

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Canyon Crest Elementary 36 67710 6110670		SSC Approval Date: 5/7/21
School Address	11851 Cherry Ave., Fontana, CA 92337-2792		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Dr. Kelly Wilbert	Phone # and Email	(909) 357-5440, Kelly.Wilbert@fUSD.net
Name of SSC Chairperson	Mrs. Monica Ontaneda	Phone # and Email	(909) 717-4955, monica_ontaneda@hotmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

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

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

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

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

SCHOOL AND COMMUNITY PROFILE

Canyon Crest Elementary School is one of thirty elementary schools in the Fontana Unified School District. It is an early-start, traditional school serving approximately 451 students in pre-school through fifth grade. Our student population consists of approximately 82.7% Hispanic/Latino, 7.1 % African American, 4.7 % White, 3.3 % Asian, 2% Filipino and approximately .2% Pacific Islander. The ratio between female to male students is 52%/48%. There are 22.4% English language learners and 73.4% of the student population is socioeconomically disadvantaged. Foster youth compose .7% of the student population.

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

To achieve our mission, Canyon Crest Elementary School staff are focused on providing a caring, engaging educational environment centered around positive academic, social, and emotional growth while maintaining high expectations

SCHOOL BACKGROUND

for all students. Continuous evaluation, training, and refinement of instructional programs and intervention strategies enable students to engage in differentiated lessons tailored to meet personalized goals.

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

SPSA HIGHLIGHTS (bullet points)

- K-3 early literacy: blended learning and instructional software with a focus on foundational skills.
- Professional development in Pathway to Proficiency to improve ELL academic vocabulary and comprehension.
- STEAM opportunities during and outside of the school day to increase student engagement and achievement.

INCREASED OR IMPROVED SERVICES (bullet points)

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

MOONSHOT

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

School and Student Performance Data

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

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

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
451	73.4	22.4	0.7
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	101	22.4
Foster Youth	3	0.7
Homeless	7	1.6
Socioeconomically Disadvantaged	331	73.4
Students with Disabilities	53	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	7.1
Asian	15	3.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	9	2.0
Hispanic	373	82.7
Pacific Islander	1	0.2
White	21	4.7

These data points indicate:

1. These data points indicate that Canyon Crest has a higher than average of socioeconomically disadvantaged students in comparison with the state of California: Canyon Crest: 73.4% State of California: 60.7%
2. Data points indicate that approximately 22.4% of the student population are English Language Learners which is slightly higher than the state average of 18.6%.

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



Green

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Yellow

These data points indicate:

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

School and Student Performance Data

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

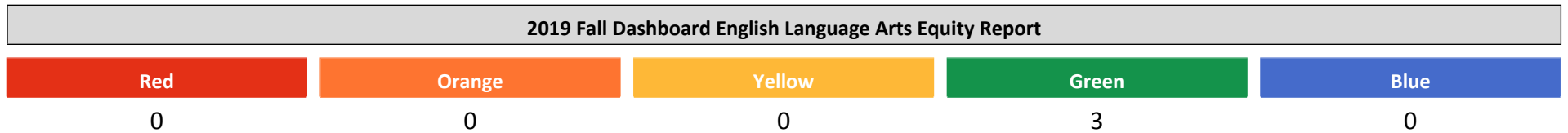
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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

















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
 <p>Green</p> <p>0.5 points below standard</p> <p>Increased Significantly ++15.5 points</p> <p>244</p>	 <p>Green</p> <p>3.8 points above standard</p> <p>Increased Significantly ++24.1 points</p> <p>88</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	 <p>Green</p> <p>0.5 points above standard</p> <p>Increased Significantly ++17.4 points</p> <p>221</p>	 <p>No Performance Color</p> <p>67.5 points below standard</p> <p>Increased Significantly ++55 points</p> <p>28</p>

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>37.9 points below standard</p> <p>Increased Significantly ++36.1 points 49</p>	<p>Reclassified English Learners</p> <p>56.2 points above standard</p> <p>Maintained -0.4 points 39</p>	<p>English Only</p> <p>4.6 points below standard</p> <p>Increased ++7.9 points 149</p>

These data points indicate:

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

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

School and Student Performance Data

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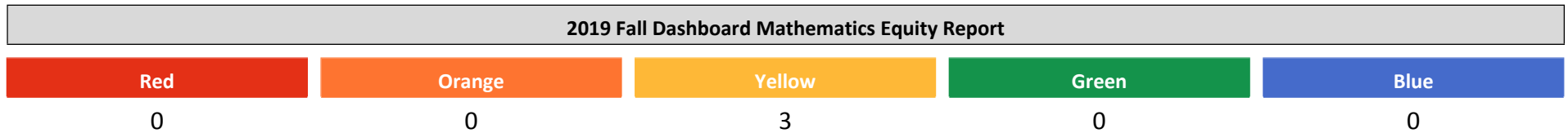
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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




This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



 Yellow

32.4 points below standard

Increased ++14.2 points

243

English Learners



 Yellow

29 points below standard

Increased Significantly
++23.2 points

88


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3


Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

Socioeconomically Disadvantaged



 Yellow

32.4 points below standard

Increased ++14.3 points

220

Students with Disabilities







 No Performance Color

98.8 points below standard

Increased Significantly
++41.9 points

28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.7 points below standard	11.9 points above standard	35.1 points below standard
Increased Significantly ++33 points 49	Increased ++3.6 points 39	Increased ++8.3 points 148

These data points indicate:

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

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

School and Student Performance Data

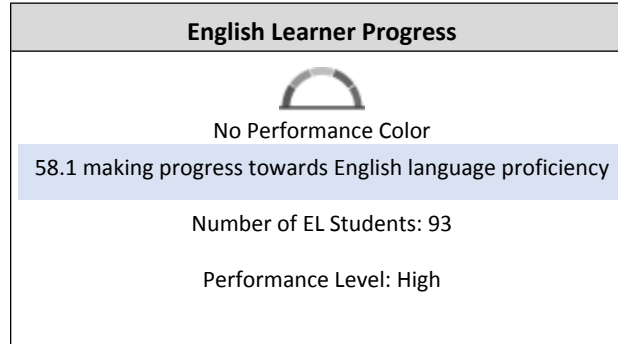
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

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
13.9	27.9	8.6	49.4

These data points indicate:

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

School and Student Performance Data

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

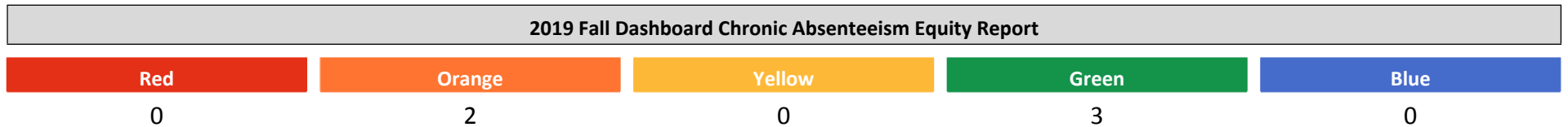
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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









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
 Yellow 7.6 Maintained 0 500	 Green 4 Declined -3.7 124	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 5.9 Declined -11.5 17	 Green 6.7 Declined -1.4 404	 Orange 12.1 Increased +7.4 66

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

These data points indicate:

1. These data points indicate that there was no change in chronic absenteeism rates from the previous year. African American and students with disabilities student groups both increased revealing a need to address supports for those groups.
2. The chronic absenteeism rate for Hispanic students declined meaning this student group was present more often than the year before.

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)]

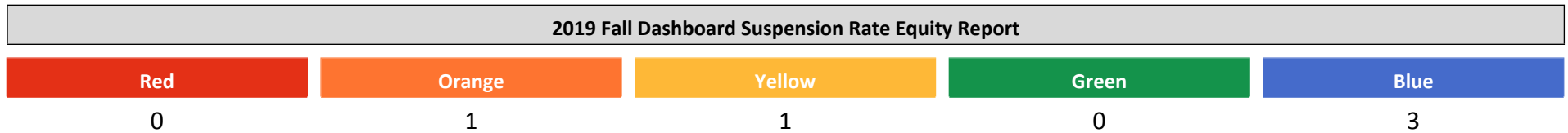
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

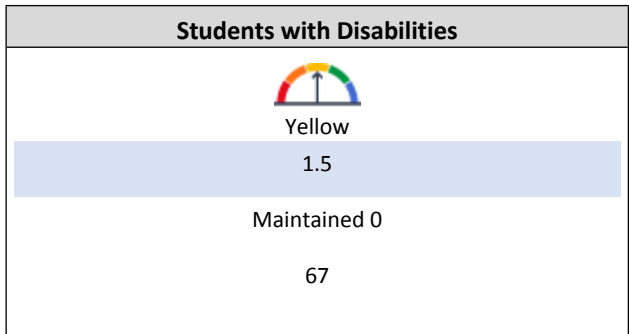
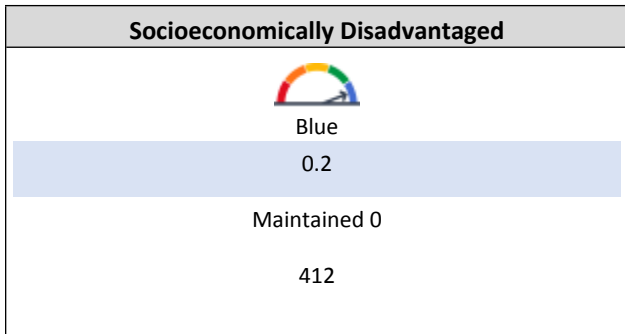
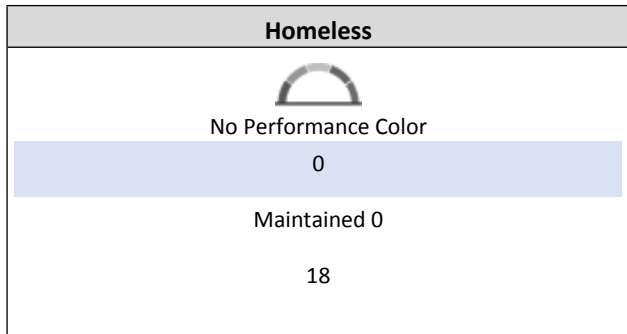
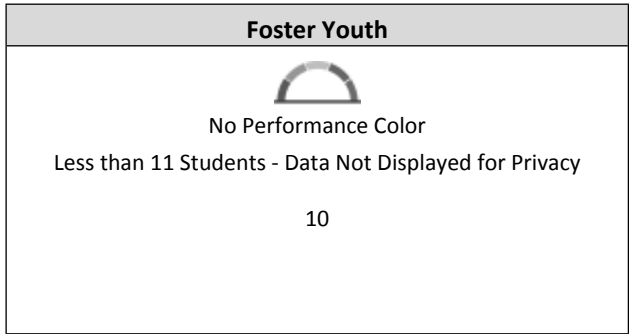
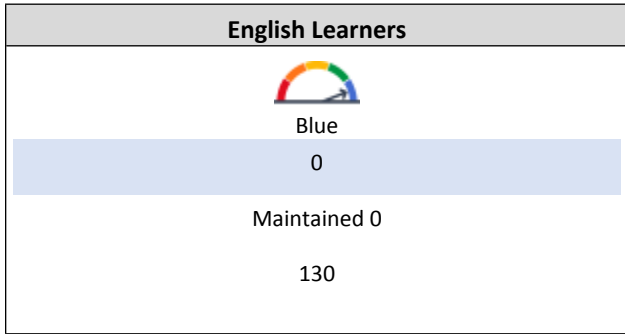
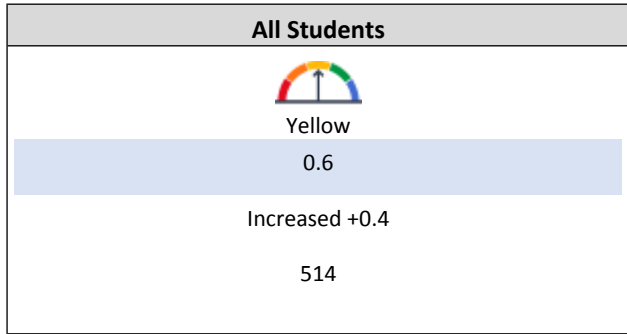


This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.6

These data points indicate:

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

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.46 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.04
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.26 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Students at Canyon Crest made typical growth in math, reading, and language(writing), with students slightly exceeding typical growth in reading.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.27 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.04
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.39 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

English Learners at Canyon Crest made typical growth in reading and math, but did not make as much growth as All Students. English Learners did not make typical growth in language (writing) and had less growth than All Students at Canyon Crest.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 29.82% Level 3: 50.88% Level 2: 12.28% Level 1: 7.02%
2018-2019 ELPAC Listening Domain: % by Performance Level	37.72% - Well Developed 57.02% - Somewhat/Moderately Developed 5.26% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	53.51% - Well Developed 41.23% - Somewhat/Moderately Developed 5.26% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	13.16% - Well Developed 71.93% - Somewhat/Moderately Developed 14.91% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	27.19% - Well Developed 63.16% - Somewhat/Moderately Developed 9.65% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

The majority of English Learners at Canyon Crest scored a Level 3 on ELPAC. The domains with the greatest need are Reading and Writing. English Learners are the most proficient in the Speaking domain.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	15%

Parent/Family Engagement

Site Specific Measures:

Site Specific Measures:

These data points indicate:

Canyon Crest ES did not meet the district goal of a return rate of at least 25%, this data indicates there is ample opportunity to improve the return rate of parent surveys.

Kindergarten - 3rd Grade Literacy

School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 1.11 Fall 2nd to Fall 3rd: 0.61 Fall 3rd to Fall 4th: -0.01
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 23% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 21% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 18% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

About a quarter of students in grades 1-3 are at risk of not reading at grade level by the end of Grade 3. Students made good growth during 2nd grade, but this growth did not continue for students in 3rd grade. It is likely that the second grade results should be invalidated due to students taking the assessments remotely at home and receiving help.

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

These data points indicate:

ELD Evaluation

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

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

Integrated ELD has been implemented effectively to the degree possible during distance learning and hybrid instruction as demonstrated by qualitative data including formal and informal observations and local data. Access to state adopted core integrated curriculum through Wonders is provided to all ELL students in alignment with ELD standards. Consistent virtual walkthroughs demonstrate integrated ELL strategies as provided by the curriculum and online district resources. In addition, the bilingual aide offered additional supports to EL students across core content areas in a push in virtual service. State assessments confirm that 58.1% of ELL's made progress towards English Language proficiency as demonstrated on the ELPAC, earning a high overall achievement for progress, surpassing the district and state average. ELL's achieved a green color proficiency band on the ELA in alignment with the whole student group with an increase of 36.1 points, yet remain 37.9 points below standard. In mathematics, ELL's achieved a yellow color proficiency band in alignment with the whole student group with an increase of 33 points, yet remain 61.7 points below standard. Feedback from teachers however reveals a need for additional professional development with accessing all online ELD content.

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

Designated ELD has been implemented effectively to the degree possible during distance and hybrid learning models with opportunities for improvement as demonstrated by qualitative and quantitative data including formal and informal observations, state and local data. School schedules designate leveled ELD blocks for all students with access to state adopted core curriculum through Wonders in alignment with ELD standards. Consistent walkthroughs demonstrate . A bilingual aide offered additional supports to EL students across core content areas in a push in service. State assessments confirm that 58.1% of ELL's made progress towards English Language proficiency as demonstrated on the ELPAC, earning a high overall achievement for progress, surpassing the district and state average. ELL's achieved a green color proficiency band on the ELA in alignment with the whole student group with an increase of 36.1 points, yet remain 37.9 points below standard. In mathematics, ELL's achieved a yellow color proficiency band in alignment with the whole student group with an increase of 33 points, yet remain 61.7 points below standard. Classroom observations revealed a need for additional professional development with engaging small group reading comprehension and academic vocabulary instructional strategies.

What adjustments are needed to improve or enhance the implementation of your site’s core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

Data collected from recent teacher surveys and classroom observations by administration and teachers on special assignment reveal a need for continued professional development with accessing all online core materials. A deeper dive into EL data reveals a need to provide tiers of added specific and strategic supports for all ELL's to ensure that individualized, engaging online strategies are provided, and parents are educated on the criteria for reclassification as well as potential future implications. Underlying data revealed a need to provide added supports for ELLs in the area of reading comprehension and academic

vocabulary. To improve the site's comprehensive I-ELD and D-ELD, added and revised services will be considered: 1) Targeted, personalized professional development for teachers focused on engaging, online reading comprehension and academic vocabulary strategies. 2) Extended learning opportunities for ELLs not meeting progress levels with a focus on reading comprehension and academic vocabulary.

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>Several surveys collected from different stakeholders assist in the evaluation of progress and the design of next steps for overall improvement. Parents and students were provided a survey by Panorama where 113 surveys were received: 53 by students and 60 by parents. Summary: Data revealed strengths in relationships between students and teachers. Students indicated that they feel supported by teachers and that they maintain high expectations for them. Areas of opportunity pointed to providing more opportunities for students to make decisions relating to school programs. An online school survey sent out to all parents of ELL students indicated that more professional development or workshop opportunities were needed for parents since some parents communicated they did not fully understand the full significance of the ELPAC.</p> <p>Teacher feedback was collected through informal surveys and collaborative conversations where teachers provided feedback and insights as to needs throughout the school, including professional development. Data revealed a need to provide additional time to collaborate and prioritize professional development, especially in the area of technological programs and new devices.</p>
<p>Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.</p>	<p>Classroom observations were typically conducted daily with each classroom virtually visited from 1-3 times per week. They included both formal and informal observations ranging from 3-45 minutes. Feedback to teachers included formal evaluations and meetings and personalized emails or Teams chats capturing positive components observed and potential considerations for improvement. Results of school wide progress in district and school wide assessments were shared with teachers during staff PLC meetings. Reading progress was shared monthly on the staff weekly letter.</p> <p>Findings: Virtual walkthroughs revealed that most students kept cameras on, allowing for more effective checking for understanding by the teacher and classroom engagement overall. Observations demonstrated that teachers included varied typed of assessments ranging from formal to short informal assessments to gauge progress and direct instruction. The need</p>

Analysis of Qualitative Data

for essential instructional tools such as headphones and math manipulatives were recognized early in the year. and Through these walkthroughs, additional professional development for creating and implementing effective success criteria was identified as a need.

While designated ELD practices and instruction were clearly observed during walkthroughs, opportunities to incorporate refined and engaging reading and academic vocabulary strategies were noted.

Overall, a growth mindset was cultivated in the school environment as evidenced by teacher feedback, students' verbal exchange, and responses to problem solving by both teachers and students. This mindset played a vital role in the ongoing challenges faced during distance and hybrid learning throughout the year.

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)

Routine use of state and local assessments directly relating to the California Common Core standards were used to assess achievement, evaluate progress, and determine next steps for instruction. Data analysis occurred regularly as a whole group and in grade spans where class, grade level, and individual goals were established and monitored. Grade level PLCs and leadership teams including ILT, SIT, and PBIS met as PLC to evaluate targeted goals. Progress towards goals was communicated to parents and students were aware of their personal goals, stemming from a development of student efficacy and agency through school goals connecting to visible learning. Flexible groupings were used to differentiate learning in language arts and math during Response to Intervention time blocks.

While past data revealed that the achievement gap was narrowing amongst English Learners, local data may point to a pattern that English learners may have been more negatively impacted by distance learning than English only students. As a result, additional actions and resources to address this need are addressed in goals 1a 1b that relate to English language learners. Math continues to be an area of opportunity where all students, including all subgroups have not met overall performance

Standards, Assessment, and Accountability

	<p>goals. Results were communicated during structured parent conferences in addition to ongoing meeting with parents as requested and as guided by the SIT process. Support was provided by the bilingual aide who supported English language learners in the classroom. Additionally, professional development was provided by the district, principal, and TOA's who provided teachers time to analyze data and respond effectively with next steps to target personalized student growth, To further expand collaboration opportunities and capture most effective techniques, Canyon Crest administration met weekly in a cohort with other schools to collaborate and identify best practices.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>State English Language Development standards were used to guide instruction for EL students. State adopted Wonders curriculum was employed where an ELD TOA provided professional development, individual support and coaching throughout the year. Designated ELD time blocks were integrated into the master schedule. Additionally, integrated ELL strategies were employed throughout the day across content areas. Some of these strategies includes Kate Kinsella's essential routines and SDAIE strategies. In response to the need for personalized supports, a bilingual aide offered push in assistance to all ELL students throughout the day with added attention to newcomers. Furthermore, an extended learning opportunity in the form of a English Language Learners Bilingual Leaders Camp was extended to at risk ELL students. In an effort to continually evaluate progress, the principal, together with the EL monitor, STEM teacher, and school counselor supported teachers by examining ELPAC data for achievement and progress of groups and individual students to create next steps to better personalize learning. Communicating criteria for reclassification was shared with teachers, EL students, and the ELAC committee. An ELAC needs assessment provided feedback about the positive factors about the program in addition to opportunities for growth. Students who reclassified were celebrated at the end of the year and recognized with a medal during an awards assembly.</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 school site council leads the process of evaluating progress toward accomplishing program goals identified in the SPSA. The principal reviews data with the council that includes the ELPAC, MAP, Scholastic Literacy Pro, attendance, discipline, and specific school wide goals and provides opportunity for discussion and feedback by sending all information to the council in advance. The school plan goals are approved by the council following a comprehensive needs assessment and ELAC review and suggestions. The district confirms the goals for compliance and the school board ultimately approves it. Throughout the year, the school site council meets monthly to review advancement towards goals and evaluate the progress of actions and services. The school plan provides a guide for the principal, TOA's and teachers to strategically implement goals and services in alignment with identified needs.</p> <p>Instruction incorporates ongoing measures of formal and informal assessments to capture quantitative and qualitative data. They include diagnostic, formative, interim, and summative assessments. Classroom walkthroughs provide administration an opportunity to provide teachers with personalized feedback according to goals. School wide walkthrough summary data is provided to teachers to evaluate progress and revise goals as needed. Achievement and progress of students is continually shared with parents throughout the year. Interim and summative results are discussed as a school during professional learning communities through varied data analysis protocols. Progress and gaps in achievement are identified and shared with the school site council and English Learner Advisory Council followed by a strategic process to align actions and goals. As a school site, teachers continually meet in PLCs to evaluate progress towards goals by analyzing state, district adopted, and</p>

Standards, Assessment, and Accountability

	<p>grade level assessments to determine progress and identify students at risk of not meeting targeted goals. Students who are not meeting goals are strategically monitored through the Student Intervention Team (SIT) process where the team meets with the parent, reviews strengths, sets goals accompanied by supports, and continues to monitor and evaluate progress. Goals and supports are adjusted to meet personalized needs.</p>
<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>The process of evaluating and monitoring implementation and progress toward EL program goals for low-achieving EL's includes a review and deep analysis of several factors to determine cause and appropriate next steps to ensure success. The EL monitor works collaboratively with the principal, teachers, counselor, ILT, SIT coordinator, and parents to gauge appropriate interventions that may relate to academics, attendance, behavior, or other social-emotional factors. As an ELAC member, she also reports on progress to the committee. Integrated ELD has been implemented effectively to the degree possible during distance and hybrid learning models as demonstrated by qualitative and quantitative data including formal and informal observations, state and local data. Access to state adopted core integrated curriculum through Wonders is provided to all ELL students in alignment with ELD standards. The ELL teacher on special assignment provided ongoing professional development to teachers to support ELD routines focused on improving speaking, vocabulary, and reading comprehension. In addition, the bilingual aide offered additional supports to EL students across core content areas in a push in service. State assessments from 2019 confirm that 58.1% of ELL's made progress towards English Language proficiency as demonstrated on the ELPAC, earning a high overall achievement for progress, surpassing the district and state average. ELL's achieved a green color proficiency band on the ELA in alignment with the whole student group with an increase of 36.1 points, yet remain 37.9 points below standard. In mathematics, ELL's achieved a yellow color proficiency band in alignment with the whole student group with an increase of 33 points, yet remain 61.7 points below standard. Feedback from teachers however reveals a need for additional professional development with accessing all online ELD content.</p> <p>Designated ELD has been implemented effectively with opportunities for improvement as demonstrated by qualitative and quantitative data including formal and informal observations, state, district, and classroom data. School schedules designate leveled ELD blocks for all students with access to state adopted core curriculum through Wonders in alignment with ELD standards. Distancing and hybrid models have no doubt played a challenging role in advancing ELL needs and goals. A bilingual aide offered additional supports to EL students across core content areas in a push in service. State assessments confirm that 58.1% of ELL's made progress towards English Language proficiency as demonstrated on the ELPAC, earning a high overall achievement for progress, surpassing the district and state average. ELL's achieved a green color proficiency band on the ELA in alignment with the whole student group with an increase of 36.1 points, yet remain 37.9 points below standard. In mathematics, ELL's achieved a yellow color proficiency band in alignment with the whole student group with an increase of 33 points, yet remain 61.7 points below standard. Classroom observations revealed a need for additional professional development with engaging small group reading comprehension and academic vocabulary instructional strategies.</p> <p>Data collected from recent teacher surveys and classroom observations by administration and teachers on special assignment reveal a need for continued professional development with accessing all online core materials. A deeper dive into EL data reveals a need to provide tiers of added specific and strategic supports for all ELL's to ensure that individualized, engaging online strategies are provided, and parents are educated on the criteria for reclassification as well as potential future implications. Underlying data revealed a need to provide added supports for ELLs in the area of reading comprehension and</p>

Standards, Assessment, and Accountability

academic vocabulary. To improve the site's comprehensive I-ELD and D-ELD, added and revised services will be considered: 1) Targeted, personalized professional development for teachers focused on engaging, online reading comprehension and academic vocabulary strategies. 2) Extended learning opportunities for ELLs not meeting progress levels with a focus on reading comprehension and academic vocabulary.

Identified Needs based on Findings:

- Teacher survey data and observation walkthroughs indicate: a need for additional professional development for teachers focused on accessing all online ELA components . Responses demonstrated a need for additional training relating to engaging virtual strategies for English language learners.
- ELPAC results including achievement and progress indicate a need to provide additional support for ELL students who were not making adequate progress towards language development for two or more years in a row.
- MAP data indicate a need to focus on reading comprehension, speaking, and academic vocabulary with concerns about disproportionate learning loss for ELL's in comparison with EO's.
- Classroom walkthrough data indicated a need to focus on opportunities to engage students in developing their communication, collaboration, critical thinking.

Staffing and Professional Development

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

Staff development is provided by the district, principal, common core TOA, ELL TOA, and counselor in response to a comprehensive data analysis and ongoing evaluations of quantitative and qualitative data. Goals are constructed in alignment with California content standards and growth expectations. Data is collected between all stakeholders and synthesized to provide targeted training to meet the needs of all students. Grade level PLC's, leadership PLC's including the ILT, SIT, and PBIS lead the work of continually assessing and evaluating. To expand opportunities to improve instructional strategies, Canyon Crest partners with another local school to evaluate common formative assessments, identify patterns, and plan next steps. Additionally, the principal uses classroom walkthrough data to identify opportunities to strengthen targeted instructional strategies. Opportunities to improve designated and integrated ELD were noted based on walkthroughs, teacher surveys, and student engagement.

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

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

Staffing and Professional Development

Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Staff collaboration and grade level collaboration occurs during scheduled dates and times consistently throughout the school year to provide time to evaluate data, establish goals, and target next action steps to meet the needs of all students. Teachers examined CAASPP, ELPAC, MAP data as well as IO teacher created assessments that focused on areas of opportunity for grade levels. Upper grade levels focused on reading comprehension with a target on improving inference while lower grades focused grade level assessments on fluency and summarizing. Leadership PLC's including ILT, SIT, and PBIS reviewed data relating to first instruction and goals, students at risk of not making progress, and social emotional learning components affecting behavior, academic, and attendance. Additional PLCs included a partnership with another local school to examine common formative assessment data and identify next steps after identifying strengths and opportunities to improve targeted skills.

Identified Needs based on Findings:

- Teacher surveys, classroom walkthroughs, and ELPAC data Identified a need for professional development for teachers in English Language Development strategies focused on reading comprehension and the use of academic vocabulary, speaking, and writing.
- CAASPP (2019), MAP, and classroom walkthrough data identified a continued need to provide professional development relating to engaging online instructional strategies with specific attention to effectively target small groups, establish ongoing mini goals to better evaluate progress towards broader goals related to reading comprehension.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	State adopted curriculum was employed for all grade levels coupled with district instructional goals relating to visible learning in alignment with the California common core standards. Added math manipulatives and professional development proved to provide additional engagement and ultimately higher achievement in mathematics. Core curriculum includes:
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	Added instructional materials for math provided additional engagement opportunities while developing the standards of mathematical practice. Write from the Beginning, Engineering for Kids, Visible Learning - learning targets and success criteria to develop goals and

Identified Needs based on Findings:

-Local data in MAPs revealed that ELA in the primary grades was not making adequate progress in reading in K /1. These data points revealed the need to provide added supports to ELLs in grades 3-5 not making adequate progress. While principals and TOAs were able to observe progress in classrooms, a need for teachers to virtually visit other classrooms was identified to share best practices and build capacity. We identified the need to support technological access for personalized learning.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>Services provided in the regular program to close achievement gaps include differentiated and flexible groupings during Response to Intervention scheduled blocks in language arts and mathematics. The instructional support teacher provides targeted supports through programs such as Read 180, System 44, and Lexia. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, and the student where progress is continually monitored. School closures in March, 2020 created an equity gap for students who had computers.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>While all student groups and race groups remain in the same color performance blocks in language arts and math, ELL's continue to remain substantially below standard in mathematics. Progress according to the CAASPP (2019) reveals substantial progress however the root cause may be attributed to present gaps in reading and vocabulary skills. African American students and students with Disabilities are also student groups for whom there exist disparities in achievement. They also have among the highest rates of chronic absenteeism and suspension, along with White students. MAP data and classroom observations indicate a potential disproportionate gap in reading, speaking, and writing with English Language Learners when compared with English Only students as a result of the distance learning model in place from March, 2019-March, 2020. Some students have opted to remain on distance learning while others are participating in the hybrid model which provides in person instruction 2 days per week. Due to the lack of in person opportunities to develop social skills in addition to academic in person instruction, disproportionate gaps for ELLs are beginning to emerge.</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>A comprehensive analysis demonstrates a need for ongoing professional development in the area of access to all curriculum options for ELL's as well as the need for added supports in reading and vocabulary skills overall. ELLs - go to ELD evaluation. The needs of 41.2 % of ELLs did not meet adequate progress.</p>

Identified Needs based on Findings:

MAP and ELPAC data identified a need for ongoing professional development in curriculum options for ELL's as well as the need for added supports in reading and vocabulary skills overall. A need to provide supplementary supports and/or services for ELLs has been identified to narrow gaps and improve opportunities. Adding targeted tiers of interventions for a small group of ELL students not making adequate progress for 2 years or more is also a need.

Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>There are numerous resources available to parents to support their student's education. This year all parent engagement opportunities transitioned to virtual activities. Evening events included Literacy night, Math Night, STEAM Night, and Family Paint Night. Monthly theme based Ongoing meetings were all virtual and supported by a PPT also translated into Spanish, some of which were emailed to parents. Additionally, an after school engineering programs was offered to all grade levels K-5 in alignment with the school focus of developing key life skills such as communication, critical thinking, collaboration, and creativity surrounding the school's mission of nurturing a growth mindset.</p>
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Identified Needs based on Findings:

Attendance data collected from family events identified a need to continue to offer similar opportunities whether virtually or in person. Parent survey data and qualitative discussions with parents identified a need for continued parent education in reclassification criteria. Ensuring access to information provided during SSC, ELAC, and PTO

Parental Engagement

meetings to learn how to better support student progress and achievement and wellness was identified. Parent members also identified a need to offer parent meetings in the evening as well as mornings.

Funding

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

SUPC funds provided additional technologies and programs for students to provide engaging personalized instructional opportunities during distance learning.

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

Title 1 Services were provided to engage students in extended learning opportunities focused on expanding skills in collaboration, communication, creativity, and critical thinking through engineering design programs. Students were also provided with additional math manipulatives. An intervention support teacher provides additional supports to targeted students not meeting reading goals.

Identified Needs based on Findings:

Local MAP data identified the need to continue to maintain updated personalized devices for students to increase access to differentiated online programs. Data collected from students participating in extended learning opportunities identified a need to strengthen students' acquisition of grade level standards through engaging hands on learning.

Stakeholder Involvement

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

Every school site council agenda includes an item that discusses SPSA progress and implementation. In the beginning of April, school site council conducted progress monitoring on the SPSA actions and services. Many of our actions were not fully implemented due to distance learning.

At the end of April, School Site Council determined which actions and services to continue, modify, or discontinue based on the results of progress monitoring and anticipated student needs. SSC decided to continue many of the actions and services. The council recognized the need for literacy software support for K-3 and EL students. The ELAC recommended increased communication and archived training/workshops for flexible viewing.

In May, school site council approved the 2021-2022 SPSA.

Identified Needs based on Findings:

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Factors that potentially inhibited participation for all stakeholders was deeply impacted by distance learning that began in March, 2020 and transitioned to hybrid learning in April, 2021. Some of the student population did not have equitable access to the Internet, supports at home, or environments conducive to quiet study areas. Limited time for professional development during the work day restricted opportunities for teachers to fully collaborate with planning and evaluating data and best practices, considering that some team members worked remotely while others worked on school campus.

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"> • Students will have access to Scholastic Literacy Pro which personalizes reading goals, allows students to set targets, and monitor progress. • An extended learning opportunity designated for English Language Learners will target reading, comprehension, vocabulary, and speaking/listening skills. • Provide additional time before school, after school, and during lunch recess to address social emotional needs to build social skills, and extended opportunities for student leadership. 	Reading Support: Daily, August, 2021-May, 2022 Tutoring: October, 2021-March, 2022 SEL: October, 2021-March, 2022
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"> • Technology purchases such that focus on expanding opportunities for students to engage in online instruction and programs to ensure students have greater and more effective access to personalized activities and instruction will be provided through the purchase of headphones and online reading programs. • Extended learning opportunities for all students in grades K-5 in various, engaging STEAM programs will provide additional time for students to practice key life skills such as communication, critical thinking, collaboration, and creativity while exposing them to potential future careers 	Differentiated Instruction: August, 2021- May, 2022 STEAM: October, 2021-April, 2022
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	<ul style="list-style-type: none"> • An extended learning opportunity designated for English Language Learners will target reading, comprehension, vocabulary, and speaking/listening skills. • Community events designed to engage parents while communicating shared goals such as STEMtastic Night, Digital Literacy Night, or Family Math Night will provide additional opportunities for students to engage in hands on standards related activities. • Professional development for teachers focused on differentiating instruction during small group intervention groups will be provided. 	Tutoring: October, 2021-March, 2022 Parent Engagement: Monthly, August, 2021- May, 2022 Professional Development: Monthly, September, 2021-April, 2022

Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-0.5	>= 7.5
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-32.4	>= -17.4
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.46 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.04	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.26 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	15%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> MAP data and classroom observations indicate that students need ongoing, engaging opportunities that integrate technological skills across content areas while developing key skills relating to communication, critical thinking, creativity, and collaboration in addition to developing leadership skills. MAP data, classroom observations, and teacher feedback indicate that students need greater access to individualized online programs. (Title 1 & SUPC) Parent surveys indicate that students and parents need extended opportunities to connect between school, home, and the community. MAP data and classroom observations indicate that students need extended instructional opportunities in reading and mathematics. MAP data, classroom observations, and teacher feedback indicate that time to plan, collaborate, and participate in professional development is needed for staff. MAP data, classroom observations, and leadership feedback indicate that time to collaborate regarding intervention for students is needed. (SUPC)
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	<ul style="list-style-type: none"> MAP data, attendance, classroom observations, and parent feedback indicate that incentives to recognize progress and engage students is needed. (SUPC)
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1A Provide after school STEAM programs to increase engagement, expand 4C skills, develop leaders, and increase proficiency in ELA and mathematics. <ul style="list-style-type: none"> Contracted services Instructional materials Certificated/classified hourly 	Classroom Visit Data, Participation Data	Students in grades K-5	Principal, Counselor, Teachers, Secretary, Clerk, Community Aide	\$21,000	
1B Provide differentiated and personalized online learning programs to increase ELA and math proficiency for all K-5 students <ul style="list-style-type: none"> Instructional software Instructional hardware Classroom technology and supplies: TV monitors, computers (SUPC) 	Classroom Visit Data, Usage Reports	Students in grades K-5	Principal, Teachers, Media Specialist, Secretary, Clerk	\$3,000	\$14,462
1C Provide parent engagement opportunities to support learning at home while effectively connecting home, school, and the community. <ul style="list-style-type: none"> Certificated and Classified Hourly Instructional Materials 	Number of participants, Parent Surveys	Students in grades K-5	Principal, Teachers, TOA, Media Specialist, Secretary, Clerk, Community Aide	\$6,000	
1D Provide differentiated instruction across all content areas to improve academic achievement. Printing Instructional Materials Manipulatives Certificated & Classified Hourly	Classroom Visit Data, MAP Growth	Students in grades K-5	Principal, Teachers, Secretary, Clerk, Media Specialist	\$6,815	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Flexible Seating					
1E Provide PLC collaboration time for certificated and classified to evaluate data and plan instruction. <ul style="list-style-type: none"> Certificated Hourly 	Classroom Visit Data	Students in grades K-5	Principal, Teachers, Secretary, Clerk, Media Specialist	\$6,000	
1F Provide support for the implementation of PBIS and SIT Leadership <ul style="list-style-type: none"> Certificated and Classified Hourly 	Classroom Visit Data	Students in grades K-5	Principal, Teachers, Secretary, Clerk, Counselor		\$3,000
1G Provide student engagement materials and awards for academic achievement, citizenship recognition, attendance, and progress.	Number of students receiving awards	Students in grade PK-5	Principal, Teachers, Media Specialist, Secretary, Clerk, Community Aide		\$1,500
Total Estimated Cost for This Goal:				42,815	18,962

Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELLs:		
English language learners will demonstrate improved academic growth and achievement in reading comprehension and academic vocabulary.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	3.8	>= 11.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-29.0	>= -14
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.27 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.04	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.39 (Excludes invalid Fall 2020 K-1 results)	>= 0

Identified Need(s):	MAPs and Scholastic Literacy Pro data indicate that grades K-5 EL students need to develop reading skills in the area of comprehension and vocabulary.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1a(1) Provide professional development to teachers to support reading comprehension and academic vocabulary to improve reading proficiency. <ul style="list-style-type: none"> • Instructional Materials 	Scholastic Literacy Pro Data, Classroom Observations, Teacher Feedback	ELL Students in grades K-5	Principal, ELL TOA, Teachers, Counselor, Secretary	\$4,000.00	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:				4,000	

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of ELs: English language learners will demonstrate English language proficiency growth and achievement in their productive language through participation in extended learning activities focused on academic vocabulary and reading skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	58.1%	>= 61.1%

Identified Need(s):	ELPAC, Smarter Balance, and MAPs assessment data reveal that English language learners in grades 2-5 need to develop their receptive language with a focus on reading comprehension and academic vocabulary.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b(1) Provide tutoring for ELL at risk students outside of the school day to improve reading skills with a focus on comprehension and academic vocabulary using response frames. <ul style="list-style-type: none"> • Certificated and Classified hourly • Instructional Materials • Instructional Software • Printing 	Pre/Post Assessments	ELL Students in grades K-5	Principal, ELL TOA, Teachers, Secretary, Clerk, Tutor Monitors, Bilingual Aide	\$11,000	
Total Estimated Cost for This Goal:				11,000	

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	48.0%	>= 51.0%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-6.9	>= 8.1
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 1.11 Fall 2nd to Fall 3rd: 0.61 Fall 3rd to Fall 4th: -0.01	>= 0 for each grade level
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 23% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 21% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 18% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 13% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 11% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 8% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

Identified Need(s):	MAP data indicate that an increase in percentage of students who are at risk of not reading at grade level by the end of 3rd grade increases between the end of kinder to second grade identifying a need for additional targeted formative reading assessments to effectively evaluate progress.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
2A Provide PD for teachers focused on small group, differentiated instruction refining targeted, ongoing, formative assessments for at risk students in grades K-3rd grades.	Scholastic Literacy Pro data, teacher feedback, classroom observations	K-3 Students	TOA, Teachers, Secretary, Clerk, IST	\$0	
Total Estimated Cost for This Goal:				0	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>Goal 1A Provide after school STEAM program to increase engagement, expand 4C skills, develop leaders, and increase proficiency in ELA and mathematics.</p> <ul style="list-style-type: none"> • Contracted services • Student instructional materials • Certificated/Classified Hourly 	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Technician, Media Specialist, Secretary, Clerk
<p>Goal 1B Provide more access for differentiated and personalized online learning programs to increase ELA and math proficiency for all K-5 students</p> <ul style="list-style-type: none"> • Instructional software • Instructional hardware 	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Secretary, Clerk
<p>Goal 1C Provide parent engagement opportunities to support learning at home while effectively connecting home, school, and the community.</p> <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly • Parent/Student Supplies • Consultant Fees and Materials 	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Technician, Media Specialist, Clerk
<p>Goal 1D Provide additional resources to differentiate instruction across all content areas to improve academic achievement.</p> <ul style="list-style-type: none"> • Printing • Instructional Materials • Manipulatives • Teacher Hourly • Flexible Seating 	All students in Grades PK-5	\$25,000.00	Principal, Teachers, Counselor, Clerk
<p>1E Provide PLC collaboration time for certificated and classified to evaluate data and plan instruction.</p> <ul style="list-style-type: none"> • Certificated and Classified Hourly 	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Counselor, Secretary, Clerk

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1F Provide support for the implementation of PBIS and SIT Leadership <ul style="list-style-type: none"> • Certificated and Classified Hourly 	All students in Grades PK-5	\$20,000.00	Principal, Teachers, Counselor, Secretary, Clerk
Goal 1G Provide additional resources to engage students and recognize progress and achievement (SUPC) <ul style="list-style-type: none"> • Awards • Student Materials 	All students in Grades PK-5	\$25,000.00	Principal, Teachers, Counselor, Secretary, Clerk
Goal 1a(1) Provide more access for differentiated and personalized online learning programs to increase ELA and math proficiency for ELL K-5 students <ul style="list-style-type: none"> • Instructional software 	All ELL students in Grades PK-5	\$20,000.00	Principal, Teachers, Counselor, Secretary, Clerk
1b(1) Provide tutoring for ELL at risk students outside of the school day to improve reading skills with a focus on comprehension and academic vocabulary using response frames. <ul style="list-style-type: none"> • Certificated and Classified hourly • Instructional Materials • Instructional Software • Printing 	All ELL students in Grades PK-5	\$20,000.00	Principal, Teachers, Counselor, Secretary, Clerk

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.	\$32,426
X	Title I, Part A: Carryover	\$25,389
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).	\$1,447
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)	\$18,962
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		76,777
Total amount of state funds spent (SUPC)		18,962
Total amount of federal funds spent (Title I)		57,815
Total amount of state and federal funds spent		76,777
Balance		0

School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Dr. Kelly Wilbert	Principal	Not-Applicable	Not-Applicable	1
Mrs. Mary Crull	Classroom Teacher	2 years	May 2021	1
Mrs. Lisa Flores	Classroom Teacher	2 years	May 2021	1
Ms. Darla Heusinkveld	Classroom Teacher	2 years	May 2022	1
Mrs. April Gurslin	Other Staff (Specify): Clerk Typist	2 years	May 2021	1
Mrs. Teresita Ortega (replaced Destiny Olvera)	Parent/Community Member	2 years	May 2022	1
Mrs. Evette Yousef	Parent/Community Member	2 years	May 2022	1
Mr. Reuben Lomeli	Parent/Community Member	2 years	May 2021	1
Mrs. Monica Ontaneda	Parent/Community Member	2 years	May 2022	1
Mrs. Almeda Richardson	Parent/Community Member	2 years	May 2022	1

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

Name of School: Canyon Crest Elementary School

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

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

English Learner Advisory Committee Lucia Reyes 5/25/21
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: 5/7/21.

Attested:

Kelly Wilbert Ed.D.
Typed name of School Principal

[Signature]
Signature of School Principal

Date 5/7/21

Monica Ontaneda
Typed name of SSC Chairperson

[Signature]
Electronic Signature of SSC Chairperson

Date 5/25/2021