

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code		WEST RANDALL ELEMENTARY 36-67710-6035919		SSC Approval Date: <u>10/15/19</u>	
School Address		15620 Randall Avenue Fontana, CA 92335		Local Governing Board Approval Date: _____	
Name of Principal		Tammy Stringer	Phone # and Email	(909) 357-5780 Tammy.Stringer@fusd.net	
Name of SSC Chairperson		Jennifer Johnson	Phone # and Email	(909)357-5780 JohnJD@fusd.net	
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)		SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP		<input type="checkbox"/> Targeted Assistance Program (TAS)		<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds				<input type="checkbox"/> Targeted Support and Improvement (TSI)	
				<input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

SCHOOL BACKGROUND

VISION AND MISSION	<u>Our Vision</u> West Randall Elementary School will provide instruction for developing creative and critical thinkers who are prepared for a technological and global society.
	<u>Mission</u> We are the school where every face has a name and every challenge can be met.

<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>West Randall Elementary School first opened in September 1947. Currently, the school serves 488 students from Pre-K to 6th grade. This includes three Special Day Classes (1st-3rd Moderate/Severe SDC, 1st-2nd Mild/Moderate SDC, and 3rd-5th Mild/Moderate SDC). Approximately 61.8% of our families are low income, based on the free/reduced lunch program. In addition, 47.7% of our students are English Language Learners (ELL).</p> <p>The staff works collaboratively to deliver the curriculum using a variety of effective strategies. Language Arts materials from Wonders for K–5 and Study Sync for 6th grade deliver a balanced literacy program that includes reading, writing, grammar, phonemic awareness, vocabulary development, and spelling. The Mathematics curriculum (K-5th My Math and 6th Grade Big Ideas) focuses on problem solving skills and emphasizes higher levels of thinking. English Language Learners at West Randall receive daily English Language Development (ELD) focused on state standards. The English Language Arts (ELA) curriculum supports our ELD program.</p> <p>West Randall receives Title I Funding, which provides supplemental programs to support the academic growth of our students. These programs include after school tutoring for reading and math. The funding also provides supplemental instructional materials to support students, as needed. We also provide parent education opportunities in both English and Spanish so that parents can better support their child.</p>
<p>SPSA HIGHLIGHTS</p>	<ul style="list-style-type: none"> • West Randall did not decrease the Distance from Standard (DFS) in both ELA and Math on the 2018/19 Smarter Balanced Assessment (SBA). The data shows that in ELA, the distance increased from -49 to -57 points. Although the distance was increased school-wide, in 3rd grade the distance was decreased by 12 points. In 5th grade, the ELA distance was decreased by 28 points. In Math, the DFS increased from -76.1 to -87 points, but there was decrease in DFS of 9 points and 21 points for 4th and 5th grade respectively. • In Math on the SBA, the percentage of students who met or exceeded the target increased from 15% to 18%. • West Randall did meet the 50% target of students meeting their Measures of Academic Progress (MAPs) projections in ELA and Math. From Fall 2018 to Fall 2019, 58% of students in ELA met the growth projections. In Math, 56% of the students met the required growth projections. • West Randall staff is receiving Professional Development (PD) in Narrative writing using Write from the Beginning and Beyond (WFTBB). This endeavor will be supported by our Instructional Leadership Team (ILT), Teacher on Assignment (TOA), and two additional teachers who were trained as Trainer of Trainers. • The ILT will provide Professional Development in Teacher Clarity. By effectively implementing Teacher Clarity and Professional Learning Communities (PLC), West Randall staff will build Collective Teacher Efficacy (CTE).
<p>INCREASED OR IMPROVED SERVICES</p>	<ul style="list-style-type: none"> • Increasing student Depth of Knowledge (DOK) is a goal for West Randall Elementary School. All students will benefit from high-leverage instructional strategies used in first time instruction. In monthly PLCs, grade levels will work together to improve instructional practices in both the ELA and Mathematics. This is being improved with an increase in PLC time to, at least, three hours per month. In addition, with our Teacher Clarity missions, West Randall will build effective first-time instruction. Building Teacher Clarity will include analysis of the essential CCSS for ELA and building student's knowledge of what they are learning. • This school, sixth grade students will be taught in a self-contained environment, thus allowing 6th grade teachers to teach their strongest subject area. • The 2019/20 marks the 2nd year for West Randall's participation in the targeted reading program called United2Read, which uses the Blended Learning Model. This school year, 2nd grade students will also participate. Students will receive English Language Arts based on their specific needs, as prescribed by the A2i assessment. In addition, K-3 students will receive similar support in Mathematics to develop the center rotations. This support is geared towards increasing growth in all students, whether they are currently At, Approaching, or Below Grade Level. • West Randall will continue to provide After School Tutoring. To improve this service, each of the three sessions will last for four weeks and target a specific student need. First through third grade students will be placed in a session based on their academic need, not their grade level. In addition, students who are most at-promise will receive support in a class of 7 to 10 students. There will be two sessions based on reading growth and one session designed for math growth.
<p>MOONSHOT</p>	<p>The West Randall TEAM is eager to support our students in exploring Theater Arts. The goal is to increase academic skills in English Language Arts while emphasizing College and Career Readiness skill. With the integration of the arts, students will utilize higher order thinking skills as a pathway to learning.</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-39	-57
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-61	-87
NWEA MAP Reading: % of students who meet expected fall to fall growth	52%	58%
NWEA Math: % of students who meet expected fall to fall growth	52%	56%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	45%	40%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A—Extended Learning Opportunity Teacher Salaries Hourly	\$2,000.00	7,800.00	<p>After School Tutoring Performance Data: Wonders Reading Fluency, used during After School Tutoring, shows that 48% gained ten or more reading fluency words. Of the 15 students who received Reading Comprehension Strategies, 80% scored 70% or higher.</p> <p>Process Data: Forty students participated in tutoring and 85% attended every session.</p> <p>English Language Arts - MAP Performance Data: From Fall 2018 to Fall 2019, 58% of K-6 students met ELA MAP Projections. In Math, 56% of the students met the projections,</p>	<p>Continue and modify this Action/Service. The modification will include an increase of \$5,300.00 in Title I. In addition, tutoring will include two four-week sessions in Reading (1st – 3rd) and Math (4th – 6th). Sessions will include a targeted, skill-based approach.</p> <p>Discontinue the SUPC portion.</p>

1B—Supplemental Printing Printing Encumbrance	\$4,000.00		English Language Arts – MAP Performance Data: From Fall 2018 to Fall 2019, 58% of K-6 students met ELA MAP Projections. In Math, 56% of the students met the projections, LEXIA Core 5 Performance Data: In LEXIA Core 5, the number of students using <i>Grade Level Material or Higher</i> increased from 23% to 68% in the 18/19 school year.	Continue this Action/Service.
1C—Supplemental Instructional Materials Instructional Materials & Supplies	\$14,250.00		After School Tutoring Performance Data: Wonders Reading Fluency, used during After School Tutoring, shows that 48% gained ten or more reading fluency words. Of the 15 students who received Reading Comprehension Strategies, 80% scored 70% or higher. Process Data: Forty students participated in tutoring and 85% attended every session. English Language Arts - MAP Performance Data: From Fall 2018 to Fall 2019, 58% of K-6 students met ELA MAP Projections. In Math, 56% of the students met the projections,	Modify this Action/Service with a decrease in funds to \$6,192.
1E-Extended Learning Opportunity Bilingual Aide Hourly	\$1,200.00		After School Tutoring Performance Data: Wonders Reading Fluency, used during After School Tutoring, shows that 48% gained ten or more reading fluency words. Of the 15 students who received Reading Comprehension Strategies, 80% scored 70% or higher. Process Data: Forty students participated in tutoring and 85% attended every session. English Language Arts - MAP Performance Data: From Fall 2018 to Fall 2019, 58% of K-6 students met ELA MAP Projections. In Math, 56% of the students met the projections,	Modify this Action/Service with an increase of \$100.00.
1F-Equipment – Classroom • Projectors • Printers		\$2,973.00		Discontinue this Action/Service.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	19.5%	4.5%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-84	-85
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-106	-109

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A—Extended Learning Opportunities (After School Tutoring ELA/Writing and Math) Teacher Salaries Hourly	\$2,000.00	\$3,400.00	<p>After School Tutoring Performance Data: Wonders Reading Fluency, used during After School Tutoring, shows that 48% gained ten or more reading fluency words. Of the 15 students who received Reading Comprehension Strategies, 80% scored 70% or higher.</p> <p>Process Data: Forty students participated in After School Tutoring and 85% attended every session.</p> <p>English Language Arts - MAP Performance Data: From Fall 2018 to Fall 2019, 58% of K-6 students met ELA MAP Projections. In Math, 56% of the students met the projections,</p>	<p>Continue and modify this Action/Service. Tutoring will include one four-week session in Reading, Writing, Listening/Speaking. Student will be placed in a class, based data.</p> <p>Discontinue the SUPC portion of this Action/Service.</p>
2C—Supplemental Instructional Materials Instructional Materials & Supplies		\$250.00	<p>After School Tutoring Performance Data: Wonders Reading Fluency, used during After School Tutoring, shows that 48% gained ten or more reading fluency words. Of</p>	Discontinue Action/Services.

			<p>the 15 students who received Reading Comprehension Strategies, 80% scored 70% or higher.</p> <p>Process Data: Forty students participated in After School Tutoring and 85% attended every session.</p> <p>English Language Arts - MAP Performance Data: From Fall 2018 to Fall 2019, 58% of K-6 students met ELA MAP Projections. In Math, 56% of the students met the projections,</p> <p>ELL Performance Data In the 18/19 School Year, 4.5% of English Language Learners were reclassified.</p>	
--	--	--	---	--

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the number of college and career awareness activities.	5 Activities	5 Activities

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3A—Field Trips to Local University	\$1,633.00		Performance Data: Our 6 th Grade students attended a trip to Cal Poly Pomona. According to pre/posttest data, 75% of the student increased awareness of college attendance.	Continue this Action/Service with a decrease to \$1,200.00.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Proficient	Proficient
Instructional Leadership Team Rating	Proficient	Proficient

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A—Professional Learning Community <ul style="list-style-type: none"> • Additional Hourly • Substitutes (Half Day and/or Whole Day PLCs, Coaching, Professional Development,	\$7,119.00		Performance: The Professional Development Rating and Instructional Leadership Team Rating is Proficient. Also, the DOK has increased to 40%.	Continue and modify this Action/Service with a decrease to \$6,000.00
4C – Professional Development Outside Conferences	\$7,500.00		Process Data: Two teachers attend the Write from the Beginning Beyond (WFBB) Trainer of Trainers seminars. The West Randall staff is currently being trained in WFBB for Narrative Writing.	Continue and modify this Action/Service to purchase the WFBB Expository Text training materials. Decrease to total to \$2,000.00 to cover the cost of 18 manuals.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			2018-19 Expected Outcomes	2018-19 Actual Outcomes
Metrics/Indicators				
Dropout rate			NA	NA
Suspension rate:	SW		.4%	1.6%
	FY (homeless)		0%	0%
	Hispanic		.4%	1.3%
	ELL		0%	.5%
	AA		0%	10%
	Sped		0%	2.0%
Expulsion rate			NA	NA
Attendance Rate			97%	96.26%
Chronic Absenteeism Rate			5.0%	10.4%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A—Field Trips Transportation Encumbrance	\$9,550.00		Performance Data: There was a slight increase in West Randall's School-wide Suspension Rate from 1.2% to 1.6%. In addition, our attendance decreased from 97% to 96.26%. On the pre/post Field Trip assessment, 70% of students increased their knowledge to 70% or higher.	Continue and modify this Action/Service to increase to \$10,748.00.
5C—Certificates and Other Student Rewards Monthly PBIS Rewards		\$1,150.00	See above.	Discontinue this Action/Service. The MTSS Dept will provide funds in this area.

5D – PBIS Coaches & Team Teacher Hourly	\$900.00		See above.	Discontinue this Action/Service. The MTSS Dept will provide funds in this area.
5E – Outside Consultant • PBIS Monthly School-wide Event/Activity Mad Science	\$4,480.00		See above.	Discontinue this Action/Service. The MTSS Dept will provide funds in this area.
5F—Supplemental Printing	\$1,500.00		See above.	Discontinue this Action/Service. The MTSS Dept will provide funds in this area.
5H – Supplemental Instructional Materials • Second Steps Curriculum	\$1,395.00		See above.	Discontinue this Action/Service. The materials were purchased in the 18/19 school year.
5J – After School Enrichment • Little Kids Rock • Theater	\$1,800.00	\$1,480.00	See above.	Discontinue the Title I portion of the Action/Service.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	11 Events	15 Events
Parent Engagement and Local Climate Survey	90 (25%)	39%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A—Parent Workshops <ul style="list-style-type: none"> • Consultants/Independent Contractors • CAFE 	\$3,000.00		Process Data: Fifteen parents or more attended all three workshops.	Continue and modify this Action/Service. This service will be decreased to \$1,600.00.
6C—Equipment <ul style="list-style-type: none"> • Marquee 		\$14,480.00	Process Data: Fifteen parents or more attended all three workshops.	Discontinue this Action/Service. The marquee was purchased.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA GOAL 7: Promote Healthy Environments

Metrics/Indicators	2018-19 Expected Outcome	2018-19 Actual Outcome
Increase number of fifth/seventh/ninth grade students meeting the Healthy Fitness Zone (HFZ) on the Physical Fitness Test	40%	24.2%

2018-19 Actions/Services	Estimated Expenditure		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue, Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A – Annual Walk/Run of the Bulldogs (Walk-A-Thon)	0	0	Process Data: One hundred percent of our students participated in the annual Walk-A-Thon and Obstacle Course.	Continue this Action/Service.
7C—PBIS Obstacle Course	0	0	Process Data: One hundred percent of our students participated in the annual Walk-A-Thon and Obstacle Course.	Modify to Field Day instead of Obstacle Course.

Total Estimated Cost for This Goal:

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The evaluation was conducted by School Site Council at the meeting on September 19th. The data for each Action/Service was reviewed and discussed in detail. School Site Council members had an opportunity to give input and ask questions.</p>
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>Goal 1: Measuring Academic Progress (MAP) West Randall partially met Goal 1, with the increase in the school-wide percentage of student who met required MAP projections in ELA and Math from Fall 2018 to Fall 2019. In ELA 58% of the students tested met their Growth Target. Fifty-six percent of the student met the Growth Target in Math. In both ELA and Math, the data reveals that the Achievement Gap is decreasing based on student RIT Scores in 1st, 3rd, and 6th grades, as well. Each of these grade levels show an increase in RIT points, from Fall 2018 to Fall 2019. The 6th grade students increased from about 200.5 to 207.5. Finally, the data shows that there is notable growth in the area of Informational Text and Literature. In Kinder through 2nd grade, 51% of students scored average or higher in Literature/Information Text. Of the students in 3rd – 6th Grade, 54.5% of students in Literature and 50% in Informational Text scored average or higher.</p> <p>PLC/Planning with Substitute Release was beneficial. During the PLC teachers had an opportunity to plan lessons based on MAP data. Also, this time was used for the start of Teacher Clarity. The purchase of the Ready Common Core and Scholastic News (Supplemental Materials), was an effective Action/Service. These materials allowed for additional high-interest, rigorous text to support students with identifying textual evidence with supporting details.</p> <p>Goal 3: Increase College and Career Readiness West Randall conducted five activities to increase college awareness among parents and students. The college field trip for 6th grade students was effective in supporting students. Seventy-five percent of the students increased their awareness of college as measured by a pre/post assessment.</p> <p>Goal 4: Cultivate Effective Teachers and Leaders In the 18/19 School Year, West Randall teachers received PD on Teacher Clarity and Write from the Beginning. Action/Service #4A was extremely beneficial in providing additional hours for grade levels to plan based on the information gained in the Professional Development.</p> <p>Goal 6: Strengthen Family and Community Engagement West Randall increased the number of the parent/community events by four in the 18/19 school year. Also, thirty-nine percent of our parents completed the local climate survey. The parent workshops were very effective for parents because they provided specific information for parents to support them in working with their child.</p>

Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?

Goal 1: Increase Proficiency and Strategic Thinking

West Randall did not decrease the Distance from Standard (DFS) in both ELA and Math on the 2018/19 SBA. The data shows that in ELA, the distance increased from -48.7 to -57 points. In Math, the DFS increased from -76.1 to -87 points.

After School Tutoring was not very effective in the 2018/19 school. There were many academic needs, which were not able to be properly met in an after-school support program that covered several different skills in reading, writing, and math. To make tutoring more effective, a team of teachers will use a skill-based approach to target students' specific needs. For example, when ELs attend tutoring, students will be placed with a teacher based on their higher area of need. Students will also be able to move within groups as they progress in their skills.

Goal 2: Promote Multilingualism and Multiculturalism

West Randall reclassified 4.5% of the ELs in the 18/19 School Year. In addition, the DFS increased for ELLs from -48.7 to -85 points in ELA. In Math, the DFS increased from -112 to -109 points.

Goal 5: Engage Students and Decrease Dropout Rates

The suspension rate increased from 1.2% to 1.6% in 18/19. Although we purchased Second Steps Curriculum, this was not effective due to the fact that the curriculum arrived too late to implement. Therefore, the implementation will begin in the 2019-20 school year, with support from the School Counselor.

Finally, the Attendance Rate decreased from 96.35% to 96.26%, and the Chronic Absenteeism Rate increased from 7.9% to 10.4%. Although, through observation, it was noted that students actively participated in our PBIS events and After School Enrichment, these activities did not improve the area of student attendance. Therefore, West Randall has implemented rewards (with the support of ASB), that are connected directly to the growth of student attendance. In addition, West Randall is continuing to develop a culture where both students and parents understand that daily attendance is extremely important.

Goal 7: Promote Healthy Environment

West Randall did not meet the expected growth for the Healthy Fitness Zone. In 18/19, 24.2% of our students met the requirements. The Actions/Services may not have been very effective because there must be a specific target for our 5th grade students.

In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?

Goal 1: Increase Proficiency and Strategic Thinking

There were notable gaps for the specific sub-groups on the SBA. In ELA, our overall DFS is -56.9, while the DFS for ELs was -85. The DFS for overall is -87, and the DFS for ELs is -108.6. Other subgroups include: Homeless, SWD, White, and African American. In both ELA and Math, the DFS is -101 or higher. Foster Youth and Asian scored at standard or above in both ELA and Math.

According to MAP (Fall to Fall), there is a significant achievement gap with EL, SWD, White, SED and Foster Youth, when compared to the Hispanic subgroup. This trend is evident in the MAP Math results, as well.

I attribute the results to the need for Teacher Clarity, and the more time needed to plan in PLC. Teachers need numerous hours to unpack standards to build knowledge on exactly what students are required to learn, according to the CCSS. Furthermore, once the standards are unpacked, more time must be allotted to write Learning Targets, which will strengthen first time instruction, if implemented effectively in the classroom. In addition, supplemental supports must be planned and carried out based on specific student needs, to get the optimal results.

Goal 5: Engage Students and Decrease Dropout Rates

Another notable discrepancy is the Suspension Rate for African Americans as compared to the school-wide rate. Ten percent of the African Americans were suspended in 2018/19, but there were only 1.6% of students school-wide. Although, it was noted that students actively participated in our PBIS rewards/events, this did not motivate 100% of our students to exercise positive behavior daily. To address the needs in this area, West Randall will provide Bullying Prevention to all students, as well as Therapeutic Counseling to those in need. The counseling support will be provided through the districts Multi-Tiered System of Supports (MTSS). In addition, based on need, selected students will be placed in Check-In/Check-Out (CICO), where a staff member will give encouragement and monitor behavior for improvement.

What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?

The data shows that students in specific subgroups are behind academically, and there are significant gaps to be closed. SSC is concerned about the gap widening. The identified needs will work to improve the instruction in the classroom by providing time for PLC and Professional Development. The Teacher Clarity PD, with a focus on ELA, will help grade levels identify understand the depth of the standards being taught. The planned PD time will also be used for an Outside Consultant (SUPC) to provide strategic math support to improve knowledge and delivery of instruction among teachers. The after-school support provided to students will be skill-based, which will allow students to build strength in one area before progressing to the next area of need.

To increase language proficiency, West Randall teachers will continue to provide Designated ELD, but include additional PD from our TOA to increase support for ELL through all subject areas.

For Goal 5, more attendance incentives are being provided through the school's ASB funding. In addition, West Randall is working consistently to encourage students to make up attendance if it is necessary to be absent. A decrease in the area of a suspension is also vital to the success of West Randall. With the use of Second Steps and continued PBIS, our students will continue to become more knowledgeable on how to build positive behavior and social relationships.

Finally, West Randall is committed to promoting a healthy environment. This year students participated in Sports for Learning, which was provided be district funding. In addition, 4th – 6th grade students have an opportunity to participate in Engineering for Kids, that is funded through SUPC. To provide further growth in Goal 7, West Randall will use SUPC funds to purchase additional PE equipment to provide a more enriching experience for our students.

2017-2020 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-promise 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)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-57	-47
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-87	-72
NWEA MAP Reading: % of students who meet expected fall to fall growth	58%	68%
NWEA Math: % of students who meet expected fall to fall growth	56%	66%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	35%	45%

Identified Need(s):	<ul style="list-style-type: none"> In order to improve instructional delivery, teachers need supplemental, high interest reading materials that supports an increase in DOK Level. Furthermore, there is a need for primary teachers to have access to rigorous activities to support Student Managed Time during United2Read ELA block. To improve in Math and Reading skills, at-promise students need support with skill-based instruction. This can be provided with Extended Learning Opportunities for ELA and Math. Student need enriching learning experiences to reinforce the state standards. The students will have an opportunity to build their academic knowledge, while interacting with peers, on a field trip.
----------------------------	---

<p style="text-align: center;">SWP Requirements: [ESSA section 1114(b)(7)]</p> <p>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>West Randall will accomplish this by providing monthly PLC to focus on instructional improvement, data analysis, and grade level collaboration. Teachers will also receive PD in Teacher Clarity, which will ensure that there is a strong awareness of what each standard requires. Teacher Clarity will, in turn, increase student clarity.</p>	<ul style="list-style-type: none"> • Monthly PLC will start in August 2019. • Teacher Clarity PD will start in August 2019.
<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>Students will be provided with enriching Field Trips based on CCSS. These field trips will be geared towards increasing academic growth with the use of Project Based Learning, that will be measured in a pre/post assessment. Field Trips will also support student by building academic language skills and background/content area knowledge.</p> <p>After School Tutoring will provide targeted skill base support in ELA, Math, and ELD.</p>	<ul style="list-style-type: none"> • Field Trips will start in January 2019.
<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>An outside consultant (Educators Cooperative) will provide Professional Development in Math for 4th – 6th grade teachers, to address the needs of at-promise students.</p> <p>West Randall will provide additional supports to students within all subgroups (African Americans, ELL, Hispanic, Homeless, SED, SWD, and Whites). At-promise students will be provided with in-school support from the classroom teacher and the Instructional Support Teacher. After School Tutoring will provide targeted skill base support in ELA, Math, and ELD.</p>	<ul style="list-style-type: none"> • The Math Professional Development will start in November 2019. • After School Tutoring for Reading start in November 2019. • The second session will include support for long-term ELL, and it will start in January 2020. • The third and final session will cover Math for 4th – 6th grade students. This will start in February 2020.

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
<p>1A—Extended Learning Opportunity Teacher Salaries Hourly Classified Salaries Hourly</p>	<p>Pre/Post ELO Data A2i Data Lexia Units Gained Data Fall to Fall MAPS Data</p>	<p>At-promise Students</p>	<p>Teachers, Tutoring Coordinator, Principal</p>	<p>\$7,300.00</p>
<p>1B—Deliver Differentiated Instruction Supplemental Printing Supplemental Instructional Materials</p>	<p>Pre/Post ELO Data A2i Data Lexia Units Gained Data Fall to Fall MAPS Data</p>	<p>All Students</p>	<p>Teachers</p>	<p>\$10,192.00</p>
<p>1C—Field Trips Transportation Encumbrance (Approximately \$1,791.00 per grade level)</p>	<p>Lexia Units Gained Data Fall to Fall MAPS Data Pre/Posttest</p>	<p>All Students TK – 5th Grade</p>	<p>Teachers, Principal</p>	<p>\$10,748.00</p>

Total Estimated Cost for This Goal:				\$28,240.00

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	4.5%	12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-85	-75
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-109	-103

Identified Need(s):	<ul style="list-style-type: none"> To meet the needs of English Learners, teachers need the opportunity to plan during PLC. Long-term English Learners need targeted support in their challenge area to improve their language proficiency and language development. This will be provided during both in-school English Language Development and Extended Learning Opportunities.
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A—Extended Learning Opportunities (After School Tutoring ELA, Writing, and/or Listening/Speaking) Teacher Salaries Hourly	Reclassification Data Progress Monitoring in Tutoring Fall to Fall MAPs LEXIA Units Gained	Long Term ELD Students	Tutoring Teachers, Tutoring Coordinator	\$2,000.00
Total Estimated Cost for This Goal:				\$2,000.00

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the number of college and career awareness activities.	5 Activities	6 Activities

Identified Need(s):	Students need an opportunity to learn about college and various possible career choices, and related academic vocabulary and application processes. In addition, students will be motivated by visiting a local college campus.
----------------------------	---

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
3A—Field Trips to Local University	Pre/Post Assessment Score Graded Writing Assignment Related to Field Trip	All 6 th Grade Students	Teachers	\$1,200.00
Total Estimated Cost for This Goal:				\$1,200.00

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Proficient
Instructional Leadership Team Rating	Proficient	Proficient

Identified Need(s):	<ul style="list-style-type: none"> Teachers need ongoing Professional Development in Teacher Clarity to improve instruction. In addition, time to collaborate within grade level is also a vital component. Finally, West Randall is currently receiving PD in Write from the Beginning to improve writing development in all grade levels.
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A—Professional Learning Community <ul style="list-style-type: none"> Additional Hourly Substitutes (Half Day and/or Whole Day PLCs, Coaching, Professional Development,	Walk-Through Data PLC Agendas Fall to Fall MAPs	All Students	Teachers, Principal	\$6,000.00
4C – Professional Development – Expository Text Materials	Walk-Through Data PLC Agendas Fall to Fall MAPs	All Students	Teachers, Principal	\$2,000.00
Total Estimated Cost for This Goal:				\$8,000.00

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		NA	NA
Suspension rate:	SW	1.6%	.6%
	FY (homeless)	0%	0%
	Hispanic	1.3%	.5%
	ELL	.5%	.3%
	AA	10%	2%
	Sped	2.0%	1%
Expulsion rate		0%	0%
Attendance Rate		96.26%	97%
Chronic Absenteeism		10.4%	5%

Identified Need(s):	
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Total Estimated Cost for This Goal:				0

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	15 Events	15 Events
Parent Engagement and Local Climate Survey	39%	40%

Identified Need(s):	To implement the family and engagement policy, parents must be provided with information to support the educational growth of their children. West Randall will use an outside consultant (Parent Empowerment) to provide support for parents in the area of College/Career Readiness and Improving Literacy.
----------------------------	---

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
6A—Parent Workshops <ul style="list-style-type: none"> Consultants/Independent Contractor 	Sign-In Attendance Data Parent Feedback Forms	All Students	Principal, Community Aide	\$1,600.00
Total Estimated Cost for This Goal:				\$1,600.00

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Extended Learning Opportunity	At-promise Students EL Students	\$10,000.00	Principal Tutoring Teachers Categorical Clerk
Professional Development/Professional Learning Communities	All Students	\$10,000.00	Principal Teachers Categorical Clerk
Supplemental Instructional Materials	All Students	\$10,000.00	Principal Teachers Categorical Clerk
After School Behavior Intervention	All Students	\$4,000.00	Principal Counselor Categorical Clerk
Reading Center for Primary Grades	K-3 Students	\$2,000.00	Principal Primary Teachers Categorical Clerk
Computer Tables – Both Labs	All Students	\$10,000.00	Principal Teachers Categorical Clerk
Large Classroom Monitors – Primary Grades	K-3 Students	\$10,000.00	Principal Teachers Categorical Clerk
Grade Level Rotating Computer Lab	All Students	\$20,000.00	Principal Teachers Categorical Clerk

Programs Included in this Plan

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$41,040.00
<input checked="" type="checkbox"/>	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).	\$1,430.00
Total amount of federal funds allocated to this school		\$41,040.00

The following site-level supports are included in the district's 2017- 20 LCAP/LEAP:

LCAP/LEAP Goal	Description of Supports
Goal 1	<ul style="list-style-type: none"> • Supply closet to provide instructional supplies and materials for students • One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state's Common Core Standards. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • School-wide access to Lexia computer adaptive software and instructional activities • Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	<ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support
Goal 3	<ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff

	<ul style="list-style-type: none"> • Supplemental funding for Advanced Placement and International Baccalaureate exams
Goal 4	<ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers
Goal 5	<ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials
Goal 6	<ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights
Goal 7	<ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites

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
Tammy Stringer	Principal	Not Applicable	Not Applicable	1
Jennifer Johnson	Classroom Teacher	2 Years	May 2020	1
Teresa Sewell	Classroom Teacher	2 Years	May 2020	1
Randolph Romero	Classroom Teacher	2 Years	May 2021	1
Melina Yamarone	Other Staff Member (Specify): RSP Teacher	2 Years	May 2020	1
Sub Total: 5				
Santa Cortez	Parent/Community Member	2 Years	May 2020	1
Karina Torres	Parent/Community Member	2 Years	May 2021	1
Martha Anaya	Parent/Community Member	2 Years	May 2020	1
Elia Montiel	Parent/Community Member	2 Years	May 2020	1
Gabriela Valle	Parent/Community Member	2 Years	May 2020	1
Sub Total: 5				
				Total: 10

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:

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:

Required:

English Learner Advisory Committee _____ *Santa* _____ Signature 10/15/19

Recommended:

Special Education Advisory Committee _____ Signature _____

Optional:

Other committees established by the school or district (specify) _____ 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. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 10/15/2019.

Attested:

Tammy Stringer
Typed name of School Principal

Tammy Stringer
Signature of School Principal

10/15/19
Date

Jennifer Johnson
Typed name of SSC Chairperson

Jennifer Johnson
Signature of SSC Chairperson

10-15-19
Date