

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Locust Elementary 36 67710 6106470		SSC Approval Date: May 5, 2022
School Address	7420 Locust Avenue, Fontana, CA 92336		Local Governing Board Approval Date: pending Board approval 6/8/2022
			Original
Name of Principal	Amanda Colon	Phone # and Email	(909) 357-5650, amanda.colon@fusd.net
Name of SSC Chairperson	Casey Daniel	Phone # and Email	(714) 322-2724, Csd22408@Gmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION	The mission of Locust Elementary School is to provide all students with an equitable and high-quality education thereby developing the foundation for them to become compassionate, responsible and successful members of society.
SCHOOL AND COMMUNITY PROFILE	Locust Elementary School runs on a traditional school calendar. The school is proud of its experienced group of teaching professionals dedicated to improving school programs to meet the individual needs of its students. Parents are a welcome resource and collaborate effectively in supporting school staff, instruction, and programs.
SPSA HIGHLIGHTS (bullet points)	<ul style="list-style-type: none"> *Providing targeted differentiated small group instruction to all students in reading. *Supporting effective English Language Development through teacher training, PLCs and after school tutoring.
INCREASED OR IMPROVED SERVICES (bullet points)	<ul style="list-style-type: none"> * Providing targeted differentiated small group instruction to all students in reading. * Teachers providing daily social/emotional lessons in their classrooms as well as the counselor providing monthly Tier 1 class guidance lessons to address social/emotional needs. * Supporting effective English Language Development through teacher training, PLCs and after school tutoring.
MOONSHOT	<ul style="list-style-type: none"> * The mission of our moonshot is, “All Locust students will be introduced to critical thinking, rigorous academic curriculum and activities, which will enable them to successfully compete globally in their future job endeavors.” * To accomplish this mission we will: <ol style="list-style-type: none"> 1- Use AVID strategies and a school-wide focus on college & career readiness to learn note-taking and organizational skills. * Use of a daily (3rd-6th) or weekly planner (K-2nd) * Use of a binder (3rd-6th) or folder (K-2nd) * Develop a SW college atmosphere 2- Develop a STEAM (Science, Technology, Engineering, Art, and Math) Pathways to My World & My Future Program to allow students to explore and a variety of STEAM experiences to help students identify their interests, passions and talents in areas that will prepare them for middle school, high school, college and or career. * Each teacher has selected a pathway to teach related to STEAM * 1st-6th grade students select their top 3 pathways and are placed into a pathway * 1 hour sessions are offered on Wednesdays * Students develop a Pathway Portfolio to showcase what they’ve learned during their time at Locust, 1st through 6th grade * Pathway sessions are between 4-7 weeks long * Pathways that have been offered include: Robotics, Typing, Website

SCHOOL BACKGROUND

Design, Yearbook, Engineering, Painting, Drawing, Art Around the World, Sewing, Theater- Acting, Theater- Set & Props Design, Kindness Club- Adopt a Nursing Home/Craft, Kindness Club- Painting Kindness Rocks, Games from Around the World, Chess, and Checkers.

3- Provide a systematic & comprehensive Response to Intervention (RTI) Program to monitor all students' progress to ensure all students are making academic progress.

- * Our goal is to ensure that every student makes academic progress regardless of where they are starting.
- * Students receive targeted instruction based on the assessment data to meet their specific needs.
- * Teachers are provided PLC time to analyze assessment data and plan instruction with their colleagues.

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
373	83.6	25.2	0.8

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	94	25.2
Foster Youth	3	0.8
Homeless	2	0.5
Socioeconomically Disadvantaged	312	83.6
Students with Disabilities	45	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.7
American Indian or Alaska Native		
Asian	7	1.9
Filipino	3	0.8
Hispanic	326	87.4
Two or More Races	5	1.3
Native Hawaiian or Pacific Islander	1	0.3
White	21	5.6

These data points indicate:

1. The majority of our students are socio-economically disadvantaged.
2. About one fourth of our our students are English Learners.
3. The majority of our students are Hispanic, while about 6% are white and less than 3% are African American.

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

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

These data points indicate:

1. Dashboard indicators for ELA and math are yellow. This reveals students are having greater success in the academic areas of Language Arts and math compared to the suspension rate and chronic absenteeism rate.
2. The suspension indicator is orange revealing we need to focus on decreasing our suspensions.
3. Chronic absenteeism is also orange revealing we need to focus on decreasing our chronic absenteeism rates.

School and Student Performance Data

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

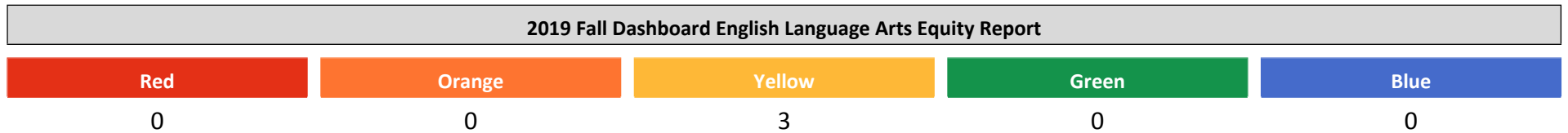
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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









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	English Learners	Foster Youth
 Yellow 40 points below standard Increased ++5 points 239	 Yellow 37.4 points below standard Increased ++7.2 points 104	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 42.1 points below standard Increased ++5.7 points 204	 No Performance Color 98.3 points below standard Increased ++10.2 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.6 points below standard Increased ++3.5 points 219	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 39.3 points below standard 11

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.1 points below standard Increased ++12.8 points 63	19.1 points above standard Increased ++7.6 points 41	47.4 points below standard Maintained ++0.7 points 125

These data points indicate:

- Each student group increased in English Language Arts. Our ELs and students w/disabilities increased the most.
- There is not a gap between the performance of our white students and Hispanic students, however, our Hispanic students increased minimally.

3. Our English Only students are performing significantly lower than our Reclassified ELs and there is a 26.7 point gap between the performance of our English Only students and our English Learners.

School and Student Performance Data

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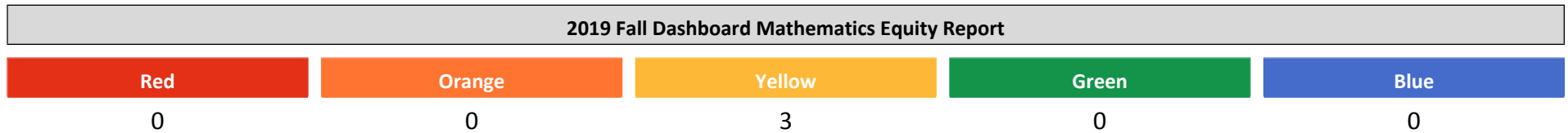
A review of the following data informs the comprehensive needs assessment.

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

67.3 points below standard

Increased ++8.4 points

238

English Learners



 Yellow

64.7 points below standard

Increased Significantly
++15.2 points

103


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

5

Socioeconomically Disadvantaged



 Yellow

70.2 points below standard

Increased ++8.9 points

203

Students with Disabilities










 No Performance Color

121.5 points below standard

Increased Significantly
++16.3 points

24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 67.8 points below standard Increased ++7.5 points 218	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 63.7 points below standard 11	 No Performance Color 63.7 points below standard 11

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
89.4 points below standard Increased Significantly ++16.7 points 62	27.2 points below standard Increased Significantly ++17.8 points 41	75.1 points below standard Maintained ++0.3 points 125

These data points indicate:

1. Each student group increased in math. Our ELs and students w/disabilities both increased significantly.

2. Our ELs increased significantly in math, closing the gap between ELs and all students. However, there is a 54.2 gap between the performance of all students compared to our students with disabilities.
3. Our ELs and Reclassified ELs both increased significantly and are making more progress than our English Only students.

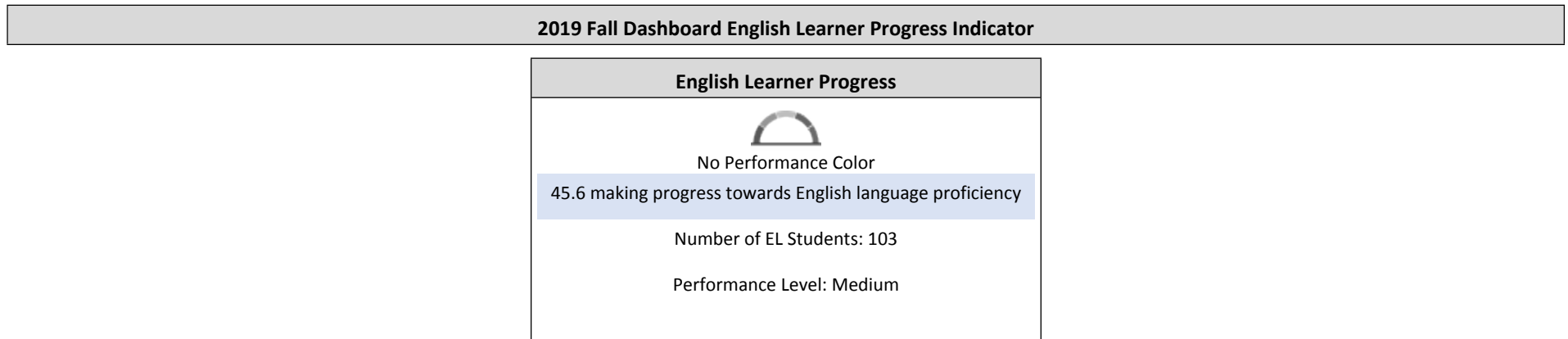
School and Student Performance Data

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

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

Academic Performance English 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
26.2	28.1	3.8	41.7

These data points indicate:

1. Based on this data, we can celebrate that we had 45.6% of our students progress at least one ELPI level. We were 2.7% away from meeting the state's percentage of students progressing 1 ELPI Level.

2. After analyzing this data in conjunction with the ELPAC data, these data points indicate that the majority of our students who decreased a level, decreased from either a 4 to a 3 or a 3 to a 2.

School and Student Performance Data

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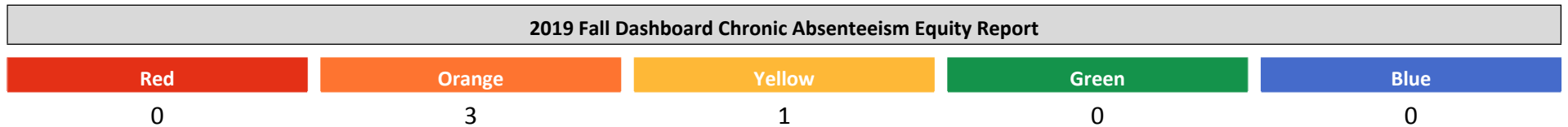
A review of the following data informs the comprehensive needs assessment.

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

All Students	English Learners	Foster Youth
 Orange 10.9 Maintained 0 439	 Orange 15.7 Increased +4.6 140	 No Performance Color 0 Declined -12.5 12
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 25 Declined -2.8 20	 Orange 12.1 Increased +1 365	 Yellow 14.6 Declined -1.5 48

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange 11.2 Maintained +0.4 403</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>	 <p>No Performance Color 15.8 Increased +3.3 19</p>

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	403	88	22.4
Female	180	38	21.8
Male	223	50	22.8
American Indian or Alaska Native	0	0	0.0
Asian	7	2	28.6
Black or African American	12	4	33.3
Filipino	4	0	0.0
Hispanic or Latino	351	80	23.3
Native Hawaiian or Pacific Islander	1	0	0.0
Two or More Races	5	1	20.0
White	23	1	4.5
English Learners	111	18	17.1
Foster Youth	5	2	40.0
Homeless	3	0	0.0
Socioeconomically Disadvantaged	330	77	23.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	56	16	29.6

These data points indicate:

1. The overall school wide chronic absenteeism rate is 22.4%. This is a result of the impact of COVID and distance learning.
2. The African American, Students w/Disabilities and Foster Youth subgroups all have a disproportionately high rate of chronic absenteeism compared to the ALL student group.
3. The student group with the lowest chronic absenteeism rate is our white students.

School and Student Performance Data

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

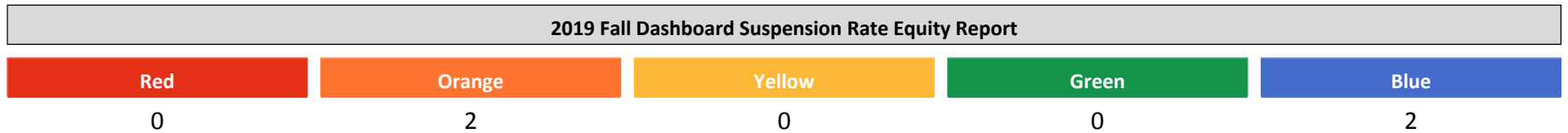
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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









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

All Students	English Learners	Foster Youth
 <p>Orange</p> <p>1.6</p> <p>Increased +1.2</p> <p>448</p>	 <p>Blue</p> <p>0</p> <p>Declined -0.6</p> <p>141</p>	 <p>No Performance Color</p> <p>6.7</p> <p>Increased +1.9</p> <p>15</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>21</p>	 <p>Orange</p> <p>1.6</p> <p>Increased +1.4</p> <p>370</p>	 <p>Blue</p> <p>0</p> <p>Declined -1.5</p> <p>50</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p align="center">American Indian</p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p align="center">Asian</p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p align="center">Filipino</p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>
<p align="center">Hispanic</p> <p align="center"></p> <p align="center">Orange 1.7 Increased +1.3 411</p>	<p align="center">Two or More Races</p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p align="center">Pacific Islander</p> <p align="center"></p> <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p align="center">White</p> <p align="center"></p> <p align="center">No Performance Color 0 Maintained 0 19</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	1.6

These data points indicate:

1. While the suspension rate for our English Learners and students with disabilities decreased, the suspension rate for foster youth, socio-economically disadvantaged student and Hispanic students increased.
2. Overall, our suspension rate increased by 1.2% from 2018 to 2019.

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)	-0.58 (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)	-0.95 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Learning Walk Data: Percent of Teachers Demonstrating Use of Learning Intentions & Success Criteria	73%
Site Specific Measures: After School Tutoring: Percentage of Students Demonstrating Growth on iReady	We were not able to provide after school tutoring services.

These data points indicate:

When looking at Fall 2020 to Fall 2021 MAP data, it is clear that distance learning had a significantly negative impact on student growth in reading, language and math. Based on the data above, students made less than one year's growth in reading, language and math and the content area that had the least amount of student growth was math. When looking at the "Mathematics Performance by Grade" report, 4th, 5th and 6th grade students were the lowest performing grade levels with over 90% of these students scoring below standard. When looking at the "Reading Performance by Grade" report, 4th and 5th grade students were the lowest performing grade levels with over 70% of the students scoring below standard. When looking at the "Performance by Grade and Goal Area" report for reading, 1st graders struggled considerably in all areas of reading, especially in the area of foundational skills. Additionally, 4th grade data clearly indicates a need in the area of reading informational text. When looking at the "Performance by Grade and Goal Area" report for math, it is clear that all students need support in the areas of Operations and Algebraic Thinking and Number and Operations. When looking at the "Student Performance by Student Group" for math, English Learners and Students w/Disabilities had lower achievement and lower growth than the school wide population in math. Additionally Students w/Disabilities had low achievement and low growth in math. Learning Walk data indicates that the majority of teachers are demonstrating use of Learning Intentions and Success Criteria in their classrooms. We will continue to provide support for teachers who are not demonstrating use of Learning Intentions and Success Criteria in their classrooms.

Unfortunately, we were not able to provide after school tutoring to students this year due to the challenges of the pandemic. The data above indicates a need for targeted instruction and intervention in math for all students. Struggling students in 4th-6th grades have been receiving daily targeted small group instruction in math during the school day. We need to continue this and begin providing daily targeted small group instruction in math during the school day in Kindergarten through 3rd grades. Students that are performing below grade level also need targeted interventions and supports beyond the school day in addition to what they receive during the school day to help close the achievement gap in both reading and math.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.79 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.15
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.27 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Learning Walk Data: Percent of Teachers Consistently Implementing EL Strategies Learned in PD	70%
Site Specific Measures: After School Tutoring: Percentage of EL Students Demonstrating Growth on iReady	We were not able to provide after school tutoring services.

These data points indicate:

When looking at Fall 2020 to Fall 2021, it is clear that distance learning had a significantly negative impact on student growth in reading, language and math for our English Learners. Based on the data above, English Learners made less than one year's growth in reading, language and math and the content area that had the least amount of student growth was math. When looking at the "Mathematics Performance by Student Group" report, 97% of English Learners scored below standard. Their growth was less than the school wide population in reading, language and math.

Unfortunately, we were not able to provide after school tutoring to students this year due to the challenges of the pandemic. The data above indicates a need for targeted instruction and intervention in math for all students. Struggling students in 4th-6th grades have been receiving daily targeted small group instruction in math during the school day. We need to continue this and begin providing daily targeted small group instruction in math during the school day in Kindergarten through 3rd grades. Students that are performing below grade level also need targeted interventions and supports beyond the school day in addition to what they receive during the school day to help close the achievement gap in both reading and math.

Learning Walk data indicates that the majority of teachers are consistently implementing EL strategies in their classrooms. We will continue to provide support for teachers who are not consistently implementing EL strategies in their classrooms.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 10% Level 3: 38% Level 2: 33%

Language Acquisition Data – English Learners (EL)	
	Level 1: 19%
2020-2021 ELPAC Listening Domain: % by Performance Level	22% - Well Developed 62% - Somewhat/Moderately Developed 15% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	39% - Well Developed 43% - Somewhat/Moderately Developed 18% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	7% - Well Developed 51% - Somewhat/Moderately Developed 42% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	10% - Well Developed 67% - Somewhat/Moderately Developed 22% - Beginning Development
Site Specific Measures: Learning Walk Data: percent of teachers demonstrating use of high leverage strategies for Designated ELD based on PD provided	70%
Site Specific Measures: Average percent of EL students that made growth from pre-test to post test for small group intervention	96.4%

These data points indicate:

When looking at Overall ;and Composite scores for ELPAC performance across 3 years, students are scoring higher in Oral Language while Written Language is an area of need across all grade levels and students. When looking at each of the domains, there is a significantly greater percentage of students performing at the "Beginning to Develop" level in reading across the grade levels and student groups. When looking at ELPI progress from 2019 to 2021 by cohort groups, there was a significant increase of students scoring at level "3L and 3H" in 3rd and 5th grades. 3rd grade increased the percentage of students who increased their ELPI levels while 4th grade decreased. Based on the grade level data we need to provide targeted support to our current 4th grade EL students.

When looking at the Learning Walk data collected the majority of teachers have been observed implementing high leverage instructional strategies for Designated ELD. The observational data includes several strategies for building vocabulary, writing and listening and speaking. Teachers also used the practice ELPAC test to help students get familiar with the online testing platform and to practice responding to the various task types of ELPAC questions. Based on this data, we need to ensure that 100% of our teachers are implementing high leverage strategies for Designated ELD. Next steps in this area include: 1- continuing to provide PD for teachers on high leverage strategies for Designated ELD; 2- provide opportunities for teachers to collaborate and

share ideas about how they are implementing the high leverage strategies; 3- provide opportunities for teachers to observe other teachers implementing the high leverage strategies.

When looking at the small group intervention pre and post test data, 91%-100% of the participating students made growth from the pre test in September to the post test in December. These students were selected because they were either newcomers or at the novice or beginning development level on the ELPAC. These students needed extra time to focus on building their foundational reading skills so that they had a better chance of accessing new information across content areas in their classrooms during the school day. Based on the results it is evident that the intervention was successful for these students. Next steps in this area include: continue providing small group intervention after school for EL students. However, considering that we have a large percentage of students in the "somewhat/moderately developed" levels, we need to offer intervention support to these students in addition to students in the novice/beginning levels.

PRE-TEST & POST TEST RESULTS

* 46% of the participating students could not identify upper and lower case letters on the pre-test in September 2021.. 100% of these students made growth in identifying upper and lower case letters on the post test in December 2021. 87% of these students can now identify all upper and lower case letters.

*85% of the participating students did not know all of the consonant letter sounds on the pre-test in September 2021. 100% of these students made growth in knowing the consonant sounds on the post test in December 2021. 45% of these students now know all of the consonant letter sounds. The remaining 55% now know more than half of the consonant letter sounds.

* 92% of the participating students did not know all of the vowel sounds on the pre-test in September 2021. 91% of these students made growth in knowing the vowel sounds on the post test in December 2021. 64% of these students now know all of the vowel sounds.

* 92% of the participating students did not know all of the short vowel sounds on the pre-test in September 2021. 100% of these students made growth in knowing the short vowel sounds on the post test in December 2021. 45% of these students now know all of the short vowel sounds. The remaining 55% now know 10 or more of the 15 short vowel sounds.

* 92% of the participating students did not know all of the consonant blends on the pre-test in September 2021. 91% of these students made growth in knowing the consonant blends on the post test in December 2021. 27% of these students now know all of the consonant blends. Of the remaining 73%, 55% now know 10 or more of the 15 consonant blends.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	28%
Site Specific Measures: Average number of attendees in parent/family events	16 parents
Site Specific Measures:	

These data points indicate:

We met the district goal of 25% parent participation on the annual family climate survey. We have held the following parent/family engagement events this year: Kindergarten Orientation, Back to School Night, Parent Teacher Conferences, Coffee with the Principal, Coffee w/the Counselor, ELAC Meetings, SSC Meetings, and PTA Meetings. Some of the topics included: Welcome Back to In Person Learning, Introduction to School Counseling Services, Internet Safety, Building Strong Relationships with Students, Mindfulness, Empathy, Preparing Your Child for ELPAC Testing, Understanding the EL Process, etc. This year we had a low participation rates due to the challenges with holding virtual meetings. We are hoping to be able to offer more in person parent/family events.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.27 Fall 3rd to Fall 4th: -0.94
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: 44% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 30% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 66% 24-25 3rd Gr. Cohort (21-22 Kinder): 38%
Site Specific Measures: Learning Walk Data: Percent of Classrooms Demonstrating High Leverage Instructional Strategies from PD	100%
Site Specific Measures: A2i Data: Percent of students making baseline growth or above	K: 40% 1st: 50% 2nd: 76% 3rd: 63%

These data points indicate:

When looking at Fall 2020 to Fall 2021 MAP Growth data, it is clear that distance learning had a significantly negative impact on student growth in reading. Current 3rd and 4th grade students made less than one year's growth in reading. When looking t the "Performance by Grade and Goal Area" report for reading, 1st graders struggled considerably in all areas of reading, especially in the area of foundational skills. When looking at the "Performance by Grade and Goal Area" report for reading, 2nd grade students performed significantly better than the 1st and 3rd graders. When looking at the "Performance by Grade and Goal Area" report for reading, 3rd grade students need additional support in the areas of literary text, informational text and vocabulary use and functions. More than 1/3 of students in Kindergarten through 3rd grade are at risk with current 1st grade students being the most at risk.

When looking at the A2i data reporting the percentage of students reading on grade level, we can see that both 2nd and 3rd grades have 20%-30% more students reading on grade level than kindergarten and 1st grade.

CURRENTLY READING ON GRADE LEVEL

- *K: 29%
- *1st: 22%
- *2nd: 50%
- *3rd: 51%

The Class Growth Data by Grade Level currently shows:

- *K: 2 out of 3 classes made at least 7 months growth from August 2021 to March 2022.
- *1st: 1 out of 2 classes made at least 7 months growth from August 2021 to March 2022.
- *2nd: 2 out of 2 classes made 9 months growth from August 2021 to March 2022.
- *3rd: 2 out of 2 classes made at least 8 months growth from August 2021 to March 2022.
- *K-3rd: 7 out of 9 classes made adequate growth from August 2021 to March 2021.

This indicate that our kindergarten and 1st grade students are struggling to make progress in reading.

When looking at all of these data points, we need to provide continued support to kindergarten and 1st grade students to increase the number of students reading on grade level and making adequate progress in reading. We also need to provide strategic professional learning opportunities for our kindergarten and 1st grade teachers to support the implementation of targeted small group differentiated instruction. Additionally, kindergarten through 3rd grade teachers need time to collaborate in order to identify the high-leverage strategies 2nd and 3rd grade teachers are implementing and then plan how they can be implemented in kindergarten and 1st grade to support academic growth in reading.

The learning walk data shows that all teachers are demonstrating the use of high leverage instructional strategies from the PD that has been provided. Although 100% of teachers are are demonstrating the use of high leverage instructional strategies, kindergarten and 1st grade teachers will need further PD and support with implementing strategies in order to increase the percentage of students reading on grade level.

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

Behavior

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.

At the beginning of the 2021-2022 school year our stakeholders determined that our EL students needed further support in meeting both the academic Common Core Standards and the English Language Development Standards. As a result we focused on the following strategies: EL students were provided integrated ELD instruction daily; The EL TOA provided professional development during Tuesday PLC meetings, staff meetings and by providing demonstration lessons of ELD instruction; Teachers were provided supplemental ELD materials for ELD instruction; and the EL TOA provided teachers training on how to use Integrated ELD materials. The EL TOA met with grade level PLCs to provide professional development on the following topics: (1) Understanding & analyzing EL student data (2) Identifying the needs of our EL students (3) ELD instructional strategies & support options (4) Planning & next steps for Designated ELD Instruction (5) Overview of ELD Wonders materials & resources. The EL TOA provided professional development for teachers during a staff meeting on the following topics: (1) Designated ELD (2) Integrated ELD (3) Overview of the ELPAC (4) Understanding ELL Reclassification Criteria.

Implementation of our school wide ELD program and it's impact on student achievement for our ELs was measured using the following data points:

Evidence of Implementation Through Learning Walks

As I conducted regular Learning Walks across my campus, I collected evidence of the implementation of the strategies listed above. The bilingual aide provided language support during core instruction in reading in both a pullout and push in model in K-6th grades. Teachers consistently used the core adopted materials (Wonders) for their integrated ELD instruction. Teachers used Kagan strategies to provide structured opportunities for students to practice speaking and listening, as well as to collaborate with their peers. Teachers also focused on requiring students to respond in complete sentences during class discussions. Teachers also used choral reading and choral responses to support ELs. Students were provided instruction on how to use Thinking Maps and graphic organizers to develop understanding of vocabulary, reading and writing.

ELPAC

Based on our 2020-2021 ELPAC scores, 38% of our ELs scored a level 3 and 33% scored a level 2. This means that we have a large group of students that we can push from level 3 to level 4 and level 2 to level 3. In terms of domain specific data, speaking was a strength school wide while writing showed the biggest area of need.

Reclassification Data, At Risk of Becoming Long Term ELs and Long Term EL Data

Our percentage of RFEP students (reclassified students) dropped slightly from 20.5 to 19.7% from 2019-2020 to 2020-2021. As we looked at this data it prompted us to ask why our reclassification rate is so low. This question led us to looking at our data for Long Term ELs and students who are at-risk of becoming Long Term ELs. The percentage of At Risk ELs increased by 4.5% from 16.9% up to 21.4%. the percentage of Long Term ELs increased from 8.5 to 14.5%, which is an increase of 5.7%. The percentage of At Risk EL students in 4th grade increased from 42.1% up to 69.6%, which is an increase of 27.5%. the percentage of At Risk ELs in 5th grade decreased from 47.8% to 40%, which is a decrease of 7.8%. The majority of our At Risk EL students are in 4th and 5th grades and they are going to need extra support to move them out of the At-Risk of Becoming a Long Term EL status and to get them reclassified.

Summary

As a result of this data analysis, we can conclude that the strategies that were implemented supported many of our students in progressing one ELPI level and maintaining their previous level. We also have a large percentage of students in both level 2 and 3 that we can support and help progress to the next level. The ELPAC domain data clearly indicates that speaking was an overall strength for students in 3rd-6th grades. Additionally, we can see that 2nd grade students outperformed the students in the other grade levels when looking at the percentage of students scoring level 3 and 4 as well as looking at their domain specific data.

However, our EL student data indicates the following areas of need: (1) Focus on moving students from level 3 to level 4, and level 2 to level 3, (2) Ensure that students who scored level 4 are able to maintain their level 4 proficiency, (3) Use formative assessments to monitor EL progress prevent students from moving down a level; (4) Focus on improving the reclassification rate; (5) Decrease the percentage of students at risk of becoming Long Term ELs and the percentage of Long Term ELs; (6) Focus on improving students language proficiency in the area of reading, especially in 3rd-6th grades.

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

At the beginning of the 2021-2022 school year our stakeholders determined that our EL students needed further support in meeting both the academic Common Core Standards and the English Language Development Standards. As a result we focused on the following strategies: EL students were provided integrated ELD instruction daily; The EL TOA provided professional development during Tuesday PLC meetings, staff meetings and by providing demonstration lessons of ELD instruction; Teachers were provided supplemental ELD materials for ELD instruction; and the EL TOA provided teachers training on how to use Integrated ELD materials. The EL TOA met with grade level PLCs to provide professional development on the following topics: (1) Understanding & analyzing EL student data (2) Identifying the needs of our EL students (3) ELD instructional strategies & support options (4) Planning & next steps for Designated ELD Instruction (5) Overview of ELD Wonders materials & resources. The EL TOA provided professional development for teachers during a staff meeting on the following topics: (1) Designated ELD (2) Integrated ELD (3) Overview of the ELPAC (4) Understanding ELL Reclassification Criteria.

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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.

We have identified the following actions and next steps to improve the implementation of our ELD instructional program and increase EL student achievement: (1) Teachers will analyze EL student data to identify areas of need to help move students up to the next proficiency level with the support of the EL TOA and administrator; (2) Teachers will use this data analysis to plan appropriate instructional plans with the support of the EL TOA and administrator, to meet the needs of their EL students; (3) Teachers will use formative assessments to monitor student progress during integrated ELD instruction and designated ELD instruction to provide feedback and support, with the support of the EL TOA and administrator; (4) Teachers will analyze student data to identify students who are close to reclassification, with the support of the EL TOA and administrator; (5) Teachers will identify the students who are at risk of becoming Long Term ELs and dig deeper into their individual student data (MAP, iReady, A2i, etc.) to determine possible reasons for their lack of progress; (6) Teachers will develop intervention and support plans for students who are at risk of becoming Long Term ELs to address their needs with the support of the EL TOA and administrator; (7) Teachers will collaborate with the EL TOA and administrator to identify and implement highly effective instructional strategies for reading during integrated and designated ELD instruction; (8) The EL TOA will provide professional development opportunities focused on integrated and designated ELD instruction; (9) the EL TOA will provide parent workshops for understanding ELPAC data, how to prepare their child for the ELPAC test, and understanding the reclassification process and criteria; (10) The Bilingual Aide will continue providing language support for ELs; (11) The EL TOA will provide targeted support and training to the Bilingual Aide.

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>	<p>28% of Locust parents responded to the annual climate parent survey. We met the district goal of 25%.</p> <p>The 2021-2022 Parent Survey Report provided data regarding parent perception of our school and programs. Based on the results of the survey we are excited to celebrate the following strengths that were highlighted in our results, including the following:</p> <p>*The majority of parents responded favorably about inclusion efforts with 93% of the parents reporting that the school believes that every student has the ability to excel academically. This was an increase of 8% from the previous year. 90% of parents responded favorably reporting that the school environment is clean and in good condition. This was a 5% increase from the previous year. Although only 57% of parents responded favorably about the learning model, this area had the largest increase of 8% from the previous year.</p> <p>The 2021 Annual Student Climate Survey had a response rate of 80% of 5th graders. Based on the results of the survey we are excited to celebrate the following strengths that were highlighted in our results, including the following:</p> <p>*The majority of students responded favorably about support relationships with 90% of students reporting that they have a teacher or adult from the school that they can count on. 76% of students responded favorably to inclusion efforts reporting that they have adults at the school to help them resolve conflict with one another. 56% of students responded favorably in the area of self-efficacy reporting that they believe they can succeed in achieving academic outcomes. This was the highest increase of 8% compared to the previous year.</p> <p>The Fall 2021 Social Emotional Learning survey had a response rate of 72% students in 3rd-5th grades. Based on the results of the survey we are excited to celebrate the following strengths that were highlighted in our results, including the following:</p>

Analysis of Qualitative Data

*88% of students responded favorably in the area of supportive relationships reporting that they have a teacher or adult at school that they can count on no matter what. . 41% of students responded favorably to their ability to regulate their emotions, which means that 59% of students feel they struggle to regulate their own emotions. 54% of students responded favorably in the area of growth mindset reporting that they have the potential to change their performance in school, while 37% feel like they could easily give up.

*Both the student and parent surveys show that supportive relationships is a strength at Locust.

The principal meets with grade level PLCs and teachers during staff meetings to gather input from teachers and determine their needs. Input is gathered through grade level conversations as well as individual surveys. Through these conversations and surveys staff expressed a need to continue with planning time, professional development and time for small group instruction.

Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Evidence of the Implementation of Learning Intentions & Success Criteria (Kinder-6th)

The principal visited classrooms to gather evidence of implementation related to Learning Intentions & Success Criteria. During these visits the principal observed that teachers post the Learning Intentions and Success Criteria for students. Teachers connected the Learning Intentions and Success Criteria to weekly ELA and Math standards and embed them in their instruction. This indicates a need to continue providing time for teachers to collaborate to plan their instruction and align it to their Learning Intentions & Success Criteria.

Evidence of the Implementation of Designated ELD (Kinder-6th)

The principal also visited classrooms to gather evidence related to Designated ELD instruction. During these visits the principal observed that teachers were applying their learning from the ELD professional development provided to their instructional practices. During these professional development sessions teachers learned strategies for teaching vocabulary, developing listening and speaking skills, and developing reading and writing skills. They also learned strategies for preparing students for the ELPAC test. Teachers used the following strategies to prepare students for ELPAC testing: ELPAC Data Chats, use of the online practice and training ELPAC tests, small group discussions about the expectations for proficiency for each of the domains and how to meet the expectations, teachers providing immediate and specific feedback related to the expectations, etc. This indicates a need to continue providing time for professional development focused on Designated ELD and preparing students for the ELPAC test.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability	
Use of state and local assessments to modify instruction and improve student achievement (ESEA)	During the 2021-2022 school year teachers were provided time for developing targeted and differentiated instruction based on MAP, iReady, United to Read A2i, CAASPP, ELPAC, and formative assessment data, through staff meetings, PD sessions and structured grade level PLCs. Teachers analyzed and tracked ELA data and math data to develop strategic plans and action steps to meet students' varying needs within the core curriculum with the support of the principal and teachers on assignment. Teachers also tracked and monitored the progress of their EL students and created strategic instructional plans for their ELD instruction. These data sets were also used to determine individual and small group instruction needed to fill learning gaps and/or strengthen areas of weakness during core instruction and targeted differentiated small group instruction.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	The principal and teachers used MAP, iReady, United to Read A2i, CAASPP, ELPAC and formative assessment data to track and monitor the progress of EL students. These data sets were used to determine individual and small group instruction needed to fill learning gaps and/or strengthen areas of weakness during RTI, integrated ELD and designated ELD instruction. The EL TOA met with grade level PLCs to provide professional development and support for the following: to analyze EL student data, Identify the needs of our EL students, determine appropriate instructional strategies for ELs & plan targeted support and next steps for ELD Instruction. The EL TOA also provided an overview of ELD Wonders materials & resources and supported teachers in aligning the appropriate materials to the students needs, based on student data. The EL TOA also provided professional development for teachers during a staff meeting to review and analyze EL reclassification data and criteria and then created strategic plans and action steps to support EL students that were close to being reclassified.
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 principal conducted learning walks to collect data and evidence of the implementation of the actions/services in the SPSA. SSC met in December to monitor SPSA actions and services for level of implementation and outcomes. In March, SSC will evaluate progress toward meeting the SPSA Goals and determine levels of implementation for each SPSA Action. Data and evidence is routinely shared with teachers individually, and as grade level PLCs.
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	The principal conducted learning walks to collect data and evidence related to the implementation of EL Program goals and actions/services in the SPSA. Teachers were given individual and specific feedback about their teaching practices. This data was used to plan support for teachers during staff meetings, PD sessions and grade level PLCs. The School Site Council met in December 2021 and March 2022 to evaluate progress toward meeting goals. Data and evidence was shared with teachers individually, as a staff and with the Instructional Leadership Team throughout the year to evaluate progress toward meeting our goals. EL Students participated in after school tutoring 4 days per week for one hour sessions, from September 2021 through December 2021. The ELAC and SSC reviewed the results and progress of the students and determined to continue providing this action/service based on the growth students made.

Standards, Assessment, and Accountability

Identified Needs based on Findings:

Based on our data analysis, we need to provide the following to students and teachers:

- * Continue providing time for the Instructional Leadership Team to collaborate and develop our strategic plans for implementing the SPSA and supporting the teachers and staff with implementation.
- * Continue providing extended learning opportunities for students. However, we need to begin providing instruction earlier in the year to maximize the potential for our students to make the gains needed to meet standards by the end of the year.
- * Continue providing staff development to our teachers to support the academic achievement and language acquisition of our ELs.
- * Continue providing structured PLC time for teachers to analyze student data and plan targeted instruction to meet students' needs with the support of the EL TOA and Common Core TOA.
- * Continue providing targeted instruction through Response to Intervention and extended learning opportunities for both our ELs and students not meeting standard, in both ELA and math.
- * Continue providing staff development for teachers. However, we need to narrow our focus to high leverage strategies for reading comprehension, math instruction for number sense and operations, and ELD instruction.

Staffing and Professional Development

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

Teachers participated in professional development regularly throughout the year focused on the following topics: Teaching for Effective Learning (TEL), teacher clarity (Learning Intentions and Success Criteria), student data analysis and program data analysis, targeted differentiated small group instruction, common formative assessment data analysis (identifying students who are not making adequate growth and students who are below grade level) and planning instruction based on results, supporting EL students & ELD instruction, iReady, and United to Read.

Learning walks, student data and input from staff and parents were used to identify needs and topics covered during PD sessions.

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

Teachers worked in their PLCs with the support of the Common Core TOA, EL TOA and Principal, focusing on the following areas: planning and delivering targeted differentiated small group instruction to all students planning and delivering rigorous, engaging instruction to all students, analyzing progress monitoring data and planning targeted instruction based on this data.

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

Teachers were provided coverage to attend structured PLCs with the support of the Common Core TOA, EL TOA and Principal, for at least 1 hour weekly and PLC time during staff meetings focusing on the following areas: planning and delivering targeted differentiated small group instruction to meet the varying needs of all students, analyzing progress monitoring data and planning targeted instruction based on this data. The time teachers spent working in PLCs was directly aligned to the professional development that was provided through PD sessions and coaching support with the Common Core TOA and EL TOA. Time for teachers to collaborate in their grade level PLCs was also embedded into the PD sessions that were provided throughout the school year.

Identified Needs based on Findings:

Staffing and Professional Development

Based on our iReady data and A2i data over the course of 2021-2022, our students have made academic progress as a result of the PD opportunities and structured PLC time that teachers engaged in with the support of our Common Core TOA and EL TOA throughout the school year. Based on these findings, we need to continue providing PD opportunities and structured PLC support for teachers with the support of our Common Core TOA and EL TOA. We also need to continue focusing on the following areas: planning and delivering differentiated targeted instruction to meet the varying needs of all students, analyzing progress monitoring data and planning targeted instruction based on this data.

Teaching and Learning

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

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
- * TK-5th grade Wonders, McGraw Hill
- * TK-5th Social Studies Alive! TCI
- * Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.

Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.

Teachers utilize differentiated instructional groups both during class and during Response to Intervention Time in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, WonderWorks, and Lexia. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.

Teachers were provided professional development to focus on aligning curriculum instruction and use of materials and assessments during structured PLC time and staff meetings with the support of the Common Core TOA and Principal. Teachers worked in their grade level PLCs to identify high priority standards, write learning intentions and success criteria and plan instruction and assessments aligned to these learning intentions. Teachers were provided time to work with their grade level peers to select appropriate instructional materials, both core and supplemental, to teach the high priority standards. The Instructional Leadership Team was provided professional development sessions with Kristin Anderson, an outside consultant provided by the district, to focus on developing teacher clarity and building capacity for writing learning intentions and success criteria and delivering lessons aligned to the learning goals. The Instructional Leadership Team provided staff development and support to their peers during staff meetings and structured PLCs related to this work. As a school, we developed a 3 phase progression of implementing Learning Intentions and Success Criteria. Teachers were given time to reflect on their practices, identify the phase they were in and develop professional goals and next steps to move their implementation forward.

Teaching and Learning

<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.</p> <p>Additionally, we implemented our Pathways to My World & My Future Program to provide enrichment opportunities, focused on STEAM, to all students in 1st-6th grades. We held an assembly on 8/22/2019 to introduce the program to students and the variety of Pathways that they could choose to participate in. Students began attending their Pathways classes on 9/4/2019. We were able to provide 4 sessions throughout the year: Session #1: 9/4/2019-10/9/2019, Session #2: 10/30/2019-12/11/2019, Session #3: 1/29/2020-2/26/2020, and Session #4: 3/4/2020-3/11/2020 (originally scheduled to go through 4/1/2020; only 2 weeks due to COVID-19 school closure). The following Pathway classes were provided: Arts & Crafts w/Mrs. Lind, Painting, Rock Painting & Kindness Challenge, Keyboarding, Drawing, Chess, Sewing, Art (African, Australian, Chinese, Mexican Art), Robotics, Yearbook, Engineering, Acting, Prop & Set Design, Website Design, Games Around the World, Checkers, Origami, Backgammon, Card Games, Gardening, Sock Puppet Theater, Blokus, Coding, Fairy Tale Art, Math Games, Minecraft, Science Projects, and Dominoes. Our students who participate in the Action 101 and Prop & Set Design classes performed twice during the year for students and parents.</p>
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Identified Needs based on Findings:

Continue providing teachers ongoing professional development to support the implementation of instructional materials and strategies in all core subject areas to increase student mastery of content standards. Based on the qualitative and quantitative data, we can see the time teachers spent collaborating in their structured PLCs and PD sessions with the Common Core TOA and EL TOA impacted student achievement positively. Focusing on building teacher capacity through these avenues in the areas of selecting high priority standards, writing learning intentions and success criteria, and delivering instruction aligned to the learning intentions and success criteria, continues to be a need as we pursue moving from phase 1 of school wide implementation to phase 2 and 3 of school wide implementation. Additionally, based on increased student engagement and student, parent, and staff feedback, we need to continue providing our Pathways to My World and My Future Program. Additionally, we need to streamline our classes that are offered to ensure that they are directly aligned to STEAM and support students in building 21st Century Skills: Creativity, Collaboration, Communication, Critical Thinking, Citizenship and Character.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>In order to support the needs of our underperforming students in each of our student groups, our teachers provided targeted and differentiated instruction during the school day through Response to Intervention instruction, to support their academic progress towards meeting standards in reading (K-6th) and math (4th-6th). Our Bilingual Aide provided targeted support to our EL students to support progress towards meeting standards in reading, language and math. The Intervention Support Teacher provided targeted literacy interventions to students during the regular school day. The RSP Teacher provided targeted support and instruction to our students w/disabilities.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Based on our ELA CA Dashboard data, each of our students groups increased and made progress and we do not have any achievement gaps between "All Students" and our English Learners and Socio-Economically Disadvantaged Students. However, there are disparities in achievement between our current English Learners and Students with Disabilities. Overall, we are 18 points further away from meeting standards than our district and 33 points away from meeting standard than the</p>

Opportunity and Equal Educational Access

	<p>state. Some root causes for these results can be attributed to students having limited academic vocabulary, students needing more time and practice with foundational reading skills and reading comprehension concepts, students having limited access to high interest books at their level, students not getting enough independent reading minutes with books at their level, and students lacking the motivation to read. In addition, our students with disabilities have identified learning disabilities that require additional time, support and resources to ensure progress toward grade level standards. Lastly, parents often struggle with helping their students with reading at home.</p> <p>Based on our math CA Dashboard data, each of our student groups increased and made progress. In fact, our English Learners increased significantly in math. The data does not show any achievement gaps between "All Students" and our English Learners and Socio-Economically Disadvantaged Students. However, there are disparities in achievement between our current English Learners, English Only students and students with disabilities. Overall, we are 4 points further away from meeting standards than our district and 44 points away from meeting standard than the state. Some root causes for these results can be attributed to students having limited math vocabulary and students needing more time and practice with foundational math skills, number sense concepts and problem solving skills. In addition, our students with disabilities have identified learning disabilities that require additional time, support and resources to ensure progress toward grade level standards. Lastly, parents and students often struggle with the Common Core math concepts (building a conceptual understanding of math versus procedural understanding of math).</p>
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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>	<p>SPSA Actions and Services that have been implemented are meeting all students' needs. Tutoring has not been implemented therefore students in need of additional targeted instruction outside the regular school day have not been met.</p>
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Identified Needs based on Findings:

Students need additional targeted instruction/tutoring outside the regular school day that does not rely solely on teacher additional hourly.

Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>Our Community Aide provides families with notifications regarding school events, meetings and informational updates.</p> <p>Translation services are provided.</p> <p>Coffee with the Counselor is occurring monthly.</p> <p>Parents of English Learners participated in a workshop on how to understand the ELPAC report, what students need in order to progress on the ELPAC, and ways for parents to support their child's(ren's) progress in learning English as measured by the ELPAC.</p>
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Parental Engagement

Identified Needs based on Findings:

Students and families would benefit from a full-time counselor.
 Parents need support/strategies in reading with their child(ren) at home.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.	The district uses SUPC and general funds to provide an RSP teacher and Aide to support students with IEPs, a part-time counselor, Enrichment Teachers, and a Bilingual Aide.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	The district utilizes Title I to provide a full-time ELA Intervention Teacher and Intervention TOA. Title III funds are partially used to provide an EL TOA. Site Title I has provided guided reading books for small group, differentiated instruction.

Identified Needs based on Findings:

Students and families would benefit from a full-time counselor.

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.	<p>In December 2021 and March 2022, SSC met to conduct progress monitoring on SPSA actions and services to review implementation and outcomes.</p> <p>In April, ELAC and SSC met to determine which actions and services to continue, modify, and discontinue based on the progress monitoring. ELAC agreed to continue the current actions and services and requested specific topics for more parent workshops (How to Read w/My Child, Help w/Basic Reading Foundational Skills Help w/Basic Math Foundational Skills, and How to Access Online Tutoring Services (Paper Tutoring) . SSC developed the SPSA actions and services based on anticipated needs of students.</p> <p>In May with input from ELAC, SSC reviewed and approved the 2022-2023 SPSA actions and services.</p>
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Identified Needs based on Findings:

Continue providing the virtual platform for members to participate.

SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	<ul style="list-style-type: none"> * Teachers will be provided professional development focused on aligning curriculum, instruction and assessments (both formative & summative) to address the varying needs of the students based on data. *Through their PLCs and work with the district TOAs, teachers will plan instruction that is based on their progress monitoring data and strategically targeted to meet the needs of their various student groups: foster youth, homeless, students with disabilities and English Learners for their RTI instruction. *Teachers will receive professional development and support from district TOAs to support implementation of the following instructional strategies/curriculum: Kagan Cooperative Learning, Thinking Maps, Write from the Beginning, Wonders, Wonders for English Language Development, United to Read, Study Sync, and My Math. This will improve teacher capacity to teach the core subject areas. *Provide parent workshops to support parents with understanding and using iReady and MAP assessment data. Parents will also use the MAP data to support learning at home. * Use technology to support student learning including the use of digital instructional subscriptions. * Support effective English Language Development through teacher training, PLCs and after school tutoring. * Implement Positive Behavior Interventions and Supports school wide. 	<ul style="list-style-type: none"> * PD/PLCs monthly August-May * Parent Workshops monthly August-May * ELD Instruction daily * PBIS daily
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	<ul style="list-style-type: none"> * GATE students attend after school enrichment. * We will re-launch our Pathways Program to provide students multiple STEAM learning opportunities. * Through their PLCs and work with the district TOAs, teachers will plan instruction that is based on progress monitoring data and strategically targeted to meet the needs of their various student 	<ul style="list-style-type: none"> * GATE activities 3 times a year * Pathways Program 2-3 6 week cycles per year * PD/PLCs monthly August-May

	<p>groups: ELs, foster youth, homeless, students with disabilities and English Learners for their RTI instruction.</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"> * After school tutoring will be provided to students not meeting standards in ELA and math; including foster youth, homeless, English Learners and students w/disabilities. * We will continue to implement a systematic and comprehensive Response to Intervention Plan for ALL students in Kinder-6th grades. * Teachers will receive professional development to support the implementation of a systematic and comprehensive Response to Intervention Plan for ALL students in TK-6th grades. * Teachers will increase monitoring of student progress and student subgroups, through the implementation of formative assessments and data analysis. * Teachers will have access to supplemental materials in reading, writing, language and math to differentiate and individualize instruction for students. 	<ul style="list-style-type: none"> * Tutoring 6-8 week cycles October & February * RTI daily August-May * PD monthly August-May * PLCs monthly August-May * Supplemental Instructional Materials daily August-May

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)	-40.9	>= -25.9
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-67.3	>= -52.3
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.58 (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)	-0.95 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	28%	>= 25%

Identified Need(s):	<p>MAP, A2i, and iReady data indicate a need to build students' foundational reading skills, reading comprehension skills and math skills. Learning Walk data indicates a need to build students' 21st Century Skills.</p> <p>ELAC and SSC parent input indicates a need to develop parent understanding of the iReady program and understanding of their child's MAP assessment data. Parents also need support to determine how to use their child's data (A2i, iReady, MAP, ELPAC, etc.) to support learning at home.</p>
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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
A- Provide after school tutoring to build students' foundational skills for reading, reading comprehension and math.	iReady Standards Mastery Data for	* Students performing below grade level	Principal, Tutoring Staff	\$3,342	\$2,770

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
<ul style="list-style-type: none"> * Certificated/Classified Additional Hourly/Sub Hourly * Supplemental Instructional Materials * Supplemental Printing * Contracted Services 	Participating Students	* Students Performing 3 or more years below grade level			
B- Provide differentiated instruction to support student learning. <ul style="list-style-type: none"> * Books, Magazines, Digital Readers * Supplemental Instructional Materials * Instructional Subscriptions * Teacher Additional Hourly for SIT Coordinators * Supplemental Printing * Laminator & Supplies * Paraprofessional Salary & Benefits * Peer Tutoring Training Costs * Contracted Services 	Destiny Reports, iReady Data, SIT Meeting Documentation	ALL	Principal, Librarian, Teachers, Secretary	\$5,000	\$0
C- Provide awards to motivate students to improve their academics. <ul style="list-style-type: none"> * Printing * Certificates * Educationally Related Awards 	Number of Awards Earned	ALL	Principal, Teachers, Secretary	\$250	\$0
D- Implement AVID strategies to help students manage their assignments and organize their learning materials. <ul style="list-style-type: none"> * Organizational Tools/Instructional Materials * Weekly Agendas (K-2nd) * Daily Agendas (3rd-6th) * Contracted Services 	Observational Learning Walk Data	ALL	Principal, Teachers, Secretary	\$800	\$0

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
E- Provide professional development to support Visible Learning, technology and PBIS. * Certificated/Classified Additional Hourly/Sub Hourly * Substitute Coverage * Contracted Services * Professional Books/PD Materials * Travel & Conference Related Fees	Observational Learning Walk Data	ALL	Principal, Instructional Leadership Team, Common Core TOA, EL TOA, Teachers	\$2,000	\$0
F- Provide structured PLC collaboration time for student data analysis and planning. * Certificated/Classified Additional Hourly/Sub Hourly * Substitute Coverage * Supplemental Printing * Contracted Services	Observational Learning Walk Data	ALL	Principal, Common Core TOA, EL TOA, Teachers	\$2,000	\$0
G- Provide enrichment opportunities in STEAM to support students in building 21st Century Skills in all content areas. * Science and Project Materials * Art Supplies * Math Games and Manipulatives * Robotics and Coding Technology * Instructional Software and Digital Resources * Contracted Services	Observational Learning Walk Data, Student Surveys, Teacher Surveys	ALL	Principal, Teachers, Secretary	\$0	\$0
H- Using Technology to Support Student Learning * Instructional Subscriptions * Instructional Software * Student Laptops * Headphones	Observational Learning Walk Data	ALL	Principal, Teachers, Common Core TOA, EL TOA, Support from Technology Department, Secretary	\$0	\$12,032

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
<ul style="list-style-type: none"> * Mice * TVs, TV materials, and Installation * Document Cameras 					
I- Provide parent trainings and workshops on strategies to support students' academic achievement and behavior needs. <ul style="list-style-type: none"> * Contracted Services * Training Materials * Teacher Hourly * Community Aide Hourly for Translation/Interpreter Services * Supplemental Printing * Childcare 	Parent & Family Engagement Log, Parent Surveys	ALL	Principal, Teachers, Community Aide	\$4,850	\$0
Total Estimated Cost for This Goal:				18,242	14,802

Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in reading and math through the use of high leverage instructional strategies that support ELs and targeted small group support.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-38.1	>= -23.1
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-64.7	>= -49.7
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.79 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.15	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.27 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	MAP and CAASPP data indicate that our EL students need to focus on building reading (foundational skills and comprehension) and math skills.
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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
1aA- Provide professional development on high leverage instructional strategies for ELs in reading and math as well as vocabulary development during integrated ELD instruction.. * Certificated/Classified Additional Hourly/Sub Hourly * Professional Books/Resources * Substitute Coverage	Observational Learning Walk Data	All English Language Learners	Principal, EL TOA, Common Core TOA, Bilingual Aide, Teachers	\$1,000	\$0

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
* Contracted Services					
1aB- Provide structured PLC collaboration time for ELD Instruction to facilitate EL student data analysis and targeted instructional planning for reading and math. * Certificated/Classified Additional Hourly/Sub Hourly * Substitute Coverage * Professional Books	Observational Learning Walk Data	All English Language Learners w/an emphasis on ELs at risk of becoming Long Term ELs and Long Term ELs	Principal, Instructional Leadership Team, Common Core TOA, EL TOA, Teachers	\$2,000	\$0
1aC- Provide targeted small group instruction for EL students to improve their reading and language skills. * Certificated/Classified Additional Hourly/Sub Hourly * Substitute Coverage * Printing * Supplemental Instructional Materials & Supplies	iReady Reading & Math Data, Intervention Pre & Post Assessment Data	3rd-6th Grade Level 3's & 4's and/or ELs at risk of becoming Long Term ELs and Long Term ELs	Principal, EL TOA, Common Core TOA, Bilingual Aide, Teachers	\$0	\$0
1aD- Provide parent workshops for parents of ELs to provide information, resources, and strategies for supporting their child's progress in becoming fluent English proficient. Topics: * Reclassification Criteria & Process * Understanding the ELPAC * Preparing My Child for the ELPAC * Thinking Maps 101 to Support Reading Comprehension * Literacy Pro & Selecting A Book @ My Child's Level * Understanding & Using iReady	Parent Workshop Documentation, Participation Data	All English Language Learners	Principal, EL TOA, Community Aide, Bilingual Aide, Teachers	\$500	\$0

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
* Understanding My Child's MAP Scores Expenditures: * Supplemental Materials & Printing * Contracted Services					
Total Estimated Cost for This Goal:				3,500	0

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading comprehension skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	45.6%	>= 48.6%

Identified Need(s):	MAP, ELPI, and ELPAC data indicate a need to focus on building EL students' receptive language skills by developing their reading comprehension skills.
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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
1bA- Provide professional development on high leverage instructional strategies for designated ELD Instruction to support reading comprehension skills. * Certificated/Classified Hourly/Sub Hourly * Professional Books/Resources * Substitute Coverage * Contracted Services	Observational Learning Walk Data	All English Language Learners w/an emphasis on ELs at risk of becoming Long Term ELs and Long Term ELs	Principal, EL TOA, Bilingual Aide, Teachers	\$2,000	\$0
1bB- Provide targeted small group intervention for ELs to support reading comprehension skills. * Instructional Software * Supplemental Instructional Materials & Organizational Supplies * Supplemental Printing * Contracted Services	Intervention Pre & Post Assessment Data	K-6th Grade Level 1's, 2's and 3's and/or ELs at risk of becoming Long Term ELs and Long Term ELs	Principal, EL TOA, Bilingual Aide, Teachers	\$3,750	\$0

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:				5,750	0

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	28.3%	>= 31.3%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-50.9	>= -35.9
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.27 Fall 3rd to Fall 4th: -0.94	>= 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: 44% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 30% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 66% 24-25 3rd Gr. Cohort (21-22 Kinder): 38%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 34% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 20% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 56% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 28%

Identified Need(s):	MAP and A2i data indicate that Kindergarten through 3rd grade students need to build foundational reading skills and reading comprehension skills in order to be proficient readers by the end of 3rd grade.
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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 professional development to support teachers in implementing high leverage instructional strategies in reading, both foundational skills and comprehension skills. * Certificated/Classified Hourly/Sub Hourly * Educational Consultant Fees & Related Materials * Professional Books/Resources * Substitute Coverage * contracted Services	Observational Learning Walk Data	Kindergarten-3rd Grade Students	Principal, Common Core TOA, Teachers	\$0	\$0

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
2B- Provide targeted small group instruction to build foundational reading skills and comprehension. * Supplemental Instructional Materials * Supplemental Printing * Contracted Services	Observational Learning Walk Data, iReady Data, A2i Data	Kindergarten-3rd Grade Students	Principal, Common Core TOA, Teachers	\$0	\$0
Total Estimated Cost for This Goal:				0	0

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A- Provide after school tutoring to build students' foundational skills for reading, reading comprehension and math.</p> <ul style="list-style-type: none"> * Certificated/Classified Additional Hourly/Sub Hourly * Supplemental Instructional Materials * Supplemental Printing * Contracted Services 	<ul style="list-style-type: none"> * Tutoring: K-6th Grade Students * After School Intervention: K-2: Students performing below grade level * After School Intervention 3rd-6th: Students Performing 2 or more years below grade level 	\$35,000	Principal, Secretary, Teachers
<p>1B- Provide differentiated instruction to support student learning.</p> <ul style="list-style-type: none"> * Books, Magazines, Digital Readers * Supplemental Instructional Materials * Teacher Additional Hourly for SIT Coordinators * Supplemental Printing * Laminator & Supplies * Paraprofessional Salary & Benefits * Peer Tutoring Training Costs * Contracted Services 	ALL	\$50,000	Principal, Librarian, Secretary, Teachers, Common Core TOA, EL TOA
<p>1E- Provide professional development to support Differentiated Instruction, Visible Learning, technology and PBIS.</p> <ul style="list-style-type: none"> * Certificated/Classified Additional Hourly/Sub Hourly * Substitute Coverage * Contracted Services * Professional Books/PD Materials * Travel & Conference Related Fees 	ALL	\$40,000	Principal, Teachers, Common Core TOA, EL TOA
<p>1F- Provide structured PLC collaboration time for student data analysis and planning.</p> <ul style="list-style-type: none"> * Certificated/Classified Additional Hourly/Sub Hourly * Substitute Coverage * Supplemental Printing 	ALL	\$40,000	Principal, Instructional Leadership Team, Common Core TOA, EL TOA, Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
* Contracted Services			
1G- Provide enrichment opportunities in STEAM to support students in building 21st Century Skills in all content areas. * Science and Project Materials * Art Supplies * Math Games and Manipulatives * Robotics and Coding Technology * Instructional Software and Digital Resources * Contracted Services	ALL	\$25,000	Principal, Secretary, Teachers
1H- Using Technology to Support Student Learning * Instructional Subscriptions * Instructional Software * Student Laptops * Headphones * Mice * TVs, TV materials, and Installation * Document Cameras	ALL	\$50,000	Principal, Secretary, Teachers
1aA- Provide professional development on high leverage instructional strategies for ELs in reading and math as well as vocabulary development during integrated ELD instruction. * Certificated/Classified Additional Hourly/Sub Hourly * Professional Books/Resources * Substitute Coverage * Contracted Services	All English Language Learners	\$40,000	Principal, EL TOA, Common Core TOA, Bilingual Aide, Teachers
1aB- Provide structured PLC collaboration time for ELD Instruction to facilitate EL student data analysis and targeted instructional planning for reading and math. * Certificated/Classified Additional Hourly/Sub Hourly * Substitute Coverage * Professional Books	All English Language Learners w/an emphasis on ELs at risk of becoming Long Term ELs and Long Term ELs	\$40,000	Principal, Instructional Leadership Team, Common Core TOA, EL TOA, Teachers

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1aC- Provide targeted small group instruction for EL students to improve their reading and language skills.</p> <ul style="list-style-type: none"> * Certificated/Classified Additional Hourly/Sub Hourly * Substitute Coverage * Printing * Supplemental Instructional Materials & Supplies 	<p>3rd-6th Grade Level 3's & 4's and/or ELs at risk of becoming Long Term ELs and Long Term ELs</p>	<p>\$40,000</p>	<p>Principal, EL TOA, Common Core TOA, Bilingual Aide, Teachers</p>
<p>1bA- Provide professional development on high leverage instructional strategies for designated ELD Instruction to support reading comprehension skills.</p> <ul style="list-style-type: none"> * Certificated/Classified Hourly/Sub Hourly * Professional Books/Resources * Substitute Coverage * Contracted Services 	<p>All English Language Learners w/an emphasis on ELs at risk of becoming Long Term ELs and Long Term ELs</p>	<p>\$40,000</p>	<p>Principal, EL TOA, Bilingual Aide, Teachers</p>
<p>1bB- Provide targeted small group intervention for ELs to support reading comprehension skills.</p> <ul style="list-style-type: none"> * Instructional Software * Supplemental Instructional Materials & Organizational Supplies * Supplemental Printing * Contracted Services 	<p>K-6th Grade Level 1's, 2's and 3's and/or ELs at risk of becoming Long Term ELs and Long Term ELs</p>	<p>\$25,000</p>	<p>Principal, EL TOA, Bilingual Aide, Teachers</p>
<p>2A- Provide professional development to support teachers in implementing high leverage instructional strategies in reading, both foundational skills and comprehension skills.</p> <ul style="list-style-type: none"> * Certificated/Classified Hourly/Sub Hourly * Educational Consultant Fees & Related Materials * Professional Books/Resources * Substitute Coverage * Contracted Services 	<p>Kindergarten-3rd Grade Students</p>	<p>\$40,000</p>	<p>Principal, Common Core TOA, Teachers</p>
<p>2B- Provide targeted small group instruction to build foundational reading skills and comprehension.</p> <ul style="list-style-type: none"> * Supplemental Instructional Materials * Supplemental Printing * Contracted Services 	<p>Kindergarten-3rd Grade Students</p>	<p>\$25,000</p>	<p>Principal, Common Core TOA, Teachers</p>

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	27,492
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).	1,209
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)	14,802
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		42,294
Total amount of state funds spent (SUPC)		14,802
Total amount of federal funds spent (Title I)		27,492
Total amount of state and federal funds spent		42,294
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
Amanda Colon	Principal	Not-Applicable	Not-Applicable	1
Lateefah King	Classroom Teacher	2 year	May 2023	1
Evelyn Taylor	Classroom Teacher	2 year	May 2023	1
Debbie Christopher	Classroom Teacher	2 year	May 2022	1
Norma Yauney	Other Staff Member: Community Liaison	2 year	May 2023	1
Nicole Harris	Parent/Community Member	2 year	May 2023	1
Daniela Ramos	Parent/Community Member	2 year	May 2023	1
Diana Martinez	Parent/Community Member	2 year	May 2022	1
Casey Daniel	Parent/Community Member	2 year	May 2023	1
Monique Hanks	Parent/Community Member	2 year	May 2022	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/5/2022.

Attested:

Principal, Amanda Colon on 5/5/2022

SSC Chairperson, Casey Daniel on 5/5/2022

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

Name of School: Locust 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 + Carolina Vasquez 5/12/22
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: 5/5/2022.

Attested:

Amanda Colon
Typed name of School Principal

Amanda S. Colon 5.5.2022
Signature of School Principal Date

Casey Daniel
Typed name of SSC Chairperson

Casey Daniel 5/9/22
Electronic Signature of SSC Chairperson Date