

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Tokay Elementary 36 67710 6102933		SSC Approval Date: May 10, 2022
School Address	7846 Tokay Avenue, Fontana, CA 92336		Local Governing Board Approval Date: pending approval on 6/8/2022
			Original
Name of Principal	Rebecca Hinojosa	Phone # and Email	(909) 357-5770, Rebecca.Hinojosa@fusd.net
Name of SSC Chairperson	Carmen Zuniga	Phone # and Email	(909), carmen.zuniga1@gmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

The fundamental purpose of the staff is to assure student learning. Our mission is to provide a quality education that encompasses high-expectations and optimal learning for the academic growth of all students. We are a STEM (Science, Technology, Engineering, Mathematics) Formation school where we emphasize creativity, collaboration, critical thinking, and communication. Our vision is to approach daily instruction with a positive attitude to build lifelong learners to be the future leaders of America.

SCHOOL AND COMMUNITY PROFILE

Tokay is a single-track, elementary school serving approximately 476 students in Pre-K through fifth grade. The Tokay staff works to build a positive school environment by doing what's best for students. Our staff members include 17-Tk-5 classroom teachers, 1 preschool teacher, 1 resource specialist support teacher, 1 special day class teacher, half time speech teacher, an instructional support teacher, 1 instructional support aide, 1 library tech, 1 bilingual aide, 4 office support staff, school site aides, kitchen operators, and custodians. In addition, we have a full time counselor and a half time psychologist.

Technology is an important part of the Tokay community. All classrooms have full internet access, with 3 to 5 computers. Each student has his/her own device. Also, all our TK-K classes having rolling laptop carts that are used to provide differentiation in the classroom. Our student computer intervention programs include Accelerated Reader (A.R.), Lexia, Read 180, System 44 and Moby Max. There are projectors, and document cameras in most of our classrooms. In addition, the multi-purpose room is equipped with a large, roll up viewing screen and technology hook-ups to use for staff, student, and/or parent presentations.

Tokay is a Title 1 School Wide Program School. School Site Council (SSC) meets to review the implementation and outcomes of planned actions and services.

Professional Learning Communities (PLCs) play a large role in the collaborations of teachers at Tokay. Teachers meet two times a month. In addition, release time is allotted for grade levels to meet and accomplish planning time at least 2 days per school year. During PLC, we focus on student learning, collaboration, and data results in an effort to meet the Common Core State Standards. We adjust instructional practices and interventions as needed. Part of the focus for PLC's this year is to continue United2Read(A2i) and continue as a STEM formation school through Discovery Education.

Our goals are to improve classroom instruction, develop an effective Response to Intervention (RTI) block, and increase student proficiency. These goals will be met by collaborating in bi-weekly PLCs. In addition, the Tokay staff will have half-day PLC's to broaden knowledge of Common Core State Standards (CCSS), participate in instructional coaching, and increase knowledge of data analysis.

SCHOOL BACKGROUND

Tokay is committed to creating student leaders. A fully functioning student council meets biweekly. Students vote for officers each Spring. Students are recommended by their teachers in order to participate. Students plan activities and community events for the year.

Parents are offered opportunities for involvement through, School Site Council (SSC), and English Learner Advisory Committee, (ELAC) and the Adult Education class also offers English as a Second Language class for parents and community members.

SPSA HIGHLIGHTS (bullet points)

- Emphasis on STEAM throughout classrooms
- Teachers focused on small group instruction and differentiation.

INCREASED OR IMPROVED SERVICES (bullet points)

- Continued programs in afterschool tutoring to assist struggling students to meet targets in Math and decreased the distance from standard.
- Continued use of software programs like Accelerated Reader (A.R.) to assist all students with comprehension and reading to meet targets in Reading
- Continued support with Time for Kids/ Story works magazines to supplement Close Reading
- Continued support in purchasing materials for small group instruction in an effort to have differentiated instruction
- Additional training for K/1/2/3 teachers in Early Literacy through the A2i (United2Read)
- Additional funding for PLC/ Professional Development to further the process
- Additional supports from Teaching and Learning through Teachers on Assignment assisting and coaching teachers
- Additional supports from the Professional Development Department for STEM opportunities.
- Additional supports for English Learners through various programs and use of strategies.
- Additional English Language Development (ELD) workshops for teachers and support from EL TOA.

MOONSHOT

At Tokay we strive to prepare all students to be successful in the future with an emphasis on STEAM and instill a lifelong love of learning. In addition to the regular day, Saturday school activities and a summer enrichment program include STEAM engagement.

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
476	93.1	33.4	1.7

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	159	33.4
Foster Youth	8	1.7
Homeless	5	1.1
Socioeconomically Disadvantaged	443	93.1
Students with Disabilities	41	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	4.4
American Indian or Alaska Native		
Asian	5	1.1
Filipino	3	0.6
Hispanic	415	87.2
Two or More Races	10	2.1
Native Hawaiian or Pacific Islander	5	1.1
White	17	3.6

These data points indicate:

1. Student demographic data indicates that there is currently 93.1 % of students in the socioeconomically disadvantaged. This is a significant student group.
2. Student demographic data indicates that there is currently 33.4% of students in the English Learner student group. This is a significant student group.
3. Student demographic data indicates that there is 8.6% of students with disabilities, 1.7 foster youth and 1.1 Homeless. Although numbers are small, there is still a need to focus on these groups.

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



Green

These data points indicate:

1. Student performance data indicates that the suspension rate is Tokay's highest area of performance.
2. Student performance data indicates that the chronic absenteeism rate is Tokay's lowest area of performance.

School and Student Performance Data

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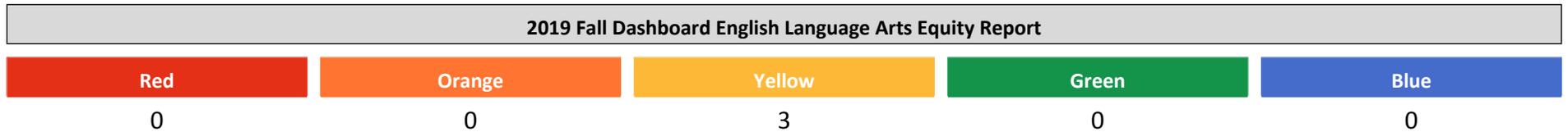
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 33.7 points below standard Increased ++8.7 points 251	 Yellow 38.8 points below standard Increased ++12.4 points 139	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 35.7 points below standard Increased ++10.3 points 224	 No Performance Color 57.9 points below standard Increased Significantly ++44.7 points 23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 58.1 points below standard Increased Significantly ++20.1 points 13	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.1 points below standard Increased ++8.8 points 226	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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
65.8 points below standard Increased ++10.1 points 100	30.4 points above standard Maintained ++0.1 points 39	34.6 points below standard Increased ++3.2 points 103

These data points indicate:

- The EL student group increased their average DFS in ELA by 3.7 more points than the ALL student group at Tokay.
- The African American student group increased 11.3 points on average more in Smarter Balanced ELA than the Hispanic student group in 2018-2019.

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3. There is a significant achievement gap in ELA between current English Learners and English Only students.

School and Student Performance Data

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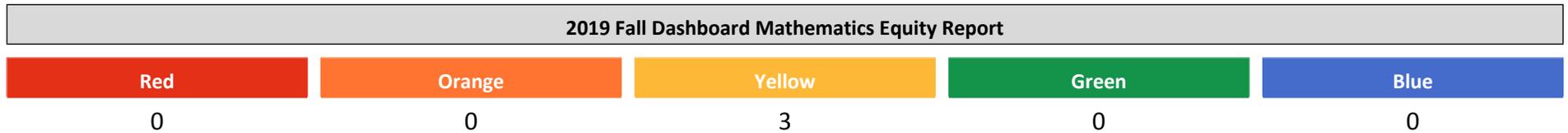
A review of the following data informs the comprehensive needs assessment.

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

52.5 points below standard

Increased ++12.9 points

250

English Learners


Yellow

52.7 points below standard

Increased
Significantly
++15.2 points

138

Foster Youth


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5

Homeless


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Socioeconomically Disadvantaged


Yellow

52.1 points below standard

Increased
Significantly
++15.6 points

223

Students with Disabilities


No Performance Color

106 points below standard

Increased ++3.1 points

22

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 79.3 points below standard Increased Significantly ++23.4 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 52.5 points below standard Increased ++12.7 points 226	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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
74.7 points below standard Increased ++13.6 points 99	3 points above standard Increased ++3.6 points 39	57.3 points below standard Increased ++10.4 points 103

These data points indicate:

1. The All student group, EL student group, Socioeconomically disadvantaged student group, and Hispanic student group are all within 52 points DFS in the Smarter Balanced Math.

2. The statistically significant student groups on average have an increase of 14 points. They are all relatively close in math.
3. There is an achievement gap between current English learners and English only students of 17.4 points below standard in Smarter Balanced Math. Although both groups see an increase, specialized vocabulary instruction in math needs to be researched to close the gap.

School and Student Performance Data

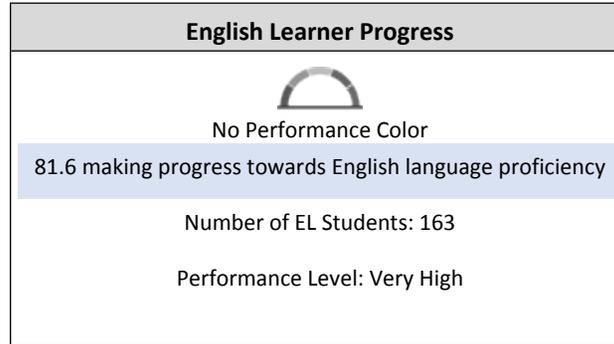
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
2.4	15.9	3.6	77.9

These data points indicate:

- English Learner Progress towards proficiency on ELPAC shows 81.6 percent making progress. The performance is in the very high level.
- English Learner Progress indicated that 15.9% of students tested maintained their levels on the ELPAC assessment.

3. English Learner Progress indicated that 2.4% of students decreased one level. Conversations to see what the challenge was for these students need to take place.

School and Student Performance Data

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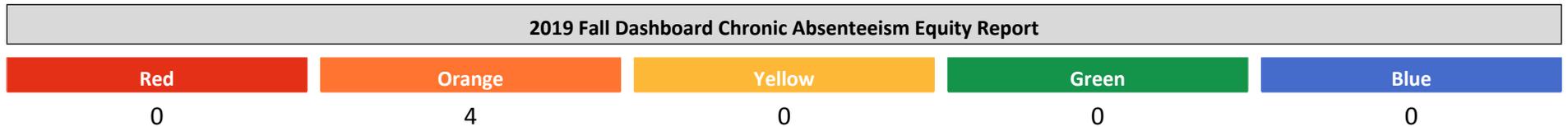
A review of the following data informs the comprehensive needs assessment.

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 11.5 Increased +0.6 547	 Orange 8.4 Increased +1.1 202	 No Performance Color 20 Increased +12.3 15
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Orange 11.6 Maintained +0.1 476	 Orange 24 Declined -6.8 50

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.3 Declined -16.8 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.4 Increased +1.4 475	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 16.7 Increased +1.3 18

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	67	13.7
Female	235	28	12.3
Male	270	39	14.9
American Indian or Alaska Native	0	0	0.0
Asian	5	1	20.0
Black or African American	24	5	21.7
Filipino	3	0	0.0
Hispanic or Latino	438	54	12.7
Native Hawaiian or Pacific Islander	4	3	75.0
Two or More Races	11	1	9.1
White	20	3	16.7
English Learners	177	18	10.3
Foster Youth	11	3	33.3
Homeless	11	4	36.4
Socioeconomically Disadvantaged	460	62	13.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	48	7	15.9

These data points indicate:

1. According to student performance data, the all student group showed an increase in chronic absenteeism of 2.2 %. There is a focus with calling home, attendance incentives and home visits.
2. According to student performance data, African American students show an increase in chronic absenteeism of 15.4 % from 2021. Also, Hispanic students show 1.3% increase in chronic absenteeism. Both these groups need to be monitored by home visits, phone calls home and providing attendance incentives.
3. According to student performance data, there is a significant disproportionality in chronic absentee rates for students with disabilities, although they did show a decline of 8.1% from the previous year. Their attendance rates will need to be closely monitored.

School and Student Performance Data

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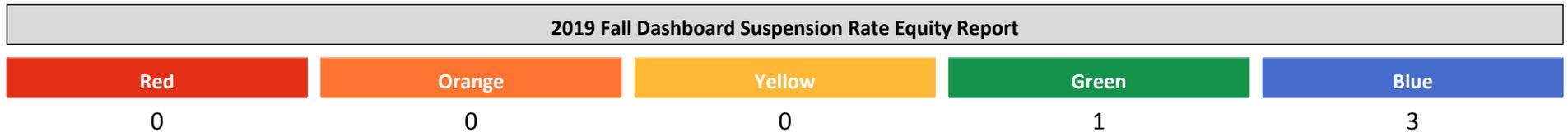
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 0.9 Maintained -0.2 576	 Blue 0 Declined -0.8 211	 No Performance Color 5.3 Declined -1.4 19
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 11	 Green 0.8 Declined -0.4 498	 Blue 0 Declined -7 52

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.1 Increased +2.6 33		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Declined -0.6 496	 No Performance Color 0 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 5 Increased +5 20

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	0.9

These data points indicate:

1. According to student performance data, the ALL student group declined in suspensions in 2019 by 0.2%.
2. According to student performance data, the English Learner student group declined in suspensions by 0.8% in 2019.
3. According to student performance data, the students with disabilities subgroup declined by 7% in 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)	-0.35 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.52
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.96 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Renaissance Learning(A.R.): percent usage and average growth in grade equivalency	80% usage 0.5 growth in grade equivalency
Site Specific Measures: Afterschool Math Program: Percent of students achieving mastery of the 4 targeted skills	80%

These data points indicate:

Student performance data indicates that students made less than a year's growth in both reading and math. The most significant need to accelerate growth is in math where students made half as much growth as they did in reading.

The goal of Accelerated reader is for students to achieve a year's growth. Accelerated Reader data indicates student usage on a regular basis of about 80% and the average growth seen is .5 grade equivalency.

The after school math program was focused on the four targeted skills which were: division, multiplication, double digit addition and double digit subtraction. These skills were chosen based on MAPS data as students demonstrated a need.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.58 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.79
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.14 (Excludes K-2 due to invalid Fall 2020 results)

Academic Data – English Learners (EL)	
Site Specific Measures: Classroom observation Data: percent of teachers implementing EL strategies	100%
Site Specific Measures:	

These data points indicate:

Student performance data indicates students made less than a year's growth in both reading and math. EL students seem to have made less growth in all areas as compared to the schoolwide group.

Teachers have used PLC time and PD to discuss and refine the use of EL strategies. Some of these strategies include productive partnering, wait time, explicit vocabulary instruction, and total physical response. Some of the next steps would be to get specific writing professional development to assist English learners.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 4% Level 3: 47% Level 2: 38% Level 1: 11%
2020-2021 ELPAC Listening Domain: % by Performance Level	24% - Well Developed 62% - Somewhat/Moderately Developed 14% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	32% - Well Developed 60% - Somewhat/Moderately Developed 8% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	9% - Well Developed 63% - Somewhat/Moderately Developed 28% - Beginning Development

Language Acquisition Data – English Learners (EL)	
2020-2021 ELPAC Writing Domain: % by Performance Level	7% - Well Developed 64% - Somewhat/Moderately Developed 29% - Beginning Development
Site Specific Measures: Classroom walkthrough data will be used; percent of classrooms utilizing small group instruction observed.	85 percent of classrooms observed using small groups.
Site Specific Measures: Percent of EL students using software at least 3 times per week as evidenced in usage report.	no report yet due to software delay approval in February 2022

These data points indicate:

Student performance data indicates that there is a need to focus on reading and writing. There is also a need to focus on students in 4th grade that are at level 3 and 5th grade level 2 indicating that they are not making a year's progress. There still needs to be a focus on small group instruction through professional development so that all classrooms are using small group instruction.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	10%
Site Specific Measures: Parent Conferences percent of parents that participated	95 % participation rate
Site Specific Measures: parent workshops; average attendance	9 attendees on average

These data points indicate:

10% of the households participated in the survey. It was difficult to get parents to participate due to access to technology and being understaffed. Parent conferences were attended by 95% of the school population. Parent workshops will focus on the most effective techniques in parenting and attitudes and behaviors that promote life long success. Topics were chosen bases on survey data.

“Parent workshop survey was the intended measure to see the quality of the workshop; however, at this time, a formal survey was not given to the parents due to it being virtual in nature. Therefore, I reported the numbers of parents attended. The Spanish workshop had 14 participants and the English workshop had 4 participants. Therefore, I reported the numbers of parents attended. On average there were 9 attendees which met the goal. The number of parents attended indicated that the workshops gave valuable information, they were thankful that the school offered them and are requesting more workshops from the series. Next step is to extend the workshops with other topics the presenter offers.

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: -0.92 Fall 3rd to Fall 4th: -0.10
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: 54% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 60% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 42% 24-25 3rd Gr. Cohort (21-22 Kinder): 29%
Site Specific Measures: A2i Data: Percent of students making baseline or above baseline growth	Kindergarten: 24% First Grade: 53% Second Grade: 54% Third Grade: 47%
Site Specific Measures:	

These data points indicate:

Last year's 3rd graders made almost a year's growth in reading where last year's second graders did not. Over 40% of students at grades K-3 are at risk of not reading at grade level by the end of third grade. The 22-23 2nd grade cohort will be monitored closely for additional support. Additional support will be provided from IST and enrichment teacher. The Kindergarten group has about 76% of students not at baseline. This indicates a need to target foundational skills through small group instruction. Second and third graders are making a little over 50% of baseline and above baseline growth. There needs to be a continued focus on the PLC process to discuss needs, differentiation and targeting skills with the use of A2i assessments.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	

These data points indicate:

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

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

Integrated ELD has been implemented schoolwide. We use ELAPC data to measure needs. In addition, observational data indicates schoolwide implementation of integrated ELD in these content areas; ELA, Social Studies and Science. Teachers scaffold instruction, use wait time, differentiate instruction, cooperative learning strategies, use comprehensible input and provide background knowledge.

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

Designated ELD is included in teacher's daily schedules. We use ELPAC to measure needs. In addition, observational data indicates schoolwide implementation. Teachers use a variety of resources including wonders designated ELD materials, scaffolding, language objectives, differentiation, using multiple modalities and clarifying vocabulary.

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 need to look at systematic vocabulary instruction. We need to look at ways to enhance core with ELD strategies through a software program/ training. Based on our ELPAC and ELPI data an area of need is writing and specific instruction is needed to support our English Learners. In addition, a closer look at professional development for language objectives by the MT Specialist.

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>The 2021 Fall parent survey reports that 10% of families filled out the Panorama survey which was a total of 36 responses. The district goal was 25% which Tokay Elementary did not meet. For those that filled out the survey, 77% of families responded favorably to family-school communication. However, some parents were concerned with the distance learning and need better clarification to assist their own children. The district benchmark is 63%. 72% of families responded favorably to learning opportunities. The district average is 60%. As far as school climate, 69% responded favorably. The district average is 63%.</p> <p>The 2021 fall annual student climate survey was given to 5th graders and there was a response rate of 81%. On the survey, 87% of students felt there was a supportive relationship. The survey indicates that 75% of students believe they manage their thoughts and emotions well. This is an increase of 6% from last year. The survey results indicate that 65% of students feel a sense of belonging. This is a drop of 7% from last year. The survey results indicate that 61% of students believe they can achieve academic outcomes. This is an increase of 7% from last year.</p> <p>The SEL survey was given in Fall 2021 with a 41.2 % response rate. On the survey, 86% of students felt there was a supportive relationship. The survey results indicate that 75% of students feel a sense of belonging. It is higher than the district average by 1%. On the survey 61% believe they have the potential to change their performance in school. This is higher than the district average by 4%.</p> <p>Teachers are also surveyed and asked for suggestions and ideas to assist students to raise the level of achievement though the PLC process and ILT members. The needs are specific to the academic needs of students for small group instruction and resources, extra tutoring and specific materials to support classroom instruction.</p>
<p>Classroom Observations</p>	<p>Classroom observations were conducted in person on a weekly basis. A focus was Key Instructional Practices(KIP). Teachers have been trained in Thinking Maps, Close Reading and Teacher Clarity. In addition, A2i classes (Kinder-3) grade engage in data</p>

Analysis of Qualitative Data

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

driven centers. Depending on the time frames about 35% of the students were engaged in rigorous instruction. That is an increase from the beginning of the year only being about 25%. 90% of classrooms have learning intentions posted along with success criteria. In addition, student engagement was seen in the form of checking for understanding, small groups, partner work and centers across all grade levels during classroom visits. There is a need for continued professional development based on teacher input and classroom visits.

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)

At Tokay Elementary local assessments were used to modify instruction and improve student achievement. Student performance data on the MAPS, indicates that students made less than a year's growth in both reading and math. The most significant need to accelerate growth is in math where students made half as much growth as they did in reading.

As we see little growth it is important to continue the focus on reading comprehension, fluency, vocabulary, writing, numeracy skills and problem solving. In addition, writing needs to be a focus for English Language Learners. Teachers meet at least once a month to discuss data to modify (MAPS, A2i, teacher common assessments) instruction and improve student achievement. As a result, response to intervention is looked at, small group instruction and differentiation and lesson planning.

Use of state and local EL academic performance and language development data to determine EL student and program needs.

Language Acquisition data indicates that at Tokay there are 163 students in the EL student group overall when looking at grades 3-5. Grade level collaboration needs to occur on a regular basis to discuss EL needs when taking and using district tests/MAPS.

English Learner Progress indicated that students are making less than a year's growth and the level is lower than the all student group in Reading. In addition, the decrease is more significant in Math.

Standards, Assessment, and Accountability

	<p>Productive Language should be targeted through writing skills. Teachers meet at least once a month to discuss data to modify instruction and improve student achievement. Specific conversations regarding EL progress and levels is discussed in an effort to determine which students will benefit from extra support by the bilingual aide.</p>
<p>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.</p>	<p>The SPSA is monitored at SSC meetings for implementation and outcomes of the Actions/Services. SSC and ELAC review data as it becomes available. There are on average 8 meetings of SSC and 5 ELAC meetings a year. In spring, SSC evaluates the effectiveness of the SPSA Actions and services and determines which ones to continue, modify, or discontinue for the upcoming school year. ELAC members are invited to the spring SSC meetings to participate in the SPSA evaluation and provide input on services for English Learners.</p> <p>During coffee chats parents are asked for input of ideas and suggestions to assist the SSC with determining needs. Teachers are instrumental in PLC grade level groups to discuss needs and resources for student achievement particularly for at promise students. They use data, modify instruction and support students with response to intervention groupings.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>All stake holders review data including ELPAC, implement and monitor SPSA annually through parent meetings and staff meetings. Teachers are instrumental in PLC grade level groups to discuss needs and resources for student achievement in particular for low achieving EL's. They use data, modify instruction and support students with response to intervention groupings.</p>
<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Continue using A2i and fall to winter and winter to spring data. • Continue district support for data reporting, analysis and monitoring. 	

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>This year's training was not implemented to its full effect due to substitute teacher shortage. Teachers worked on visible learning and using standards based instruction to assess and align their teaching through the PLC process. Most all classrooms had evidence of close reading, learning targets and success criteria, and stem activities.</p>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>At Tokay we use TOA's(Common Core and EL services) to assist in the classrooms with assessment, strategies and implementing program goals. The common core TOA particular assists with the implementation of the A2i program. The Instructional leadership Team(ILT) held bi-monthly meetings to discuss needs and support for the school. Teachers received</p>

Staffing and Professional Development

	support in lesson component, content standards, lesson design, visible learning, close reading, differentiated instruction, classroom management during center time, numeracy, stem lesson design, and ELD lesson components.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	<p>Teachers had the opportunity to meet at least once during the day to plan and discuss student strengths and how to move forward with needs. In addition, they had at least once a month of afterschool meeting time dedicated to PLC time. The majority of the time was spent on the following:</p> <ul style="list-style-type: none"> • grade level concerns with students at promise(Tier 2) • disaggregate data from MAPS • plan interventions • plan learning interventions/ success criteria • discuss social-emotional needs • discuss strategies to motivate

<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Maps data indicates that all students (K-5) need support in numeracy/computation and problem solving skills. • Observation data indicates that Teachers need to incorporate the 4 c’s (creativity, collaboration, critical thinking, and communication) into ongoing lessons/projects for all students(K-5). • Observation data indicates that Teachers need professional development workshops in the area of STEM, Writing, ELA, Math, PLC, or differentiation • A2i data and MAPS data indicates that Teachers need support and training on continued blended learning activities and differentiation for all student(K-5). • Observation data indicates that Teachers need visible learning training and PLC workshops either during the day or afterschool for all student(K-5). • Observation data indicates that Teachers need support in writing skills to develop ability for students to form well-formed paragraphs and thoughts for all student(K-5). • A2i data indicates a need to develop early literacy foundational skills (decoding, vocabulary and reading comprehension). 	
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Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	<p>The alignment of curriculum, instruction, and materials to content and performance standards include:</p> <ul style="list-style-type: none"> • Teachers work diligently on their PLC to discuss instructional alignment and use of materials. • Teachers work in PLC’s to discuss standards using FUSD curriculum guides • Teachers use adopted curriculum, My Math, Wonders, Mystery Science • Teachers use school agreement of character education-Character Counts • Use of extra resources, manipulatives, consumable books • United to Read (A2i) was in place for grades K-2 • Small group differentiated instruction
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Teaching and Learning

	<ul style="list-style-type: none"> • Use of TOA's to work on ELD standards / or Common Core standards
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	<p>Teachers work in their PLC's to use standards based materials for each grade level. The following is available to all students:</p> <ul style="list-style-type: none"> • Math manipulatives based on grade level needs • Textbooks and workbooks and all components based on district adoption • Software Programs: Starfall(Kinder only), Lexia, Moby Max, Discovery Education, Accelerated Reader (A.R.)

<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • A2i and MAPS data indicates that all students(K-5) need supplementary materials. • Observation data indicates that Teachers need to incorporate the 4 c's (creativity, collaboration, critical thinking, and communication) into ongoing lessons and projects in grades K-5. • Observation data indicates that Teachers need STEM training to continue emphasis on the 4 c's in grades K-5. • A2i data indicates that Teachers need PLC time and training on continued blended learning activities and small group instruction in grades K-2. • Observation data and teacher survey data indicates that Teachers need visible learning training and PLC workshops for grades K-5. 	
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Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	<p>All students receive instruction at the Tier 1 level using district adopted materials and first instruction using common core standards.</p> <p>At Tokay Services are provided to support "at promise" (tier 2) students. The following are supports in place to help students meet their needs:</p> <ul style="list-style-type: none"> • Afterschool tutoring was provided to students underperforming in math in grades 3-5. • SIT Process to discuss student progress • Instructional Support Teacher(IST) • Read 180/System 44 • United to READ (A2I) • Accelerated Reader • Lexia • Moby Max
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Opportunity and Equal Educational Access

	<ul style="list-style-type: none"> • Starfall (Kinder only) • Small Group Instruction • Bilingual Aide in small group instruction <p>Teachers meet regularly in the PLC process to review data and as a way to respond to intervention. Small groups are discussed with flexible groupings. United to read is used for K-3 students. In addition, during PLC time progress is reviewed and data is used to drive instruction.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>English learners seem to be making half the growth as the all student group. Only 4% of students have made level 4 on the ELPAC. Some of the root causes is the pandemic has created a learning loss and regression in language skills.</p> <p>Foster students and African American students seem to have higher chronic absenteeism. Some of the root causes are due to the fact that the pandemic has decreased resources.</p>
<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>The SPSA Actions and Services are meeting students needs, including English Learners and At-Promise students.</p> <p>The following actions/ services were effective: Small group work/ differentiation Teacher resources in the classrooms- manipulatives, supplies, time to meet in PLC Supplies/ wards for motivating students and developing social emotional</p>
<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Determine alternate methods for providing tutoring as teachers are limited in their ability to work beyond the regular school day. 	

Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>Different resources are allocated to support families. The resources available include the following:</p> <ul style="list-style-type: none"> • Parent conferences • Parent/family workshops to support students' social-emotional learning • Translations
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Parental Engagement

- Homework help and Paper Education On-line Tutoring
- Back to School Night
- SSC, ELAC
- Attendance incentive for parent meetings
- Community Aide provides families with information regarding access to community resources

Identified Needs based on Findings:

Parents need workshops on the following according to survey data and parent suggestions at meetings:

- Homework help
- Standards and access to technology
- Math numeracy
- Early literacy
- Socio emotional development
- Access to Technology/How to use Technology

Funding

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

- Supplemental Concentration funds supported:
- Television monitors were purchased to increase students' visual access to instruction

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

- Title 1 funds provided underperforming students:
- Instructional materials to differentiate small group instruction
 - Software to support the academic and linguistic needs of English Learners
 - Books to increase literacy
 - Parent workshops to support social-emotional learning
 - Teacher additional hourly to function as PLCs focused on effective EL strategies

Identified Needs based on Findings:

- Maintain software to support the academic and linguistic needs of ELS (Imagine Learning)
- Continue to purchase materials to differentiate small group instruction

Funding

- Continue to provide PLC time beyond the regular school day

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In March and April School Site Council and ELAC conducted Progress Monitoring on the SPSA actions and services. Accelerated Reader, Imagine learning, supplemental supplies and professional development materials were all purchased. Professional Development from Write from the Beginning was not implemented and will be next year.

In April SSC with input from ELAC determined which actions to continue, modify or discontinue. They decided to continue afterschool tutoring, small group differentiation with additional materials, professional learning workshops and materials, and software materials for English Learners. In addition, based on the staff survey, they decided to add attendance at conferences.

In May SSC with input from ELAC approved the 2022-2023 SPSA.

Identified Needs based on Findings:

- Family parent Survey data and sign in sheets indicates that there is a need to increase parent participation at online meetings.
- Family Parent survey indicates that the school needs to continue to communicate with all stakeholders to promote involvement.
- When it is safe to do so there is a need to hold in person SSC and ELAC meetings.

SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>In an effort to strengthen the instructional program for students to meet the challenging State academic standards, Students will be using in class differentiation through:</p> <ul style="list-style-type: none"> • Close Reading • Thinking Maps • Literacy Strategies • AR • Lexia • Moby Max • STEM curriculum <p>Teachers will have access to ELD workshops/ language workshops provided by the EL TOA. Parent workshops for English Learners and strategies for success provided by the EL TOA. Teachers will work in grade level PLC's to develop learning targets and success criteria and plan for differentiated instruction.</p>	<p>Differentiation daily August-May</p> <ul style="list-style-type: none"> • Close Reading • Thinking Maps • A2i Strategies • AR • Lexia • Moby Max <p>Stem Curriculum- weekly August-May</p> <p>EL TOA Services- weekly- August-May</p> <p>PLC's- biweekly-August-May</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Teachers will continue to collaborate on best practices for EL students and using differentiated materials. Increased learning time will be evidenced through tutoring. Enrichment opportunities include stem formation, VAPA classes and student council.</p>	<p>PLC's- biweekly-August-May</p> <p>Enrichment- weekly- August- May</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>In an effort to support students to meet needs:</p> <ul style="list-style-type: none"> • Students will be invited to afterschool tutoring in January to support deficit skills in grades 2-5 • Increased attendance outreach to increase attendance or all students grades K-5 • Access to supplementary materials and supplies for all students in grades K-5 • Specific materials/ support for EL students in grades K-5 	<p>Afterschool Tutoring- Weekly- October- April</p> <p>Attendance outreach- weekly- August-May</p> <p>Differentiation- daily- August-May</p>

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)	-33.7	>= -18.7
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-52.5	>= -37.5
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.35 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.52	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.96 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	10%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> • Observation data indicates that Teachers need to continue emphasis on the 4 C's, engagement and access to instruction. • A2i, MAPS and Observation data indicates that Teachers need professional development in the areas of STEM, Writing, visible learning and differentiation • Family parent Survey data and sign in sheets indicates that there is a need to increase parent participation at activities/meetings. • Family Parent survey indicates that the school needs to continue to communicate with all stakeholders to promote involvement. • Parents need workshops on the following according to survey data and parent suggestions at meetings: <ul style="list-style-type: none"> o Homework help o Standards and access to technology o Math numeracy and Early literacy o Socio emotional development o Access to Technology/How to use Technology
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	<ul style="list-style-type: none"> • Maps data indicates that all students (K-5) need support in numeracy/computation and problem-solving skills. • Observation data indicates that Teachers need support in writing skills to develop ability for students to form well-formed paragraphs and thoughts for all student(K-5). • A2i data indicates a need to develop early literacy foundational skills (decoding, vocabulary and reading comprehension). • Determine alternate methods for providing tutoring as teachers are limited in their ability to work beyond the regular school day. • A2i data and observation data indicates there is a need to promote leadership and AVID skills in students. • Attendance data and A2i data indicate there is a need to motivate students with incentives for academic success and attendance.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1A. Provide After School Tutoring to support literacy, numeracy, computation and problem-solving skills. <ul style="list-style-type: none"> • Certificated/ Classified additional hourly • Printing/ Instructional materials • Contracted Services 	Pre/Post Test	At Promise Students	Principal, Teachers, Afterschool coordinator	7500	0
1B. Increase access and engagement to instruction, and differentiate in small groups. <ul style="list-style-type: none"> • Supplementary Materials/Printing • Instructional Software, Assessments and Digital Resources • Instructional technology- TVs, headphones projectors, document cameras, digital notebooks <ul style="list-style-type: none"> • Magazines/Online Subscriptions, Books • Organizational Supplies • Flexible seating 	A2i, Software Data, Classroom Visit Data, Winter MAPS Data	K-5	Teachers	7983	7396

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"> Hands on activities/ fieldtrips 					
<p>1C. Provide Professional Learning Community Time for teachers to collaborate, and PD on visible learning, differentiated instruction, math skills, writing, AVID</p> <ul style="list-style-type: none"> Substitutes Certificated/ Classified Additional Hourly Contracted Services Travel Conference Related Fees PD Materials/ Books 	Classroom Visit Data, Teacher Survey	K-5	Principal, Teachers, TOA	7000	5000
<p>1D. Deliver Parent Workshops and provide resources addressing helpful strategies to assist their students at home</p> <ul style="list-style-type: none"> Consultants and related fees Travel/Conference and related fees Translation Services Printed Materials Certificated/ Classified Hourly Recording software and hosting platform fees 	Parent Feedback	Students of Participating Parents	Community Aide, Staff Providing workshops, Principal	1517	0
<p>1E. Provide student awards and incentives to motivate students for academic growth, attendance and behavior</p> <ul style="list-style-type: none"> Trophies, medals, attendance awards, behavior awards 	Monthly Award Reports	K-5	Teachers, Principal	0	2000

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
1F. Implement Student Council to develop leadership skills and plan activities for student motivation. <ul style="list-style-type: none"> Teacher additional hourly 	Student Council Survey	K-5	Teachers, Principal	0	4000
Total Estimated Cost for This Goal:				24,000	18,396

Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in writing.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-38.8	>= -23.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-52.7	>= -37.7
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.58 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.79	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.14 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	<ul style="list-style-type: none"> MAPS data indicates EL's need to develop early literacy foundational skills (decoding, vocabulary and reading comprehension) and writing.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a. 1. Provide PLC time and PD to focus on writing needs of EL's <ul style="list-style-type: none"> Certificated/ Certificated additional hourly pay Contracted Services Travel/ Conference and related fees Substitutes 	Classroom visit data	All EL students	EL TOA, Principal, Teachers	4000	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:				4,000	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 productive language by developing their writing skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	81.6%	>= 84.6%

Identified Need(s):	• ELPAC data indicates that there was a decline in language proficiency with great need in speaking and writing development.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b. 1 Provide PD to develop Productive Language skills that transfers into writing and implement small group instruction. <ul style="list-style-type: none"> • Supplementary materials • Teacher Hourly, sub, contracted services • PD Materials and books 	Classroom Visit Data, Teacher Survey Data	At promise long-term English Learners in grades 2-5	Teachers, EL TOA, Principal	3000	0
Total Estimated Cost for This Goal:				3,000	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	30.5%	>= 33.5%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-38.5	>= -23.5
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: -0.92 Fall 3rd to Fall 4th: -0.10	>= 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: 54% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 60% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 42% 24-25 3rd Gr. Cohort (21-22 Kinder): 29%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 44% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 50% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 32% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 19%

Identified Need(s):	<ul style="list-style-type: none"> A2i data indicates a need to develop early literacy foundational skills (decoding, vocabulary and reading comprehension).
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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.Deliver Small Group instruction to support phonics, reading comprehension, and reading fluency. <ul style="list-style-type: none"> Supplementary Materials for Differentiation/ Printing Organizational supplies Flexible Seating Books 	A2i Data, Classroom Visit Data	K-3	Principal, Teachers, Common Core TOA	3509	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:				3,509	0

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1A. Provide After School Tutoring to support literacy, numeracy, computation and problem-solving skills.</p> <ul style="list-style-type: none"> • Certificated/ Classified additional hourly • Printing/ Instructional materials • Contracted Services 	At Promise	\$15,000	Principal
<p>1C. Provide Professional Learning Community Time for teachers to collaborate, and PD on visible learning, differentiated instruction, math skills, writing, AVID</p> <ul style="list-style-type: none"> • Substitutes • Certificated/ Classified Additional Hourly • Contracted Services • Travel Conference Related Fees • PD Materials/ Books 	All Students	\$20,000	Principal
<p>1B. Increase access and engagement to instruction, and differentiate in small groups.</p> <ul style="list-style-type: none"> • Supplementary Materials/Printing • Instructional Software, Assessments and Digital Resources • Instructional technology- TVs, headphones <p>projectors, document cameras, digital notebooks, laptops, desktops, laptop carts</p> <ul style="list-style-type: none"> • Magazines/Online Subscriptions, Books • Organizational Supplies • Flexible seating • Hands on activities/ fieldtrips 	All Students	\$60,000	Principal

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	34,509
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).	1,517
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)	18,396
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		52,905
Total amount of state funds spent (SUPC)		18,396
Total amount of federal funds spent (Title I)		34,509
Total amount of state and federal funds spent		52,905
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
Rebecca Hinojosa	Principal	Not-Applicable	Not-Applicable	1
Robyn Scott	Classroom Teacher	2 years	May 2022	1
Pat Hathor	Classroom Teacher	2 years	May 2022	1
Amanda Amosa	Classroom Teacher	2 years	May 2023	1
Elisa Polino	Other Staff Member (Specify): Bilingual Aide	2 years	May 2023	1
Jennifer Cummings	Parent/Community Member	2 years	May 2022	1
Claudia Navar	Parent/Community Member	2 years	May 2022	1
Carmen Zuniga	Parent/Community Member	2 years	May 2023	1
Sylvia Alvarez	Parent/Community Member	2 years	May 2022	1
Araceli Ayala	Parent/Community Member	2 years	May 2023	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 May 10,2022.

Attested:

Principal, Rebecca Hinojosa on 5/10/22.

SSC Chairperson, Carmen Zuniga on

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

Name of School: _____Tokay Elementary_____

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 _____

C. M. A. N. K.

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: *5/10/2022*

Attested:

Rebecca Hingosa

Typed name of School Principal

[Signature]

Signature of School Principal

5/10/22

Date

Carmen Zuniga

Typed name of SSC Chairperson

Carmen Zuniga

Electronic Signature of SSC Chairperson

5/10/22

Date