional supports to EL students across core content areas in a combined push in and pull out service. State assessments confirm that 58.1% of ELL's made progress towards English Language proficiency as demonstrated on the 2019 ELPAC, earning a high overall achievement for progress, surpassing the district and state average. ELL's achieved a green color proficiency band on the ELA in alignment with the whole student group with an increase of 36.1 points, yet remain 37.9 points below standard. In mathematics, ELL's achieved a yellow color proficiency band in alignment with the whole student group with an increase of 33 points, yet remain 61.7 points below standard. Feedback from teachers however reveals a need for additional professional development with accessing all online ELD content.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

School schedules designate ELD blocks for all students with access to state adopted core curriculum through Wonders in alignment with ELD standards. Local MAP data was used to identify students for extended learning opportunities in our Next Generation Bilingual Leaders Club.

Designated ELD has been implemented effectively however factors relating to the Pandemic including student absences and staff shortages affected the ability to provide consistent supports for ELL students. For example, the bilingual aide supported the office and meetings to provide translation and interpretation services during times of need.

Opportunities for improvement were revealed by qualitative and quantitative data including formal and informal observations, local data, and stakeholder feedback. Classroom observations revealed a need for additional professional development with engaging small group reading comprehension and academic vocabulary instructional strategies. Due to increased learning gaps, providing additional extended learning opportunities for ELL students remains a priority.

2018-2019

State assessments confirm that 58.1% of ELL's made progress towards English Language proficiency as demonstrated on the ELPAC, earning a high overall achievement for progress, surpassing the district and state average. ELL's achieved a green color proficiency band on the ELA in alignment with the whole student group with an increase of 36.1 points, yet remain 37.9 points below standard. In mathematics, ELL's achieved a yellow color proficiency band in alignment with the whole student group with an increase of 33 points, yet remain 61.7 points below standard.

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.

Data collected from recent teacher surveys and classroom observations by administration and teachers on special assignment reveal a need for continued professional development with new instructional strategies and programs that include Pathway to Proficiency and Imagine Learning. A deeper dive into EL data reveals a need to provide tiers of added specific and strategic supports for all ELL's to ensure that individualized, engaging online strategies are provided.

ELL parents shared a need to effectively educate parents on the importance of reclassification and related implications. Data revealed a need to provide added supports for ELLs in the area of reading comprehension and academic vocabulary. To improve the site's comprehensive I-ELD and D-ELD, added and revised services will be considered as recommended by the data and ELAC

- 1) Targeted, personalized professional development for teachers focused on engaging, online reading comprehension and academic vocabulary strategies.
- 2) Extended learning opportunities for ELLs not meeting progress levels with a focus on reading comprehension and academic vocabulary.
- 3) Parent trainings and/or meetings

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	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<ul style="list-style-type: none"> • Fall 2021 Student Climate Survey: Grades 3-5 - 64 responses. Summary: Strengths - supportive relationships with the greatest increase in student self-efficacy. Opportunities for Growth: learning opportunities with a decrease in the area of valuing of school. • Fall 2021 Student SEL Survey: 174 responses Summary: Strengths - supportive relationships including teacher/student relationships with a slight increase in the area of student belonging. Opportunities for Growth: emotional regulation and self-management. • Fall 2021 Family Climate Survey: 36 responses Summary: Strengths - inclusion efforts. Opportunities for Growth: Family Engagement. The area of Parent Support indicated a significant decline. • Other Parent Engagement Surveys: A parent survey was conducted in December 2021 asking parents about interest in parent topics. Feedback revealed a desire to learn about social emotional wellness and physical activity. This data was used to form the 4 virtual weekly parent trainings in February 2022. • Feedback was collected from teachers through staff meetings and monthly ILT meetings to gather information on implementation progress, current needs, and needs for 2022-2023 in alignment with our goals. Teachers indicated a need for more planning time and professional development for Imagine Learning. They also provided feedback about the best programs to utilize moving forward for each grade span (K-2 - Scholastic Literacy Pro, 3-5 - AR and MyOn). Teachers also expressed a desire to implement school-wide AVID in the 2022-2023 school year. In addition,

Analysis of Qualitative Data	
	<p>the PD on Kagan strategies was well-received and teachers indicated a need to further their learning with these research-based strategies.</p>
<p>Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.</p>	<ul style="list-style-type: none"> • Formal classroom observations were conducted with approximately 35% of teachers. This included scheduled meetings, a formal class lesson plan, observation, and a time to evaluate and reflect as a collaborative team. Tenured teachers participated in one formal observation for the school year. • Informal classroom observations were sporadic throughout the 2021-2022 school year due to staff shortages affected by the Pandemic. Classroom visits were typically 2-5 minutes in duration. Feedback to teachers included personalized emails or Teams chats capturing positive components observed and potential considerations for improvement. Results of school wide progress in district and school wide assessments were shared with teachers during staff PLC meetings. • Findings: Observations demonstrated that teachers were incorporating new strategies as trained through Kagan, Path to Proficiency and Imagine Learning. Implementation of Imagine Learning remained in infancy stages due to the need to provide additional professional development for teachers. • Due to increased achievement gaps, teachers acknowledged the need to incorporate additional small group or cooperative learning opportunities for students to ensure that accelerated learning was promoted while ensuring that specific needs of students were met during intervention opportunities.

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

<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<ul style="list-style-type: none"> • Routine use of local assessments directly relating to the California Common Core standards were used to assess achievement, evaluate progress, and determine next steps for instruction. Site common formative assessments in ELA and math were included in the assessment cycle where grade levels collaborated to plan, compose and administer the assessment, analyze the data, and determine next steps. • Data analysis occurred regularly as a whole group and in grade spans where class, grade level, and individual goals were established and monitored. Grade level PLCs and leadership teams including ILT, SIT, and PBIS met as PLC to evaluate targeted goals. Progress towards goals was communicated to parents and students were aware of their personal goals, stemming from a development of student efficacy and agency through school goals connecting to visible learning. Flexible groupings were used to differentiate learning in language arts and math during Response to Intervention time blocks. • Interim assessments indicate that English learners may have been more negatively impacted by distance learning than English only students. As a result, additional actions and resources to address this need are addressed in goals 1a 1b that relate to English language learners. • Math continues to be an area of opportunity where all students, including all subgroups have not met overall performance goals. • Results were communicated during structured parent conferences in addition to ongoing meeting with parents as requested and as guided by the SIT process. • Support was provided by the bilingual aide who supported English language learners in a combined pull out and push in model. • Additionally, professional development was provided by the district, principal, and TOA's who provided teachers time to analyze data and respond effectively with next steps to target personalized student growth.
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<ul style="list-style-type: none"> • State English Language Development standards were used to guide instruction for EL students. State adopted Wonders curriculum was employed where the ELD TOA provided professional development, individual support and coaching throughout the year. • Designated ELD time blocks were integrated into the master schedule. Additionally, integrated ELL strategies were employed throughout the day across content areas. Some of these strategies includes Kate Kinsella's essential routines and SDAIE strategies. To assist EL students with organizing thoughts and writing, Path to Proficiency

Standards, Assessment, and Accountability

professional development was delivered in 6 modules throughout the year. These strategies aligned with Thinking Maps with a focus on vocabulary.

- To provide additional intervention for ELL's the bilingual aide served level 1's and 2's in a combined pull-out/push in model using a new program: Imagine Learning. The program was ultimately purchased for K-5 ELL's where teachers incorporated the personalized online instruction in classrooms for all other levels during ELD. Additional tiers of support were offered to at-risk EL students via two separate extended learning opportunities named the Bilingual Leaders Camp.
- To evaluate progress, the principal, together with the EL monitor, STEM teacher, and school counselor supported teachers by examining ELPAC data for achievement and progress of groups and individual students to create next steps to personalize learning most effectively. Communicating criteria for reclassification was shared with teachers, EL students, and the ELAC committee. An ELAC needs assessment provided feedback about the positive factors about the program in addition to opportunities for growth. Students who reclassified were celebrated at the end of the year and recognized with a medal during an awards assembly.

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.

- The school site council leads the process of evaluating progress toward accomplishing program goals identified in the SPSA. The principal reviews data with the council that includes the ELPAC, MAP, Scholastic Literacy Pro, attendance, discipline, and specific school wide goals and provides opportunity for discussion and feedback by sending all information to the council in advance.
- The school plan goals are approved by the council following a comprehensive needs assessment and ELAC review and suggestions. The district confirms the goals for compliance and the school board ultimately approves it.
- Throughout the year, the school site council meets monthly to review advancement towards goals and evaluate the progress of actions and services. The school plan provides a guide for the principal, TOA's and teachers to strategically implement goals and services in alignment with identified needs.
- Instruction incorporates ongoing measures of formal and informal assessments to capture quantitative and qualitative data. They include diagnostic, formative, interim, and summative assessments.
- Classroom walkthroughs provide administration an opportunity to provide teachers with personalized feedback according to goals. School wide walkthrough summary data is provided to teachers to evaluate progress and revise goals as needed. Achievement and progress of students is continually shared with parents throughout the year.
- Interim and summative results are discussed as a school during professional learning communities through varied data analysis protocols.

Standards, Assessment, and Accountability

	<ul style="list-style-type: none"> • Progress and gaps in achievement are identified and shared with the school site council and English Learner Advisory Council followed by a strategic process to align actions and goals. • As a school site, teachers continually meet in PLCs to evaluate progress towards goals by analyzing state, district adopted, and grade level assessments to determine progress and identify students at risk of not meeting targeted goals. • Every teacher is on a leadership team: ILT, SIT, or PBIS. These collaborative teams meet monthly after school. The ILT is led by the principal and TOA. The SIT team is co-lead by the IST and an upper grade teacher. The PBIS team is led by the school counselor. Students who are not meeting goals are strategically monitored through the Student Intervention Team (SIT) process where the team meets with the parent, reviews strengths, sets goals accompanied by supports, and continues to monitor and evaluate progress. Goals and supports are adjusted to meet personalized needs.
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<ul style="list-style-type: none"> • The process of evaluating and monitoring implementation and progress toward EL program goals for low-achieving EL's includes a review and deep analysis of several factors to determine root cause and appropriate next steps to ensure success. • The EL monitor works collaboratively with the principal, teachers, counselor, ILT, SIT coordinator, and parents to gauge appropriate interventions that may relate to academics, attendance, behavior, or other social-emotional factors. As an ELAC member, she also reports on progress to the committee. • Integrated ELD is implemented per the master schedule as indicated by formal and informal observations, state and local data. Access to state adopted core integrated curriculum through Wonders is provided to all ELL students in alignment with ELD standards. The ELL instructional coach provides ongoing professional development to teachers to support ELD routines focused on improving speaking, vocabulary, and reading comprehension. • During the 2021-2022 school year, Path to Proficiency trainings were employed to assist ELLs with organizing thinking with special attention to vocabulary. In addition, the bilingual aide offered additional supports to level 1 and 2 EL students in a pull-out model, using Imagine Learning to assist with personalization of goals. • State assessments from 2019 confirm that 58.1% of ELL's made progress towards English Language proficiency as demonstrated on the ELPAC, earning a high overall achievement for progress, surpassing the district and state average. ELL's achieved a green color proficiency band on the ELA in alignment with the whole student group with an increase of 36.1 points, yet remain 37.9 points below standard. In mathematics, ELL's achieved a yellow color proficiency band in alignment with the whole student group with an increase of 33 points, yet remain 61.7 points

Standards, Assessment, and Accountability

below standard. Feedback from teachers however reveals a need for additional professional development with accessing all online ELD content.

- Designated ELD has been implemented effectively with opportunities for improvement as demonstrated by qualitative and quantitative data including formal and informal observations, state, and classroom data. School schedules designate leveled ELD blocks for all students with access to state adopted core curriculum through Wonders in alignment with ELD standards. The Pandemic and related absences played a significant challenge with maintaining consistency in programs.
- Data collected from recent teacher surveys and classroom observations by administration and instructional coaches reveal a need for continued professional development with accessing all online core materials and to further build capacity.
- A deeper dive into EL data reveals a need to provide tiers of added specific and strategic supports for all ELL's to ensure that individualized, engaging online strategies are provided, and parents are educated on the criteria for reclassification as well as potential future implications.
- Underlying data revealed a need to provide added supports for ELLs in the area of reading comprehension and academic vocabulary. To improve the site's comprehensive I-ELD and D-ELD, added and revised services will be considered: 1) Targeted, personalized professional development for teachers focused on engaging, online reading comprehension and academic vocabulary strategies. 2) Extended learning opportunities for ELLs not meeting progress levels with a focus on reading comprehension and academic vocabulary to close the achievement gap exasperated by distance learning.

Identified Needs based on Findings:

- Teacher survey data and observation walkthroughs indicate: a need for additional professional development for teachers that is focused on accessing all online ELA components, Pathway to Proficiency, and Imagine Learning.
- Building capacity through professional development for teachers to provide engaging instruction that develops opportunity for cooperative groups was also identified.
- Extended instructional opportunities outside the school day to address learning loss in reading and math.
- A need to promote student efficacy through social emotional wellness and self-monitoring progress was identified.

Standards, Assessment, and Accountability

- ELPAC results including achievement and progress indicate a need to provide additional support for ELL students who were not making adequate progress towards language development for two or more years in a row through extended learning opportunities and targeted intervention through a combination push in/pull out model.
- MAP data indicates a need to provide differentiated and small group instruction for all students, particularly ELL students with a focus on reading comprehension and academic vocabulary with concerns over disproportionate learning loss for ELL's.
- Classroom walkthrough data indicated a need to focus on opportunities to engage students with improving communication, collaboration, and critical thinking through first instruction and extended learning opportunities.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- Staff development is provided by the district, principal, common core TOA, ELL TOA, and counselor in response to a comprehensive data analysis and ongoing evaluations of quantitative and qualitative data. Professional development is offered by the district throughout the year to allow for differentiation while supporting unique school goals. Specific site trainings are planned as a team with the ILT, instructional coaches, and principal in alignment with the district and school vision.
- Goals are constructed in alignment with California content standards and growth expectations. Data is collected between all stakeholders and synthesized to provide targeted training to meet the needs of all students.
- Grade level PLC's, leadership PLC's including the ILT, SIT, and PBIS lead the work of continually assessing and evaluating progress toward goals. The principal uses classroom walkthrough data to identify opportunities to strengthen targeted instructional strategies.
- Opportunities to improve designated and integrated ELD were noted based on walkthroughs, teacher surveys, and student engagement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

- Ongoing instructional assistance is provided to staff by the district, principal, common core TOA, ELL TOA, site leadership teams, and the counselor. TOA's provide model lessons and 1:1 support as requested, provided professional development for whole staff on specific Wednesdays during staff PLC's.
- Visible learning goals focused on learning targets and success criteria was employed based on John Hattie's research. Ongoing classroom walkthroughs were completed with personalized feedback provided to teachers in an email. Summary walkthrough data was provided to the whole staff while short term goal data was provided on weekly bulletins to the staff.

Staffing and Professional Development

Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)

- Staff collaboration and grade level collaboration occur during scheduled dates and times consistently throughout the school year to provide time to evaluate data, establish goals, and target next action steps to meet the needs of all students.
- Teachers examined CAASPP, ELPAC, MAP data as well as grade level common assessments that focused on areas of opportunity for grade levels. Upper grade levels focused on reading comprehension with a target on improving inference while lower grades focused grade level assessments on fluency and summarizing.
- Leadership PLC's including ILT, SIT, and PBIS reviewed data relating to first instruction and goals, students at risk of not making progress, and social emotional learning components affecting behavior, academic, and attendance.

Identified Needs based on Findings:

- Teacher surveys, classroom walkthroughs, and ELPAC data Identified a need for professional development for teachers in English Language Development strategies focused on reading comprehension and the use of academic vocabulary, speaking, and writing.
- Expanded learning opportunities are needed for ELLs to close the achievement gap exasperated by distance learning.
- Quantitative and qualitative data including classroom walkthroughs identified a continued need to provide professional development relating to effectively planning small cooperative groups and differentiated and engaging lesson planning and delivery to maximize blending learning opportunities and close achievement gaps.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- District adopted curriculum was used for all grade levels coupled with site instructional goals relating to visible learning in alignment with the California common core standards. Professional development focused on instructional strategies and personalized programs to support teacher clarity, social/emotional wellness, and student engagement were integrated into the 2021-2022 vision. Core curriculum includes:
- Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:

TK-5th grade My Math, McGraw Hill

Teaching and Learning

	<p>TK-5th grade Wonders, McGraw Hill TK-5th Social Studies Alive! TCI *Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.</p> <ul style="list-style-type: none"> • Instructional strategies are further supported by district professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Site coaches provide grade level and individual support with curriculum Guides, frameworks, lesson planning and coaching. <p>Professional Development: Path to Proficiency - To strengthen vocabulary and organization in Thinking Maps for ELLs. Kagan Strategies - To increase student engagement in collaborative small groups. Imagine Learning - To personalize learning for ELLs with a focus on vocabulary and sentence structure.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<ul style="list-style-type: none"> • One to one laptops for students expanded opportunities for students to engage in personalized learning. • New online programs including Imagine Learning and MyOn provided extra instructional opportunities for students to target reading skills. • Added instructional materials including manipulatives for math provided additional engagement opportunities while developing the standards of mathematical practice.
<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Local data in MAPs revealed that ELA in the primary grades were not making adequate progress in reading in K /1. • These data points revealed the need to provide added supports to ELLs in grades 3-5 not making adequate progress through professional development for teachers and extended learning opportunities for students. • While principals and TOAs were able to observe progress in classrooms, a need for teachers to visit other classrooms was identified to share best practices and build capacity. • We identified the need to support technological access for personalized learning. 	

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<ul style="list-style-type: none"> • Services provided in the regular program to close achievement gaps include differentiated and flexible groupings during Response to Intervention scheduled blocks in language arts and mathematics. During Tier 2 instruction, the instructional support teacher provides targeted supports through programs such as Read 180, System 44, and Lexia and the math intervention teacher provides small group instruction to support underperforming students. • The student intervention team (SIT) meets regularly to review data and identify goals that align with tiered supports involving the team, parents, and the student where progress is continually monitored. The Pandemic and related quarantines impacted equitable access for all students during the 2021-2022 school year.
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Achievement-</p> <p>According to the MAP Performance by Student Group Winter Math Report, the White, African American, Hispanic, and RFEP student performed similarly with 18-25% demonstrating a met/exceeded on the SBA projection report while the EL student group demonstrated a projected proficiency of 7% identifying a significant disparity.</p> <p>According to the MAP Performance by Student Group Winter Reading Report, the White subgroup outperformed other subgroups at 51% demonstrating a met-exceeded on the SBA projection report. The African American and EL groups performed similarly at 19% and 21% however substantially lower than the White group in reading.</p> <p>Progress-</p> <p>The Fall to Winter CGI Reports indicate that all subgroups are making more overall progress in mathematics than in reading.</p> <p>The White, Hispanic, and EL subgroups made comparable positive growth in math as shown in the Fall to Winter CGI MAP report. While the Filipino sub group demonstrated higher growth, the African American sub group did not demonstrate equitable growth as other subgroups in math.</p> <p>The EL and IFEP students demonstrated a marked increase in reading growth according to the CGI when compared to all other subgroups while the African American and Asian subgroups demonstrated the least growth according to the Reading Fall to Winter CGI MAP report.</p> <p>Root causes of the EL subgroup proficiency results may be attributed to factors relating to distance learning from 2020-2021 where students may not have received as much parental support during that time. The EL subgroup while behind has made more progress than other subgroups.</p>

Opportunity and Equal Educational Access

	Chronic absenteeism overall was 6.3% with males slightly higher at 6.9% than females at 5.7%. While the EL subgroup rate was lower at 5.6% than than the overall rate, African American and Asian subgroups were higher at 7%. Lower chronic absenteeism for ELLs may have attributed to more progress than other subgroups however attention to meeting gaps to meet grade level performance goals remains a priority.
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<p>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.</p>	<ul style="list-style-type: none"> • The needs of all students were partially met by the actions and services that were implemented. While services and actions addressed the needs of students, starting them sooner in the year would have provided additional opportunities to close the gap. • The needs of EL students were partially met by actions and services however additional supports and services were necessary to adequately meet differentiated needs. • The needs of at promise students were partially met by actions and services however more opportunities for differentiated instruction during the day and outside the school day would help close learning gaps.
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Identified Needs based on Findings:

MAP data identified a need for ongoing professional development for teachers in developing quality, engaging and differentiated instruction. Curriculum options for ELD are needed as well as the need for added supports in reading and vocabulary skills overall. A need to provide supplementary supports and/or services for ELLs has been identified to narrow gaps and improve opportunities. Adding targeted tiers of interventions for a small group of ELL students not making adequate progress or achievement.

Parental Engagement

<p>Resources available for families to support their child(ren’s) education and assist under-achieving students.</p>	<ul style="list-style-type: none"> • There are numerous resources available to parents to support their student’s education. We will provide monthly parent engagement opportunities with topics including Literacy Night, Math Night, STEAM Night, and Family Paint Night. Monthly theme based meetings will be offered virtually and in person to provide options. Parent communication is translated into Spanish. Parent workshops based on survey feedback will be provided. Monthly Coffee with the Principal meetings will continued to be offered.
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Identified Needs based on Findings:

Parental Engagement

Attendance data collected from family events identified a need to continue to offer similar opportunities whether virtually or in person. Parent survey data and qualitative discussions with parents identified a need for continued parent education in reclassification criteria. Ensuring access to information provided during SSC, ELAC, and PTO meetings to learn how to better support student progress and achievement and wellness was identified. Parent members also identified a need to offer parent meetings in the evening as well as mornings.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

- SUPC funds provided access to the instructional delivery by installing TV monitors in grades 2-5.

Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)

-Title 1 Services were provided to engage students in extended learning opportunities focused on expanding skills in collaboration, communication, creativity, and critical thinking through engineering design programs. We increased access to engaging literature, both digital and hard copy text. We provided after school extended learning opportunities for EL students.

Identified Needs based on Findings:

Local MAP data identified the need to continue to maintain updated personalized devices for students to increase access to differentiated online programs. Data collected from students participating in extended learning opportunities identified a need to strengthen students' acquisition of grade level standards through engaging hands on learning. A need to increase access for K/1 and intervention classrooms by installing TV monitors and related technologies and hardware.

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.

Every school site council agenda includes an item that discusses SPSA progress and implementation. In December, 2021 and March, 2022 the school site council conducted progress monitoring on the SPSA actions and services. All actions/services were substantially implemented. The Imagine Learning Program was implemented in winter, 2021. The ELD one day Saturday camp was not implemented due to the unavailability of staff.

In mid April, School Site Council determined which actions and services to continue, modify, or discontinue based on the results of progress monitoring and anticipated student needs. The ELAC provided feedback and recommendations for ELL services and actions that included continued personalized online instruction, continued professional development for teachers, and tutoring. Parents also communicated a desire to expand ELL parent involvement.

In May, school site council reviewed and approved the 2022-2023 SPSA.

Identified Needs based on Findings:

Stakeholder Involvement

Continue to ensure that every school site council agenda includes an item that discusses SPSA progress and implementation with ample opportunities to provide feedback and time for discussion.

SWP Requirements

<p>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:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<ul style="list-style-type: none"> • Students have access to online software including Scholastic Literacy Pro and Renaissance Place which personalizes reading goals, allows students to set targets, and monitor progress. • Kagan strategies are being integrated into classroom instruction to engage all students and promote collaborative learning exchanges. • An extended learning opportunity designated for English Language Learners will target reading, comprehension, vocabulary, and speaking/listening skills. • Provide additional time before school, after school, and during lunch recess to address social emotional needs to build social skills, and extended opportunities for student leadership. • Community events designed to engage parents while communicating shared goals such as STEMtastic Night, Digital Literacy Night, or Family Math Night will provide additional opportunities for students to engage in hands on standards related activities. • Professional development for teachers focused on differentiating instruction during small group intervention groups will be provided. 	<p>Reading Support: Daily, August - May Tutoring: October - March SEL: August-May Parent Engagement: Monthly, August - May Professional Development: Monthly, September - May</p>
<p>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</p>	<ul style="list-style-type: none"> • Technology purchases that improve access to instruction. • Extended learning opportunities for all students in grades K-5 in various, engaging STEAM and VAPA programs will provide additional time for students to practice key life skills such as communication, critical thinking, collaboration, and creativity while exposing them to potential future careers. • Grade level teacher representatives from grades K-5 will participate in summer AVID training to strengthen instructional delivery. 	<p>STEAM and VAPA October - April AVID Implementation August - May</p>
<p>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</p>	<ul style="list-style-type: none"> • An extended learning opportunity designated for English Language Learners will target reading, comprehension, vocabulary, and speaking/listening skills. • The IST teacher and iterant teacher provide reading intervention to at K-5 promise students. 	<p>Tutoring: October - March IST and Itinerant: August - May Math Instructional Support Aide: August - May</p>

	<ul style="list-style-type: none">• The instructional support aide provides math intervention to K-3 students.	
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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)	-0.5	>= 7.5
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-32.4	>= -17.4
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.84 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.93	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.36 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	11%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> MAP data and classroom observations indicate that students need ongoing, engaging opportunities that integrate technological skills across content areas while developing key skills relating to communication, critical thinking, creativity, and collaboration in addition to developing leadership skills. MAP data, classroom observations, and teacher feedback indicate that students need greater access to individualized online programs. (Title 1 & SUPC) Parent surveys indicate that students and parents need extended opportunities to connect between school, home, and the community. MAP data and classroom observations indicate that students need extended instructional opportunities in reading and mathematics. MAP data, classroom observations, and teacher feedback indicate that time to plan, collaborate, and participate in professional development is needed for staff. MAP data, classroom observations, and teacher leadership feedback indicate that time to collaborate regarding intervention for students is needed. (SUPC)
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	<ul style="list-style-type: none"> MAP data, attendance, classroom observations, and parent feedback indicate that incentives to recognize progress and engage students is needed. (SUPC)
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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
1A Provide after school STEAM programs to increase engagement, expand 4C skills, develop leaders, and increase proficiency in ELA and mathematics. <ul style="list-style-type: none"> Contracted services Instructional materials Certificated/classified hourly 	Participation Data: Project Completion, and Survey feedback	Students in grades K-5	Principal, Counselor, Teachers, Secretary, Clerk, Community Aide		2,559
1B Provide differentiated and personalized programs to increase ELA and math proficiency for all K-5 students <ul style="list-style-type: none"> Instructional software Instructional hardware Classroom technology and supplies: TV monitors, computers (SUPC) 	Classroom Visit Data, Software Reports	Students in grades K-5	Principal, Teachers, Media Specialist, Secretary, Clerk	15,000	10,000
1C Provide parent engagement opportunities to support learning at home while effectively connecting home, school, and the community. <ul style="list-style-type: none"> Contracted services/Consultant Certificated and Classified Hourly Instructional Materials 	Number of participants, Parent Surveys	Students in grades K-5	Principal, Teachers, TOA, Media Specialist, Secretary, Clerk, Community Aide	3,000	
1D Provide differentiated instruction and supports for student academic behavioral and social emotional needs. Contracted Services Instructional Materials Organizational Supplies	Classroom Visit Data, MAP Growth (Fall-Winter), PBIS Reports	Students in grades K-5	Principal, Teachers, Secretary, Clerk, Media Specialist	7,000	2,000

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
Printing Certificated & Classified Hourly Flexible Seating					
1E Provide PLC collaboration time for certificated and classified to evaluate data and plan instruction. <ul style="list-style-type: none"> • Certificated Hourly • Contracted Services 	Classroom Visit Data	Students in grades K-5	Principal, Teachers, Secretary, Clerk, Media Specialist		
1G Increase student engagement and connectedness to school. <ul style="list-style-type: none"> • Awards, medals, trophies, certificates 	Number of students receiving awards	Students in grade PK-5	Principal, Teachers, Media Specialist, Secretary, Clerk. Community Aide		500
1H Provide professional development on differentiated and engaging instruction, student goal setting and organizational skills. <ul style="list-style-type: none"> • Contracted services/Consultant • Certificated and Classified Hourly • PD materials and books 	Classroom Visit Data	Students in grades K-5	Principal, Teachers, Instructional Coach, Clerk, Consultant	5,000	
1I New Action Implement AVID school wide <ul style="list-style-type: none"> • Professional Development/Travel Conference • Instructional and Organizational Supplies • Membership Fees • Certificated and Classified Hourly • Contracted Services 	Classroom Visit Data	Students in grades K-5	Principal, Teachers, Instructional Coach, Clerk, Consultant		
Total Estimated Cost for This Goal:				30,000	15,059

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 ELLs:		
English language learners will demonstrate improved academic growth and achievement in reading comprehension and academic vocabulary.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	3.8	>= 11.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-29.0	>= -14
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.65 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.11	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.83 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	MAPs and Scholastic Literacy Pro data indicate that grades K-5 EL students need to develop reading skills in the area of comprehension and vocabulary.
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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
1a(1) Provide professional development to teachers to support reading comprehension and academic vocabulary to improve reading proficiency. <ul style="list-style-type: none"> • Instructional Materials • PD materials/books • Printing 	Classroom Visit Data, Fall to Winter Map, Teacher Feedback	ELL Students in grades K-5	Principal, ELL TOA, Teachers, Counselor, Secretary		

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:					

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 language learners will demonstrate English language proficiency growth and achievement in their productive language through participation in extended learning activities focused on academic vocabulary and reading skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	58.1%	>= 61.1%

Identified Need(s):	ELPAC, Imagine Learning data, and MAPs assessment data reveal that English language learners in grades 2-5 need to develop their receptive language with a focus on reading comprehension and academic vocabulary.
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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
1b(1) Provide tutoring and/or differentiated instruction for ELL at promise students outside of the school day to improve reading skills with a focus on comprehension and academic vocabulary using response frames. <ul style="list-style-type: none"> • Certificated and Classified hourly • Instructional Materials • Instructional Software • Printing 	Pre/Post Assessments	ELL Students in grades K-5	Principal, ELL TOA, Teachers, Secretary, Clerk, Tutor Monitors, Bilingual Aide	4,798	
Total Estimated Cost for This Goal:				4,798	

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	48.0%	>= 51.0%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-6.9	>= 8.1
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: -2.12 Fall 3rd to Fall 4th: -0.56	>= 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: 48% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 57% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 33% 24-25 3rd Gr. Cohort (21-22 Kinder): 11%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 38% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 47% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 23% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 1%

Identified Need(s):	MAP data indicate that an increase in percentage of students who are at risk of not reading at grade level by the end of 3rd grade increases between the end of kinder to second grade identifying a need for additional targeted formative reading assessments to effectively evaluate progress. Assessment results identify a need to adjust instructional strategies to target specific skill gaps. To address this need, teachers need time to work in PLCs to collaborate, evaluate progressive goals, and plan instruction accordingly.
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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
2A Provide PD for teachers focused on small group, differentiated instruction refining targeted, ongoing, formative assessments for at promise students in grades K-3rd grades. <ul style="list-style-type: none"> Instructional materials/books 	Classroom Visit Data, Teacher Feedback	K-3 Students	TOA, Teachers, Secretary, Clerk, IST		

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:					

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A Provide after school STEAM programs to increase engagement, expand 4C skills, develop leaders, and increase proficiency in ELA and mathematics.</p> <ul style="list-style-type: none"> • Contracted services • Instructional materials • Certificated/classified hourly 	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Technician, Media Specialist, Secretary, Clerk
<p>1B Provide differentiated and personalized programs to increase ELA and math proficiency for all K-5 students</p> <ul style="list-style-type: none"> • Instructional software • Instructional hardware • Classroom technology and supplies: TV monitors, computers (SUPC) 	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Secretary, Clerk
<p>Goal 1C Provide parent engagement opportunities to support learning at home while effectively connecting home, school, and the community.</p> <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly • Parent/Student Supplies • Consultant Fees and Materials 	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Technician, Media Specialist, Clerk
<p>1D Provide differentiated instruction and supports for student academic behavioral and social emotional needs.</p> <p>Contracted Services Instructional Materials Organizational Supplies Printing Certificated & Classified Hourly Flexible Seating</p>	All students in Grades PK-5	\$25,000.00	Principal, Teachers, Counselor, Clerk
<p>1E Provide PLC collaboration time for certificated and classified to evaluate data and plan instruction.</p>	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Counselor, Secretary, Clerk

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> • Certificated Hourly • Contracted Services 			
1F Provide support for the implementation of PBIS and SIT Leadership <ul style="list-style-type: none"> • Certificated and Classified Hourly 	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Counselor, Secretary, Clerk
Goal 1G Provide additional resources to engage students and recognize progress and achievement (SUPC) <ul style="list-style-type: none"> • Awards • Student Materials 	All students in Grades PK-5	\$25,000.00	Principal, Teachers, Counselor, Secretary, Clerk
1a(1) Provide professional development to teachers to support reading comprehension and academic vocabulary to improve reading proficiency. <ul style="list-style-type: none"> • Instructional Materials • PD materials/books • Printing 	All ELL students in Grades PK-5	\$20,000.00	Principal, Teachers, Counselor, Secretary, Clerk
1b(1) Provide tutoring and/or differentiated instruction for ELL at promise students outside of the school day to improve reading skills with a focus on comprehension and academic vocabulary using response frames. <ul style="list-style-type: none"> • Certificated and Classified hourly • Instructional Materials • Instructional Software • Printing 	All ELL students in Grades PK-5	\$20,000.00	Principal, Teachers, Counselor, Secretary, Clerk
1H Provide professional development on differentiated and engaging instruction, student goal setting and organizational skills. <ul style="list-style-type: none"> • Contracted services/Consultant • Certificated and Classified Hourly • PD materials and books 	All ELL students in Grades PK-5	20,000.00	Principal, Teachers, Counselor, Secretary, Clerk

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1I New Action Implement AVID school wide <ul style="list-style-type: none"> • Professional Development/Travel Conference • Instructional and Organizational Supplies • Membership Fees • Certificated and Classified Hourly • Contracted Services 	All students in Grades K-5	\$20,000	Principal, Teachers, Counselor, Instructional Coaches, Secretary, Clerk

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.	34,798
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).	1,530
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)	15,059
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		49,857
Total amount of state funds spent (SUPC)		15,059
Total amount of federal funds spent (Title I)		34,798
Total amount of state and federal funds spent		49,857
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
Dr. Kelly Wilbert	Principal	Not-Applicable	Not-Applicable	1
Mrs. Mary Crull	Classroom Teacher	2 years	May 2023	1
Mrs. Lisa Flores	Classroom Teacher	2 years	May 2023	1
Ms. Darla Heusinkveld	Classroom Teacher	2 years	May 2022	1
Mrs. April Gurslin	Other Staff (Specify): Clerk Typist	2 years	May 2023	1
Mrs. Teresita Ortega	Parent/Community Member	2 years	May 2022	1
Mrs. Kenya Howell	Parent/Community Member	2 years	May 2023	1
Mr. Reuben Lomeli	Parent/Community Member	2 years	May 2023	1
Mrs. Monica Ontaneda	Parent/Community Member	2 years	May 2022	1
Vacant	Parent/Community Member	2 years	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 5/12/22.

Attested:

Principal, Dr. Kelly Wilbert on 5/12/22

SSC Chairperson, Monica Ontaneda on 5/12/22

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Canyon Crest Elementary School

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee LUCIA REYES
Electronic Signature

Other committees established by the school or district (specify) _____
Electronic Signature

4. 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.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: 5/12/22.

Attested:

Kelly Wilbert
Typed name of School Principal

[Signature]
Signature of School Principal

5/12/22
Date

Monica Ontaneda
Typed name of SSC Chairperson

[Signature]
Electronic Signature of SSC Chairperson

5/17/2022
Date