

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

| | | | |
|-----------------------------|---|-------------------|--|
| School Name and School Code | Randall Pepper Elementary 36 67710 6035877 | | SSC Approval Date: May 11, 2022 |
| School Address | 16613 Randall Avenue, Fontana, CA 92335 | | Local Governing Board Approval Date: Pending Board Approval June 8, 2022 Original |
| Name of Principal | Annette Beasley, Ed.D. | Phone # and Email | (909) 357-5730, Annette.Beasley@fusd.net |
| Name of SSC Chairperson | Rayfe Aquino | Phone # and Email | 909-202-2971, raquino88@yahoo.com} |
| SCHOOLWIDE PROGRAM (SWP) | | | |
| SWP | | | |

SCHOOL BACKGROUND

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|--|--|
| <p>VISION AND MISSION</p> | <p>The mission of Randall Pepper Elementary, a diverse school community, is to ensure the academic achievement of all students in reaching and exceeding the California State Standards in a collaborative partnership with parents, community, students, and staff.</p> <p>The purpose of Randall Pepper Elementary is to teach, educate, and enrich the lives of its students through a collaboration of staff, students, and parents by providing a nurturing and safe environment along with rigorous and relevant instruction. Students will become productive and self-reliant citizens equipped to handle the demands of the 21st century.</p> |
| <p>SCHOOL AND COMMUNITY PROFILE</p> | <p>Randall Pepper Elementary School is one of thirty elementary schools in the Fontana Unified School District. It serves approximately 527 students in transitional kindergarten through fifth grade. Our student population consists of approximately 93% Hispanic or Latino, 3.8% African American, 2.1% White, 0.4% Pacific Islander, 0.2 Filipino, and 0.6 % Two or More Races. Randall Pepper serves students through consistent use of state and district approved curriculum, use of effective instructional strategies and support provided by highly qualified teachers and support staff.</p> |
| <p>SPSA HIGHLIGHTS (bullet points)</p> | <ul style="list-style-type: none"> • In response to current student achievement levels in Mathematics (Math) and English Language Arts (ELA), targeted after school extended learning opportunities in Math and ELA will be offered to students • In response to current student achievement levels for our English Language Learner (EL) students, targeted after school extended learning opportunities in English Language Development (ELD) will be offered • Provide hands-on learning opportunities like robotics • Professional Development opportunities for teachers on Visible Learning/Teacher Clarity • Professional Learning Community (PLC) collaboration time for teachers to analyze data and plan for instruction • Parent education workshops and trainings to support their student's development of early literacy |
| <p>INCREASED OR IMPROVED SERVICES (bullet points)</p> | <ul style="list-style-type: none"> • Increase extended learning opportunities for all at-risk students in ELA and Math • Provide extended learning opportunities for EL students beyond the regular school day for language and literacy development • Positive Behavioral Interventions and Supports (PBIS) implementation and monitoring • Increase parent education workshops and training focused on school connectedness |
| <p>MOONSHOT</p> | <ul style="list-style-type: none"> • Our moonshot is still being developed as we are currently participating in Discovery Education’s STEMformation professional development for teachers in grades 2nd-5th (due to COVID-19, this professional development was |

SCHOOL BACKGROUND

paused during 2020-2021 school year but has continued in January 2022). This is a three-year professional development opportunity for our entire school community to help build and sustain a culture of STEAM teaching and learning. Through this process, we will engage our stakeholders to create a shared STEAM vision that will cultivate inquiry-based, transdisciplinary instruction that will prepare our students for careers that are not yet in existence. Once the professional development component is complete, our goal is to offer pathways at the elementary level that are STEAM focused. Teachers will have the opportunity to select pathways that spark their interests. There will be a five-week pathway unit in both the Fall and Spring that will take place on Wednesdays. Students in grades K-3, will have exposure to different pathways to allow them to gain experience in all areas. Students in grades 4 and 5 will be able to select their pathway of choice with parent/teacher recommendations. Teachers in grades 2-5 received year 1 professional development and coaching support during the 2019-2020 school year and received two PD sessions in the January 2022 and March 2022.

School and Student Performance Data

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

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

Student Population

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

2020-21 Student Population

| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
|------------------|---------------------------------|------------------|--------------|
| 527 | 90.9 | 38.9 | 0.8 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

| Student Group | Total | Percentage |
|---------------------------------|-------|------------|
| English Learners | 205 | 38.9 |
| Foster Youth | 4 | 0.8 |
| Homeless | 6 | 1.1 |
| Socioeconomically Disadvantaged | 479 | 90.9 |
| Students with Disabilities | 81 | 15.4 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 20 | 3.8 |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | 1 | 0.2 |
| Hispanic | 490 | 93.0 |
| Two or More Races | 3 | 0.6 |
| Native Hawaiian or Pacific Islander | 2 | 0.4 |
| White | 11 | 2.1 |

These data points indicate:

1. About 40% of our student population is English Language Learners with Hispanic being the largest student group.
2. Majority of our student population are classified as Socioeconomically Disadvantaged.
3. About 15% of our student population is Students with Disabilities.

School and Student Performance Data

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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Yellow

These data points indicate:

1. We are yellow and improving in both ELA and Math showing we are making adequate progress, however, we still need to continue to make significant growth in both areas.
2. Chronic absenteeism is orange and increasing. It continues to be an area of significant need.

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:

Lowest Performance



Red



Orange



Yellow



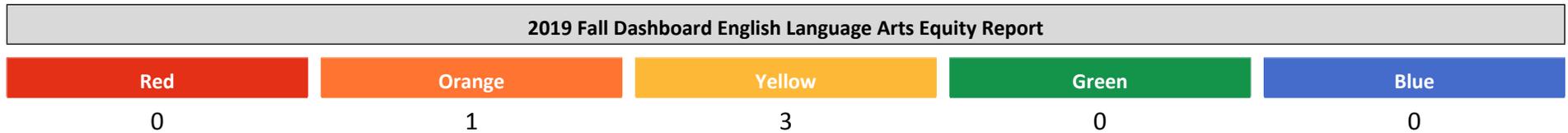
Green



Blue

Highest Performance

This section provides number of student groups in each color.



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

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

| All Students | English Learners | Foster Youth |
|--|---|--|
|  Yellow 48.2 points below standard Increased ++8.4 points 296 |  Yellow 51.8 points below standard Increased ++12.6 points 193 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Yellow 50.5 points below standard Increased ++5.3 points 277 |  Orange 114 points below standard Increased Significantly ++18.1 points 44 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|--|---|
| <p>African American</p>  <p>No Performance Color 67.4 points below standard</p> <p>12</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</p> <p>1</p> | <p>Filipino</p>  <p>No Performance Color 0 Students</p> |
| <p>Hispanic</p>  <p>Yellow 46.3 points below standard</p> <p>Increased ++10.7 points</p> <p>275</p> | <p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> | <p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p> | <p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</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>83.9 points below standard</p> <p>Increased Significantly ++20.1 points</p> <p>137</p> | <p>Reclassified English Learners</p> <p>26.6 points above standard</p> <p>Increased ++13.8 points</p> <p>56</p> | <p>English Only</p> <p>44.9 points below standard</p> <p>Declined -5.1 points</p> <p>97</p> |

These data points indicate:

1. We are narrowing the achievement gap for English Learners, however, we still need to continue to decrease the distance from standard (DFS).
2. Our English Only students are not making as much progress as our English Learners.

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3. Our Students with Disabilities achievement growth increased significantly, however, they are still performing in the low achievement 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)]

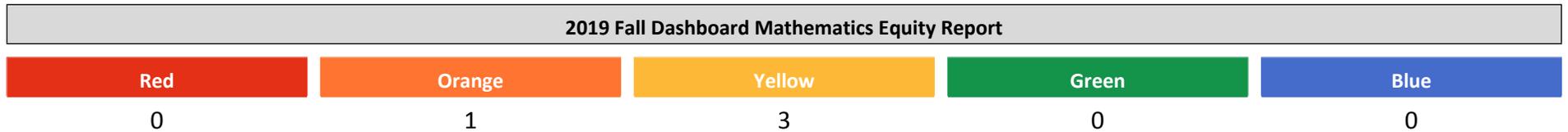
A review of the following data informs the comprehensive needs assessment.

Academic 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

72.7 points below standard

Increased ++10.2 points

296

English Learners


 Yellow

75.8 points below standard

Increased ++11.1 points

193

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

1

Socioeconomically Disadvantaged


 Yellow

74 points below standard

Increased ++7.9 points

277

Students with Disabilities


 Orange

129.8 points below standard

Increased ++11.3 points

44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
|  No Performance Color 86.8 points below standard 12 | No Performance Color Less than 11 Students - Data Not Displayed for Privacy |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | No Performance Color Less than 11 Students - Data Not Displayed for Privacy |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 71.1 points below standard Increased ++11.2 points 275 |  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 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |

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 |
|---|---|--|
| 96.4 points below standard Increased Significantly ++15.2 points 137 | 25.4 points below standard Increased ++13.2 points 56 | 71.6 points below standard Increased ++5.1 points 97 |

These data points indicate:

1. While all students and all student groups made gains, there is still a significant need to increase the achievement level for all students especially our students with disabilities.

2. We are narrowing the achievement gap for current EL students, however, our English Only students are not making as much progress.

School and Student Performance Data

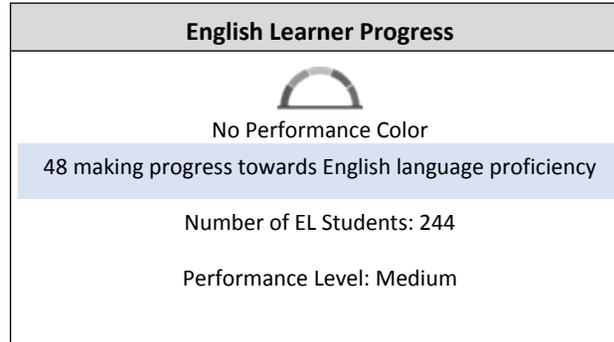
The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing,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

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

Academic Performance English Learner Progress

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

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 |
|--------------------------|--|-------------------------|------------------------------------|
| 17.6 | 34.4 | 4.0 | 43.8 |

These data points indicate:

- About half of our English Learners are not making progress towards proficiency because they either maintained a 1, 2L, 2H, 3L or 3H English Language Performance Indicator (ELPI) or decreased one ELPI level.

2. About half of our English Learners are making progress towards proficiency because they either maintained an ELPI level 4 or progressed at least one ELPI level.

School and Student Performance Data

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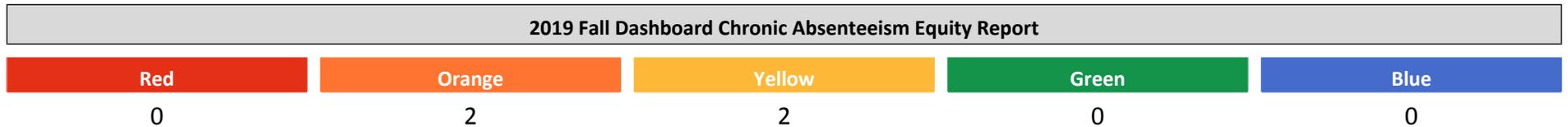
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

| All Students | English Learners | Foster Youth |
|--|--|--|
|  Orange 12.1 Increased +2.6 629 |  Yellow 7.3 Maintained +0.4 313 |  No Performance Color 9.1 Increased +9.1 11 |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color 53.3 Increased +28.3 15 |  Orange 12 Increased +2.8 585 |  Yellow 11.2 Declined -5.2 89 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
|  No Performance Color 22.2 Declined -8.5 27 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 11.2 Increased +2.4 580 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 25 Increased +9.6 12 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---------------------------|--------------------------|
| All Students | 563 | 129 | 23.4 |
| Female | 274 | 59 | 21.9 |
| Male | 289 | 70 | 24.8 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0.0 |
| Black or African American | 22 | 7 | 33.3 |
| Filipino | 1 | 0 | 0.0 |
| Hispanic or Latino | 524 | 118 | 23.0 |
| Native Hawaiian or Pacific Islander | 2 | 1 | 50.0 |
| Two or More Races | 3 | 2 | 66.7 |
| White | 11 | 1 | 10.0 |
| English Learners | 229 | 41 | 18.1 |
| Foster Youth | 9 | 0 | 0.0 |
| Homeless | 8 | 2 | 25.0 |
| Socioeconomically Disadvantaged | 512 | 117 | 23.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 96 | 24 | 25.0 |

These data points indicate:

1. Chronic absenteeism increased significantly for all groups except for foster and homeless youth. There is a significant need to decrease the chronic absenteeism for all students and all student groups, with a focus on outreach to the Hispanic, African American, and students with disabilities student groups.
2. There was a decline in chronic absenteeism for foster and homeless youth students but there still is a need to continue to monitor both groups.
3. The chronic absenteeism rate for all students is 23.4%, which has been impacted by increased absences related to COVID-19 illnesses and the challenges with engaging students during distance learning.

School and Student Performance Data

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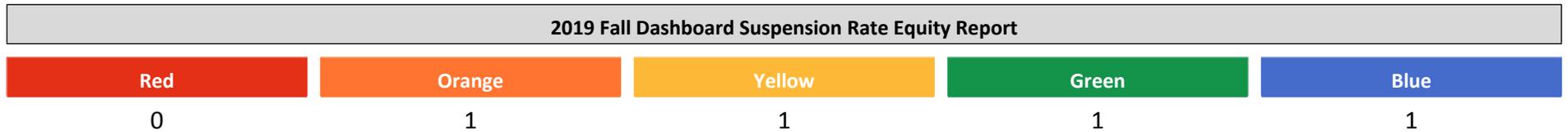
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|--|--|---|
|  Yellow 1.1 Maintained +0.2 655 |  Orange 1.6 Increased +0.7 322 |  No Performance Color 0 Declined -5.9 19 |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color 10 Increased +10 20 |  Yellow 1.1 Maintained +0.2 609 |  Blue 0 Declined -1.1 93 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
|  No Performance Color 0 Maintained 0 30 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 1 Maintained 0 601 |  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 |  No Performance Color 8.3 Increased +8.3 12 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.9 | 1.1 |

These data points indicate:

- There was a slight increase in the suspension rate from 2018 to 2019.
- The English Learners, homeless, and white student groups increased while all other groups either decreased or maintained the suspension rate.

School and Student Performance Data

Local Data

| Academic Data - Schoolwide | |
|---|--|
| School Metrics/Indicators | Current Outcomes |
| MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.88 (Excludes K-2 due to invalid Fall 2020 results) |
| MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.83 |
| MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -1.18 (Excludes K-2 due to invalid Fall 2020 results) |
| Site Specific Measures: Pathblazer Data: % of students using program and average passing score by grade level | School: 89% using the program; 75% average passing score K: 62% using the program; 79% average passing score 1: 94% using the program; 84% average passing score 2: 100% using the program; 81% average passing score 3: 81% using the program; 71% average passing score 4: 100% using the program; 75% average passing score 5: 98% using the program; 68% average passing score |
| Site Specific Measures: Change in average score from pre to post assessment for after-school small group tutoring | 1st Grade Letter ID (4 weeks): + 33.6% 1st Grade Letter Sounds (4 weeks): + 20.2% |

These data points indicate:

In Reading, Language and Math, students are making less than expected growth. Schoolwide, student performance is very low in both reading and math, however there is a greater percentage of students scoring in the low and low average performance bands in math at every grade level. The most significant needs to accelerate learning in Math are at 2nd, 3rd, and 4th grades which all have more than 60% of students scoring in the low performance band. While there are no significant differences in performance between male and female students in math, there are program groups that demonstrate higher percentages of students in the lowest achievement band compared to the All Student Group. Groups that need additional supports and intervention include English Learners, Students with Disabilities, Foster and Homeless. The most significant needs to accelerate learning in Reading are at 1st, 2nd, and 4th grades which all have over 50% of students scoring in the low performance band. There is a slight difference in performance between male and female students in Reading. There is also a significant difference in performance between RFEP and English Only and English Learners. The biggest achievement gap in performance is for Students with Disabilities who are performing significantly lower than the All Student Group. When looking at growth from Fall 2020 to

Fall 2021, it is clear that distance learning significantly hindered student growth in both math and reading, although more significantly in math. In both reading and math for grades 2-5th, every grade made less than one year of growth and increased the gap with the national norm.

Pathblazer data shows that a large percentage of students are using the program with average accuracy in all grade levels. Teachers should continue to assign students weekly lessons in both math and language arts to allow for continued practice with grade level standards and monitor the passing scores. Since Pathblazer learning paths are created based on the MAP performance, it is important that the MAP assessment is administered during the optional winter assessment window in both reading and math to ensure students have updated learning paths.

The intention was to offer tutoring to students not meeting grade level standards in all grade levels throughout the school year, however, due to the demands of returning to in-person instruction, only three out of the eight teachers who originally signed up to tutor were actually able to tutor with only two teachers completing one full tutoring session for 1st grade. Based on the positive change in average score data from the 1st grade tutoring session, it is evident that small group tutoring sessions are effective and should continue next school year.

| Academic Data – English Learners (EL) | |
|---|---|
| School Metrics/Indicators | Current Outcomes |
| MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.87 (Excludes K-2 due to invalid Fall 2020 results) |
| MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI) | -1.03 |
| MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -1.50 (Excludes K-2 due to invalid Fall 2020 results) |
| Site Specific Measures: % of Classrooms demonstrating evidence of consistent implementation of language task strategies learned in Professional Development | Input Charts: 23% of classrooms are implementing Mind Maps: 86% of classrooms are implementing Observation Charts: 66% of classrooms are implementing Sentence Patterning Charts: 47% of classrooms are implementing |
| Site Specific Measures: | |

These data points indicate:

English Learners are making less progress in reading, language, and math compared to the All Student Group, which is increasing the achievement gap for this group. Classroom walkthrough data shows that more teachers are comfortable implementing mind maps and observation charts compared to sentence patterning charts and input charts. This indicates that this gradual monthly implementation of language tasks is effective and should continue into next school year with a focus on input charts and sentence patterning charts as well as other relevant language tasks.

| Language Acquisition Data – English Learners (EL) | |
|--|---|
| School Metrics/Indicators | Current Outcomes |
| 2020-2021 % by ELPAC Level | Level 4: 8% Level 3: 31% Level 2: 39% Level 1: 22% |
| 2020-2021 ELPAC Listening Domain: % by Performance Level | 21% - Well Developed 66% - Somewhat/Moderately Developed 13% - Beginning Development |
| 2020-2021 ELPAC Speaking Domain: % by Performance Level | 32% - Well Developed 53% - Somewhat/Moderately Developed 15% - Beginning Development |
| 2020-2021 ELPAC Reading Domain: % by Performance Level | 7% - Well Developed 50% - Somewhat/Moderately Developed 43% - Beginning Development |
| 2020-2021 ELPAC Writing Domain: % by Performance Level | 5% - Well Developed 58% - Somewhat/Moderately Developed 37% - Beginning Development |
| Site Specific Measures: % of EL Students in Imagine Learning Program demonstrating progress from pre test to mid-year progress test on the language goal | 1st Grade- 60% of students (18/30 students) showed an increase in their scaled score 2nd Grade- 76% of students (16/21 students) showed an increase in their scaled score 3rd Grade- 83% of students (10/12 students) showed an increase in their scaled score 4th Grade- 83% of students (5/6 students) showed an increase in their scaled score 5th Grade- 66% of students (8/12 students) showed an increase in their scaled score |
| Site Specific Measures: Walkthrough Data: % of teachers demonstrating integration of monthly language tasks in ELD instruction | Input Charts: 23% of classrooms are implementing Mind Maps: 86% of classrooms are implementing |

Language Acquisition Data – English Learners (EL)

Observation Charts: 66% of classrooms are implementing
Sentence Patterning Charts: 47% of classrooms are implementing

These data points indicate:

Our EL students are more developed in their listening and speaking skills than in reading and writing. A higher percentage of students are in the beginning to develop levels in reading and writing than any other domain. Based on ELPI data, a significant percentage of current 2nd and 3rd grade students are not making adequate progress in English language development. From 2020 to 2021 fewer EL students decreased their ELPI level from the previous year, but also fewer students made progress. In looking at ELPI progress by levels, the level 3 Low group has the largest percentage of students decreasing. The majority of Level 2s are either decreasing or maintaining. There is a need to focus on quality ELD instruction, both integrated and designated, across all domains to ensure students are making adequate progress. The Imagine Learning data shows that 60% of students or more have made improved progress on the language goal during the mid-year testing window as compared to the beginning of the year testing window. Growth from students participating in the Imagine Learning program indicates a need to expand the program to include more students. Classroom walkthrough data shows that more teachers are comfortable implementing mind maps and observation charts compared to sentence patterning charts and input charts. This indicates that this gradual monthly implementation of language tasks is effective and should continue into next school year with a focus on input charts and sentence patterning charts.

Parent/Family Engagement

| School Metrics/Indicators | Current Outcomes |
|---|--|
| 2021-2022 Household Participation Rate on Parent/Family Climate Survey | 23% |
| Site Specific Measures: Attendance Rate for Family Learning Opportunities | Family Learning Opportunity #1: 33% attendance rate Family Learning Opportunity #2: 15% attendance rate |
| Site Specific Measures: | |

These data points indicate:

We did not meet the district goal of at least 25% participate rate in the annual Parent/Family Climate Survey this school year. Our participation rate is 2% below the expected outcome this school year, however, in previous years we have always exceeded the minimum participation rate. The decrease in response rate can be attributed to limitations with in-person parent engagement due to the fluid COVID-19 restrictions. Now that some of the COVID-19 restrictions have been lifted, our goal is to return to more in-person events and engagements opportunities for families. We are confident that we will exceed the expected response rate during the next survey window.

The intention was to offer monthly family learning opportunities, however, with the COVID-19 guidelines for in-person meetings being on hold, we were only able to offer two virtual learning opportunities that had low attendance rates. The focus/topics for the two learning opportunities were building early literacy

skills for struggling readers. Families also shared that they preferred in-person learning opportunities over virtual opportunities. Due to the low attendance rates, we decided to hold off on offering the learning opportunities until the COVID-19 restrictions were lifted and we could offer in-person learning opportunities.

| Kindergarten - 3rd Grade Literacy | |
|---|--|
| School Metrics/Indicators | Current Outcomes |
| MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level | Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.57 Fall 3rd to Fall 4th: -0.89 |
| Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort) | 21-22 3rd Gr. Cohort: 53% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 72% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 58% 24-25 3rd Gr. Cohort (21-22 Kinder): 23% |
| Site Specific Measures: 2021-2022 Winter A2i Data: % of Students on Track to Meet Target Outcomes | Students on Track to Meet Target Outcomes for K-3: On Track: 75/292- 26% Approaching: 23/292- 7.5% Not on Track: 171/292- 59% Not Enough Scores: 23/292-7.5% |
| Site Specific Measures: Scholastic Literacy Pro Data: Increase of percentage of students engaging in program by month | August: K-1%; 1st-29%; 2nd-72%; 3rd-57%; 4th-75%; 5th-77% September: K-14%; 1st-60%; 2nd-73%; 3rd-63%; 4th-77%; 5th-74% October: K-1%; 1st-75%; 2nd-95%; 3rd-88%; 4th-77%; 5th-86% November: K-1%; 1st-71%; 2nd-80%; 3rd-81%; 4th-69%; 5th-81% December: K-1%; 1st-69%; 2nd-71%; 3rd-49%; 4th-76%; 5th-72% January: K-1%; 1st-63%; 2nd-59%; 3rd-61%; 4th-68%; 5th-66% |

| | |
|--|---|
| | February: K-1%; 1st-80%; 2nd-80%; 3rd-66%; 4th-76%; 5th-64% |
|--|---|

These data points indicate:

It is clear that distance learning significantly hindered student growth in literacy and therefore, there are more students who are not on track to meet their end of year targets compared to students who are approaching or on track. Based on the MAP reading Conditional Growth Index from fall 2020 to fall 2021, both last year's 2nd and 3rd grade students made significantly less than a year's growth in reading. More than half of the current 1st-3rd grade students are at-risk of not reading at grade level by the end of 3rd grade with the current 2nd grade students being the most at-risk. A2i data shows that more than 50% of K-3rd grade students are not on track to meet the end of year outcomes and based on this data, students continue to show a need for targeted small group instruction during their literacy instructional times. When reviewing Scholastic Lit Pro data, on average, kinder students had significantly less engagement with the program throughout the school year, whereas, the months between September-November had higher engagement rates compared to December and January when students were on winter break for a portion of each month. Furthermore, more school-wide incentives need to be provided to continue to motivate students to engage with the program with a focus on engagement during school breaks.

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

These data points indicate:

ELD Evaluation

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

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

Integrated ELD (I-ELD) has been implemented effectively by teachers during the 2021-2022 school year. Teachers received professional development on topics related to I-ELD; topics included reviewing resources provided in their adopted Wonders English Language Arts curriculum that support English Learners (EL), the difference between I-ELD and Designated ELD (D-ELD), high leverage EL strategies that could be integrated in all subject areas to support EL's language acquisition (input charts, mind maps, observation charts, and sentence patterning charts). Teachers also received ongoing coaching, modeling, and feedback from our English Learner Teacher on Assignment (EL TOA). Teachers received support with planning and monitoring EL data from our EL TOA during Professional Learning Community (PLC) time that was both embedded in their workday by using our Elevo, SSA, and counselor and outside of their workday by providing additional hourly pay. The effectiveness of I-ELD was measured by English Language Proficiency Assessments for California (ELPAC), Overall MAP proficiency, and Reclassification Rates:

On the ELPAC, 22% of EL students are at level 1, 39% of students are at level 2, 31% of EL students are at level 3, and 8% of EL students are at level 4.

On the 2021 Winter MAP assessment in Reading, EL students performed at the following performance levels: 62% low , 21% low average, 14% average, 3% high average.

On the 2021 Fall MAP assessment in Math, EL students performed at the following performance levels: 67% low , 21% low average, 7% average, 4% high average, 1% high.

The reclassification rate was 8.6%.

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 (D-ELD) has been implemented effectively by teachers during the 2021-2022 school year. Teachers received professional development on topics related to D-ELD; topics included reviewing resources provided in their adopted Wonders English Language Arts curriculum that support English Learners (EL), the difference between I-ELD and Designated ELD (D-ELD), high leverage language acquisition strategies, ELPAC design and importance of language tasks, and how to use the D-ELD times effectively. Teachers also received ongoing coaching, modeling, and feedback from our English Learner Teacher on Assignment (EL TOA). Teachers received support with planning and monitoring EL data from our EL TOA during Professional Learning Community (PLC) time that was both embedded in their workday and outside of their workday by providing additional hourly pay. The effectiveness of D-ELD was measured by English Language Proficiency Assessments for California (ELPAC),and Reclassification Rates:

On the ELPAC, EL kindergarten students scored 28% at level 1, 36% at level 2, 28% at level 3 and 8% at level 4; EL 1st grade students scored 33% at level 1, 44% at level 2, 23% at level 3 and 0% at level 4; EL 2nd grade students scored 20% at level 1, 37% at level 2, 38% at level 3 and 5% at level 4; EL 3rd grade students scored 18% at level 1, 55% at level 2, 16% at level 3 and 11% at level 4; EL 4th grade students scored 17% at level 1, 19% at level 2, 47% at level 3 and 17% at level 4; and EL 5th grade students scored 19% at level 1, 37% at level 2, 37% at level 3 and 7% at level 4.

The reclassification rate was 8.6%.

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.

To improve and enhance our site's core comprehensive ELD program, the following actions need to be taken:

- *Continued professional development opportunities need to be provided that focus on revisiting the importance of focusing on the ELPAC language tasks.
- *Teachers need to continue to receive coaching and modeling of D-ELD lessons and support with planning effective D-ELD lessons.
- *A formative assessment evaluation tool needs to be selected and used consistently to monitor EL progress.
- *A ELD walk-through monitoring tool needs to be used by administrators to provide effective feedback and feedforward coaching to teachers.
- *Continued small group after school interventions focused on targeted EL students to support their language acquisition.
- *Continued monitoring of ELD instruction using core ELD curriculum with embedded modeling and coaching.
- *Monitoring of supplemental ELD curriculum.

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>Fall 2021 Student Climate Survey The survey was administered to during the survey window of October 1st-31st to students in 5th grade. There was a 77% participation rate from 5th grade students, which is equivalent to 71 students.</p> <p>Some identified strengths from the survey responses were:</p> <ul style="list-style-type: none"> *88% of students responded favorable to questions related to supportive relationships topic. *77% of students responded favorable to questions related to inclusion efforts topic. *75% of students responded favorable to questions related to rigorous expectation topic. *74% of students responded favorable to questions related to self-management topic. *70% of students responded favorable to questions related to valuing of school topic. <p>Some identified areas of need:</p> <ul style="list-style-type: none"> *25% of students responded favorable to questions related to learning opportunities topic. *41% of students responded favorable to questions related to other risks topics. <p>After reviewing this data, it is evident that students feel they have supportive relationships from parents and school staff. Students also reported that they are able to receive help from adults on campus to resolve conflict with their peers and adults on campus take time to teach students to take responsibility for their actions. This data shows that students have a sense of belonging and are able to get support from adults on campus. Although students only responded 25% favorable to the learning opportunities topic, there was a 19% increase from the previous survey. Student responses indicate that they would like to have more opportunities to provide input on the types of learning activities that they work on daily. Student responses to the other risk topics indicate that students are feeling sad and there needs to be a focus on social-emotional learning.</p> |

Analysis of Qualitative Data

Student SEL Survey

The survey was administered during the survey window of August 9th-September 3rd to students in 3rd-5th grades. The goal was to have 100% of students in each grade level participate in the survey, however, we had 30% of 3rd graders, 28% of 4th graders, and 41% of 5th graders actually participate in the survey.

Some identified strengths from the survey responses were:

- *88% of students responded favorable to questions related to supportive relationships topic.
- *75% of students responded favorable to questions related to a sense of belonging topic.
- *71% of students responded favorable to questions related to teacher-student relationships topic.

Some identified areas of need from the survey responses were:

- *52% of students responded favorable to questions related to emotion regulation topic.
- *54% of students responded favorable to questions related to self-efficacy topic.
- *55% of students responded favorable to questions related to growth mindset and grit topics.

After reviewing this data, it is evident teachers need more resources to help students with the development of a growth mindset and grit. The data also shows the need to provide more instruction and support around SEL to continue to help students develop skills and strategies to improve their emotional regulations.

Fall 2021 Family Climate Survey

The Fall 2021 Family Climate Survey was used to evaluate the effectiveness of various aspects of the school setting based on parent perception. Parents were able to complete the survey between October 1st-October 31st. There was a 23% response rate from parents, which is equivalent to 91 respondents. The participation rate was lower than the district target rate of 25% and was also much lower than previous family climate survey rates. One contributing factor to this decrease in participation rate is the survey was completed solely online and our school population prefers a paper survey. We will continue to provide supports to families to help them transition to the online survey. We will also continue to provide computer access to parents during the survey window and have our community bilingual aide available to support parents to complete the online survey.

Some positive highlights from the survey were:

- *96% of parents felt that school staff members go out of their way to assist parents.
- *95% of parents felt that the school staff members work to address parent concerns.
- *92% of parents felt that school staff treated all students with respect.

Some opportunities for further improvement from the survey were:

- *21% of parent respondents shared that if in-person learning resumes in the fall, they are concerned about their child's physical health.
- *55% of parent respondents served on a school committee
- *58 % of parent respondents shared that they have been involved in fundraising efforts at our school.

Home to School communication was a focus area for us since we are now using Parent Square. When reviewing the Family Climate Survey related to increased home to school communication, the following areas were identified as strengths:

Analysis of Qualitative Data

- *81% of families responded favorably to the question: How helpful has the communication from your child’s school been this school year?
- *83% of families responded favorably to the question: How clear has communication from the school been about COVID-related safety measures and protocols?
- *89% of families responded favorably to the question: How comfortable do you feel communication with your child’s school?
- *81% of families responded favorably to the question: When you need to, how difficult or easy is it to get in contact with your child’s teacher?

When reviewing the parent/family climate survey focusing on questions related to increased home to school communication, parents responded between 81%-89% positively that communication is effective. This data lets us know to continue to provide timely and clear communication to parents related to school updates and student academic performance.

Teachers Survey

Teachers were asked to provide their ILT member feedback at three checkpoint periods (September, November, February) regarding their needs related to instructional resources, instructional support, and professional development. Based on the information gathered from teachers, the following needs were identified:

- *More Visible Learning support to help identify targeted standards, unpack standards, and develop appropriate learning targets and success criteria.
- *More professional development to implement guided reading in upper grade classrooms.
- *More leveled text sets to use for guided reading.
- *More instructional resources to use during small group instruction
- *More time to collaborate as PLC teams either during the school day with release time or outside of the regular school day.

When reviewing these identified needs it is evident that teachers are finding the visible learning professional development beneficial in supporting their efforts to make learning visible to students and making sure they are clear about what they are teaching. To further their development in this area, more differentiated PD is needed to support the various implementation levels of teachers. Additionally, more small group and guided reading PD and resources are needed to continue to support providing students targeted and differentiated instruction. Finally, teachers continue to need time to collaborate, reflect, and plan as PLC times.

Classroom Observations

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

During the 2021-2022 school year, classroom visits focused on ELD high leverage language tasks implementation, visible learning, and small group instruction. Classroom visits were conducted on a weekly basis with all classrooms being visited at least once every other week by the assistant principal or principal.

Classroom visits related to ELD focused on monitoring implementation of the high leverage language tasks implementation, which were: input charts, mind maps, observation charts, and sentence patterning charts. Data collected during the visits showed that 23% of classrooms were implementing input charts, 86% of classrooms were implementing mind maps, 66% of classrooms were implementing observation charts, and 47% of classrooms were implementing sentence patterning charts. This data shows that more teachers are comfortable implementing mind maps and observation charts compared to sentence

Analysis of Qualitative Data

patterning charts and input charts. This also indicates that the gradual monthly implementation of language tasks is effective and should continue into next school year with a focus on input charts and sentence patterning charts.

Classroom visits related to Visible Learning implementation and areas of need were conducted to identify the number of classrooms that had student-friendly learning targets and success criteria displayed for math and if the instructional tasks matched the displayed learning target and success criteria. Overall, 100% of classrooms had learning targets and success criteria displayed for math and the instructional tasks matched the displayed learning target and success criteria 80% of the time. This data shows that all teachers are progressing in their understanding of the benefit of making learning visible to students and shows that teacher would benefit in continuing their professional learning to increase the rigor and developing of their success criteria and selection of instructional tasks. Additional professional development, modeling, and coaching will need to continue to be provided to help teachers identify learning targets and success criteria, supporting students with articulating their learning, and making sure instructional tasks match the identified learning targets and success criteria.

Classroom visits related to small group instruction focused on monitoring the United 2 Read (U2R) implementation in K-3 classrooms and guided reading in 4th and 5th grade classrooms. U2R classroom visit data showed that 100% of K-3 classrooms were administering the AZi assessments, using the platform to reset suggested grouping after reviewing the data, and used at least one additional of data to monitor progress. It also showed that 92% of K-3 classrooms had classroom structures set up to allow some differentiation, students were held accountable for their behavior, and teachers were able to provide small group instruction. Guided reading small group instruction in 4th and 5th grades classroom visit data showed that 83% of classrooms were successfully providing small group, differentiated, guided reading support to students. This data indicates that teachers need more support in differentiating the type of activities selected to support students during both their child managed and teacher managed U2R time. It also shows that teachers need more time to collaborate and plan during PLC time or outside the regular work day with guided support from the LOS and TOA. This data also indicates that 4th and 5th grade teachers need more professional development to support their efforts to deliver effective guided reading lessons and support selecting appropriate resources to use.

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

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| <p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p> | <p>MAP and A2i data was reviewed by the administration team and the instructional leadership team (ILT) to identify areas of growth and areas of need. During the review of the 2020 Fall to 2021 Fall MAP data, it was noted that distance learning significantly hindered student growth in both math and reading, although more significantly in math. In both reading and math for grades 2nd-5th, each grade level made less than one year of growth and increased the gap with the national norm. This MAP data was then used by teachers to help determine the appropriate small group for students to received their targeted differentiated instruction in both math and reading. The 2022 Winter MAP data was compared to the 2021 Fall MAP data to monitor students growth and to help adjust small group groupings. Similar to MAP data, A2i data was used by Kindergarten through third teachers throughout the school year to monitor student progress, measure growth, and help with creating appropriate small groups.</p> |
| <p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p> | <p>The English Language Proficiency Assessments for California (ELPAC) Summative results were reviewed by teachers, EL TOA, and administrators to identify areas of growth and areas of need.</p> <p>There are 70% of EL students who are at ELPAC levels 2 and 3, with only 8% of students at level 4. This data indicates there needs to be a stronger emphasis placed on moving students from level 3 to 4, which will help students increase their language acquisition and improve the number of students who meet the reclassification requirements.</p> <p>ELPAC data also indicates that there is a need to provide a more systematic approach on the type of high leverage strategies implemented during designated and integrated ELD times. Teachers may need more professional development opportunities to learn and practice these high leverage strategies and more coaching and modeling is needed. It was determined that the coaching, modeling, and professional development sessions that were provided by the EL TOA positively impacted student achievement. Teachers determined that the EL focused instructional strategies used during both I-ELD and D-ELD provided the necessary support for our EL students. Additionally, to support EL students during their I-ELD instruction in Reading and Math, high leverage instructional strategies that connect to the ELPAC language tasks will be used in addition to providing targeted small group instruction. To support EL students during D-ELD instruction focusing on their productive language proficiency, high leverage language acquisition strategies that connect to the ELPAC language tasks in writing and speaking will be used. Also, to support EL students during D-ELD instruction focusing on receptive language proficiency, high leverage academic vocabulary development will be used to increase reading proficiency.</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 SSC and ILT conducted regular progress monitoring of SPSA actions implementation and outcomes. Both groups met monthly and engaged in reflection, data analysis, and reviewing teacher feedback. In January 2022 and March 2022, SSC conducted the formal progress monitoring and in April 2022 conducted SPSA evaluation to help determine which actions to continue, discontinue, or modify for the 2022-2023 school year.</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 administration team conducted classroom visits to collect data and evidence of the implementation of the goals and actions/services in the SPSA. Teachers were provided with feedback about their teaching practices and how their practices aligned with the targeted areas. The data collected was used to determine professional development, coaching and modeling sessions, and PLC meeting focus. The SSC also met to monitor progress towards the goals and review actions/services expenditures. Through the evaluation and monitoring process, both the SSC and Instructional Leadership Team realized that many actions and services started too late into the school year to truly be effective, as a result, our EL intervention started in</p> |

Standards, Assessment, and Accountability

October 2020 compared to February 2019 in the previous school year. Through the support from our EL TOA, the ILT determined that we needed to implement an EL progress monitoring tool that could be used to help us determine EL students' progress toward meeting their goals. Also, it was concluded that a specific tool needs to be used by the administration team to conduct learning walks during D-ELD time to provide specific feedback to teachers.

Identified Needs based on Findings:

- Continue to monitor instructional practices with walk-throughs, teacher feedback, and PLC meetings.
- Continue to utilize program specific data to monitor student growth such as Imagine Learning, Scholastic Literacy Pro, and A2i data.
- Continue to monitor SPSA actions through ILT and SSC, which provide feedback from both parents and teachers on the implementation and outcomes.

Staffing and Professional Development

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

Staff Development topics were determined based on alignment with district goals and site needs. Here are some of the areas that teachers received professional development:

- Visible Learning-Teacher Clarity (Learning Targets & Success Criteria)
- Discovery Education STEMformation (2nd-5th)
- United 2 Read (Early Literacy Skills for K-1)
- EL Topics- Designated and Integrated ELD teaching and instructional strategies, Cognitive Content Dictionary, Language Tasks
- Instructional Technology Tools- Flipgrid & Nearpod
- CAASPP (3rd-5th)
- Adopted Curriculum Resources

Weekly learning walks helped determine the PD focus for the bi-monthly administrative staff meetings that also included time for PLCs to meet. During PLC meetings, teachers discussed student progress toward meeting established goals and determined next steps for instruction. The ILT team met monthly to help identify further areas of need and support.

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

All teachers had access to our Common Core TOA, who was on campus bi-monthly. The Common Core TOA supported with PD, was a content expert, and provided instructional coaching and lesson modeling. All teachers also had access to our EL TOA, who was on campus once per week. The EL TOA provided PD, was a content expert in ELD, and provided instructional coaching and modeling of lessons (please see attached document for more details). Kindergarten and first grade teachers received PD, coaching and modeling from our A2i coach throughout the school year. Third through fifth grade teachers received PD, coaching and modeling from our Discovery Education coach throughout the school year.

Teacher collaboration by grade level (kindergarten through grade eight) and

Teachers were provided PLC time to collaborate one per month during site staff meeting time. Teachers also had the option to collaborate on their own during their two member directed Wednesdays. Teachers received five substitute released days during the school year to collaborate with their grade level team. One day was dedicated to planning instruction and reviewing

Staffing and Professional Development

department (grades nine through twelve) (EPC)

data for our EL students, Two days were dedicated to either United to Read or Discovery Education, one day was PLC choice, and there was one day for end of the year planning (this day did not occur due to the COVID-19 emergency closure). The ILT team met once per month for 90 minutes.

Identified Needs based on Findings:

- Teacher surveys and classroom visit data indicate teachers need professional development in Teacher Clarity/Visible Learning, Mathematical Instructional Practices, and Academic Vocabulary Development to support their delivery of differentiated targeted small group instruction.
- Teacher surveys and classroom visit data indicates teachers need access to high quality professional learning material related to Teacher Clarity/Visible Learning, Mathematical Teaching Practices, and Academic Vocabulary Development to further their development to create rigorous learning experiences.
- Teacher surveys data indicates teachers need additional time outside the regular workday or substitute release time to function in PLCs for planning and data analysis.

Teaching and Learning

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

Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:

TK-5th grade My Math, McGraw Hill

TK-5th grade Wonders, McGraw Hill

TK-5th Social Studies Alive! TCI

*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.

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

Teachers utilize differentiated instructional groups both during class and during Response to Intervention Time in Language Arts and Math. Teachers also receive planning and coaching to support their development in unpacking grade level standards and writing learning targets and success criteria to help provide teacher and student clarity. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, and WonderWorks. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.

Teaching and Learning

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| | Students who participate in the after school intervention program have access to Standards Plus Common Core Intervention material in mathematics. |
| Availability of standards-based instructional materials appropriate to all student groups (ESEA) | All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans. |
| <p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Teacher surveys and classroom visit data indicate teachers need ongoing professional development to support high quality instruction in all core subject areas to increase student mastery of content standards. • Teacher surveys and classroom visit data indicate teachers need to continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on students' needs. • Teacher surveys and classroom visit data indicate teachers need to continue to build expertise in creating learning targets and success criteria. • Teacher surveys and classroom visit data indicate teachers need time to collaborate with their peers, teachers on assignment, administrators, and consultants to reflect and plan rigorous and engaging lessons. | |

Opportunity and Equal Educational Access

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| Services provided by the regular program that enable underperforming students to meet standards (ESEA) | All students had access to the core instructional program. All students participated in daily grade level tier 1 Multi-tier System of Supports (MTSS) at designated times during the instructional day where students were grouped by identified academic needs. All students in kindergarten through 3rd grades participated in the United 2 Read literacy initiative. |
| Student groups for whom there exist disparities in achievement and summary of the root causes. | ELA and Math performance data indicates that the following student groups have disparities in achievement compared to the All Student group: English Learners, Students with Disabilities, Foster Youth, and Homeless Students. Root causes can be attributed to our EL students are having to learn English while also learning their grade level content and having limited exposure to academic vocabulary instruction and practice opportunities. Also, root cause for Students with Disabilities can be attributed to having identified learning disabilities which cause more deficits and needing more individualized supports throughout the school day that are most effective when provided in a small group setting. Finally, root causes for foster youth and homeless students can be attributed to a low stability rate as well as chronic absenteeism. |
| 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. | Despite the negative impact distance learning had on overall student achievement, the current actions and services being implemented are having a positive impact on student achievement. Specifically the differentiated, small group instruction in the core areas have allowed teachers to provide targeted instruction to students at their differentiated levels of need. The Imagine Learning Math Facts program has been effective in allowing students to practices their math facts using an engaging program that is keeping their attention and focus. The Imagine Learning Language and Literacy program is also supporting students at their individual levels that is helping them improve their English Language proficiency levels. |

Opportunity and Equal Educational Access

Identified Needs based on Findings:

- Classroom visits data indicates teachers need professional development to support their effective delivery of differentiated targeted small group instruction in all core content areas.
- Teacher surveys and classroom visit data indicates teachers need professional development to support their learning and development in implementing an effective MTSS at the tier 1 level.
- Classroom visit data indicates teachers need professional development and planning support to design rigorous and engaging lessons.
- Teacher surveys indicate teachers need access to high quality professional learning material that supports Teacher Clarity/Visible Learning, Mathematical Instructional Practices, Academic Vocabulary Development, MTSS, Literacy Instruction and Targeted Literacy Intervention, and Socio-Emotional Learning.
- Chronic absenteeism data indicates additional interventions and supports are needed for African American, Students with Disabilities, and Homeless.
- Re-engage families to promote regular school attendance and increase home to school communication using Parent Square.

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Parents have access to monthly newsletters that provide tips on how to support their child's learning at home. Parents were invited to attend monthly principal chats that provided information about learning resources and strategies that could be used at home to support students' learning. Paper online tutoring was offered to all students in grades TK-5th. Parents received training on how to use Scholastic Literacy Pro to support independent and family reading opportunities. Parents were also invited to attend parent groups like SSC and ELAC for monthly updates on the instructional program. Bilingual aide has provided resources and support to families of EL students.

Identified Needs based on Findings:

- Continue to promote Paper Education that provides free online tutoring.
- Continue to encourage usage of Scholastic Literacy Pro to support reading proficiency.
- Continue to offer parent engagement and involvement opportunities in school-wide programs.
- Continue to support effective communication between home and school through the use of Parent Square, monthly newsletters, and monthly principal chats.

Funding

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

State and local funds (SupC and General funds) that were allocated to the school site were used to promote the academic achievement of student groups such as (Students with Disabilities, English Learners, Homeless, Foster youth) across all content areas as outlined in the SPSA. Actions and services included:

- Extended Learning Opportunities in the area language acquisition and development for long term English learners
- Student Intervention Team (SIT) Coordinator to monitor academic performance underperforming students
- Time outside the regular workday for teachers to engage in the PLC process to plan and analyze data related to English learners

Funding

| | |
|---|--|
| | <p>The district provided the following services to support underperforming students:</p> <ul style="list-style-type: none">• 1 Bilingual aide to provide services to support the language needs of English Learners• 2 RSP teachers to provide SAI services for Students with Disabilities• 1 RSP Aide to provide support for Students with Disabilities• .5 Common Core Teacher on Assignment• .2 English Learner Teacher on Assignment• 1 Counselor• 2 Instructional Support Aides for K-3 Math |
| <p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p> | <p>Federal categorical funds allocated to the school site were used to promote the academic achievement of at-promise Title I students across all content areas as outlined in the SPSA. Actions and services included:</p> <ul style="list-style-type: none">• Supplemental instructional materials that provided standards-based differentiated instruction and increased access to literature, high interest library books• Supplement instructional software licenses for English Learners with low ELPI levels• Supplemental instructional material in mathematics to reinforce skills in Kinder-5th grades• Time outside the regular workday for teachers to engage in the PLC process to plan and analyze data related to at-promise student groups• Resources to increase Parent Engagement and communication• Providing Enriched Learning Opportunities in the area of robotics to students in grades 2nd-5th <p>The district provided the following services to support underperforming students:</p> <ul style="list-style-type: none">• 1 Instructional support teacher to address early literacy skills of at-promise learners• 1 TOA for Literacy Intervention• 1 TOA for Math Intervention |

Identified Needs based on Findings:

- Dedicate funds to support SEL.
- Continue to provide extended learning opportunities to support core content.
- Continue to provide funding to support SIT process.
- Continue to provide teachers time to engage in PLC meetings outside the regular work day.
- Dedicate funds to decrease chronic absenteeism.
- Continue to support the language development of EL students.

Stakeholder Involvement

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

In January and March, SSC conducted progress monitoring on the SPSA actions and services. Most actions and services were fully implemented. The SSC determined that we were not fully implement the after school tutoring due to lack of available staff. The physical and cognitive demand of this planning affected teachers' participation in extended learning opportunities outside the regular school day.

In April, SSC with the input from ELAC, determined which actions to continue, modify, or discontinue based on progress monitoring and the anticipated needs of students. SSC and ELAC recommended continuing the actions and services, with an expansion of Imagine Learning software licenses because of the positive data results and feedback from all stakeholder groups.

In May, SSC approved the 2022-2023 SPSA.

Identified Needs based on Findings:

- Parent survey data indicates that more stakeholders need to be involved in school governance.
- Due to COVID-19 restrictions, all SSC meetings needed to be held virtually to allow for more parent participation and parents expressed an interest in continuing to hold meeting virtually in the future.

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 | The provisions will be accomplished by: <ul style="list-style-type: none"> • Effective 1st instruction utilizing adopted core curriculum by all teachers • Implementing a blended learning model for instruction that includes small group instruction to provide targeted evidence based instruction for all students in ELA and Math • After school extended learning opportunities in ELA, Math, ELD • Professional development opportunities related to Visible Learning, Academic Vocabulary Development, Mathematical Instructional Practices, SEL, and ELD • Increase student technology usage with proficiency. | <ul style="list-style-type: none"> • Effective 1st instruction: Daily; August- May • Implementing a blended learning: Daily; August-May • Extended learning: September-May • Classroom technology: Daily August-May |
| 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"> • Provide supplemental materials in ELA, ELD, and Math and research-based software licenses to implement personalized learning • Provide academic related extended learning opportunities to apply their learning through hands-on activities in ELA, Math, ELD, and STEAM • Provide access classroom technology as needed to help implement a blended learning model to enrich and accelerate the curriculum | <ul style="list-style-type: none"> • Supplemental materials: Daily; August-May • Academic related extended learning: Six to Eight Week Learning Modules; October-May • Classroom technology: Daily August-May |

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| <p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p> | <ul style="list-style-type: none"> • Differentiated small group instruction to allow for targeted evidence based interventions in ELA, Math, and ELD. • Provide extended learning opportunities related to ELA, Math, ELD, and STEAM. | <ul style="list-style-type: none"> • Implementing a blended learning: Daily; August-May • Academic related extended learning: Six to Eight Week Learning Modules; October-May |
|---|---|---|

Planned Improvements in Student Performance

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

| LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential. | | |
|---|---|--------------------------|
| School Metrics/Indicators | Current Outcomes | Future Expected Outcomes |
| 2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS) | -48.2 | >= -33.2 |
| 2018-2019 SBA Math (ALL): Average Distance from Standard (DFS) | -72.7 | >= -57.7 |
| MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.88 (Excludes K-2 due to invalid Fall 2020 results) | >= 0 |
| MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.83 | >= 0 |
| MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -1.18 (Excludes K-2 due to invalid Fall 2020 results) | >= 0 |
| 2021-2022 Household Participation Rate on Parent/Family Climate Survey | 23% | >= 25% |

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|----------------------------|--|
| Identified Need(s): | <ul style="list-style-type: none"> • Smarter Balanced Assessment (SBA) and MAP data indicates students need to further develop their literacy, comprehension, vocabulary, numeracy, and computation skills to meet the rigorous grade level content standards. • Classroom visit data indicates students need extended learning opportunities to engage in hands-on learning opportunities to enhance their critical thinking and problem solving skills. • Teacher surveys and classroom visit data indicates teachers need to engage in professional learning focusing on Teacher Clarity/Visible Learning, mathematical instructional practices, academic vocabulary development, and literacy instruction to build a rigorous and comprehensive instructional program. • Parent survey data indicates there is a need to increase parent engagement and learning opportunities that will teach parents how to support their children's learning. • Parent survey data indicates there is a need to continue to strengthen home to school communication. • Teacher survey data indicates that there is a need to have a SIT coordinator to help organize and monitor the SIT process. • Teacher survey data indicates students need motivational opportunities to promote school wide PBIS program that will improve school climate and promote school safety and connectedness. |
|----------------------------|--|

- Teacher survey data indicates the need for opportunities to help improve school climate and promote safety and connectedness through campus beautification.

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
|--|---|---------------------|---------------------------------------|------------------------|-------|
| | | | | Title 1 | SUPC |
| 1A- Deliver a Blended Learning Model for Instruction to increase small group differentiated instruction to reinforce literacy, comprehension, vocabulary, numeracy, and computation: <ul style="list-style-type: none"> • Evidence based software licenses • Supplemental materials and manipulatives • Supplemental Close Reading materials • Supplemental printing • Classroom technology (laptops, headphones) for evidence-based computer software usage • Classroom technology (printers, projectors & bulbs, document cameras, amplifiers, mice, interactive flat panel TVs and related devices and installation) • Furniture for flexible seating and organizational supplies for small group instruction • Books | <ul style="list-style-type: none"> • Classroom Visit data • Pathblazer Usage Reports • Winter MAP Data | TK-5 students | Support Teacher (IST) K-5 Teachers | 12,000 | 9,000 |
| 1B- Provide enriched learning opportunities to increase student achievement through real-life experiences, realia, and hands-on activities: | <ul style="list-style-type: none"> • Event participation | TK-5 students | Participating Teachers & Staff | 7,000 | 2,500 |

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
|---|---|---|---|------------------------|-------|
| | | | | Title 1 | SUPC |
| <ul style="list-style-type: none"> • Student assemblies/learning activities-registration fees, consultant fees, and related costs • Instructional materials, manipulatives, and supplies • Certificated and Classified additional hourly | <ul style="list-style-type: none"> • attendance rates • Winter MAP Data | | | | |
| <p>1C-Provide one to one or small group tutoring to develop literacy, comprehension, vocabulary, numeracy, and computation:</p> <ul style="list-style-type: none"> • Certificated and Classified additional hourly • Instructional materials and supplies • Printing | <ul style="list-style-type: none"> • Student Participation Rates • Pre/Post Assessment Data | TK-5 students not meeting grade level standards | Certificated and classified staff providing the tutoring | 7,000 | 1,000 |
| <p>1D- Provide professional development that will focus on Teacher Clarity/Visible Learning, mathematical instructional practices, academic vocabulary development, and literacy instruction to build a rigorous, comprehensive instructional program that meets the diverse needs of learners.</p> <ul style="list-style-type: none"> • Certificated/Classified additional hourly • Conference and travel • Professional learning materials and books-electronic and hard copies • Consultant fees | <ul style="list-style-type: none"> • Classroom Visit Data • Winter MAP Data | TK-5 students | Principal Assistant Principal Teachers Paraprofessionals TOAs | 1,000 | 1,000 |
| <p>1E- Provide Parent Engagement and Involvement learning opportunities to increase student achievement.</p> | Event participation Rates | TK-5 students | Principal Assistant Principal TOA | 1,000 | 0 |

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
|---|--|--|--|------------------------|-------|
| | | | | Title 1 | SUPC |
| <ul style="list-style-type: none"> • Certificated Additional hourly • Cost of instructional materials • Printing Costs • Parent Workshops and related fees • Childcare Costs • Classified Additional Hourly | | | Bilingual Community Aide Teachers Noon Supervisors Parent Leaders | | |
| <p>1F-Provide additional time for PLCs to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned?</p> <ul style="list-style-type: none"> • Certificated and Classified additional hourly | <ul style="list-style-type: none"> • PLC Agendas • Classroom Visit Data • Winter MAP Data | TK-5 students | Teachers Principal TOAs | 3,000 | 2,000 |
| <p>1G-Provide resources to increase and maintain Home to School Communication.</p> <ul style="list-style-type: none"> • Communication Folders • Student Planners/agendas • Monthly Newsletter subscription • Printing Services • Additional hourly | Parent Surveys | TK-5 students | Secretary Attendance Clerk Teachers Webmaster | 1,000 | 500 |
| <p>1H- Provide a Student Intervention Team coordinator to coordinate the MTSS process and monitor student progress.</p> <ul style="list-style-type: none"> • Certificated/Classified additional hourly | monthly SIT activity log | TK-5 Students who are at-risk of not meeting grade level standards | SIT Lead Assistant Principal Paraprofessional | 1,000 | 0 |
| <p>1I- Implement a school-wide PBIS program to increase student achievement:</p> <ul style="list-style-type: none"> • Additional hourly for PBIS grade level leads | PBIS TFI Results | TK-5 students | Assistant Principal Counselor PBIS Team | 0 | 1,000 |

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
|--|---|---------------------|----------------------------------|------------------------|--------|
| | | | | Title 1 | SUPC |
| <ul style="list-style-type: none"> • Signage and banners displaying PBIS motto or expectations • Student incentives to help recognize student positive participation | | | | | |
| <p>1J- Promote improved school climate, school safety and connectedness:</p> <ul style="list-style-type: none"> • Create and maintain a school garden to help improve school climate and promote school connectedness • Purchase school murals that will promote a positive school climate, promote school safety, and provide a sense of school connectedness • Purchase Put-In-Cups that will provide motivational messages to the school community that will increase school climate and connectedness • Provide school benches in designated areas to increase student safety and provide resting areas in the shade | Student and Parent Survey Results | TK-5 students | Principal Assistant Principal | 0 | 1,000 |
| Total Estimated Cost for This Goal: | | | | 33,000 | 18,000 |

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 1a Academic Needs of English Learners: • English Learners will demonstrate improved academic growth and achievement in Reading and Mathematics through the use of high leverage instructional strategies that directly connect to the ELPAC Language Tasks which will also support targeted small group instruction. | | |
|---|---|--------------------------|
| School Metrics/Indicators | Current Outcomes | Future Expected Outcomes |
| 2018-2019 SBA ELA (EL): Average Distance from Standard (DFS) | -51.8 | >= -36.8 |
| 2018-2019 SBA Math (EL): Average Distance from Standard (DFS) | -75.8 | >= -60.8 |
| MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -0.87 (Excludes K-2 due to invalid Fall 2020 results) | >= 0 |
| MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI) | -1.03 | >= 0 |
| MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) | -1.50 (Excludes K-2 due to invalid Fall 2020 results) | >= 0 |

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|----------------------------|--|
| Identified Need(s): | <ul style="list-style-type: none"> MAP data indicates that EL students need to continue to make significant growth in both math and ELA. Winter 2021 MAP data indicates that only 8% of EL students in 3rd-5th grades are projected to reach proficiency or above in math on the 2022 Smarter Balanced Assessment. Fall 2021 MAP data indicates that only 14% of EL students in 3rd-5th grades are projected to reach proficiency or above in reading on the 2022 Smarter Balanced Assessment. Classroom data indicates that students need explicit academic vocabulary development to improve their reading skills. |
|----------------------------|--|

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
|---|---|--|----------------------------|------------------------|------|
| | | | | Title 1 | SUPC |
| 1a.A- Deliver a blended learning model of instruction to increase small group differentiated instruction that will reinforce literacy, comprehension, vocabulary, numeracy, and computation development. <ul style="list-style-type: none"> • Headphones, Mice • Instructional materials, books- electronic & hard copy • Organizational Materials • Supplemental printing services • Instructional Software | <ul style="list-style-type: none"> • Classroom Visit Data • Winter MAP Data | EL Students with emphasis on: <ul style="list-style-type: none"> • Long-term ELs at all levels • ELs who decreased an ELPI level | Teachers Bilingual Aide | 1,000 | 0 |
| Total Estimated Cost for This Goal: | | | | 1,000 | 0 |

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of English Learners:

- English Learners will demonstrate English language proficiency growth in their productive language by developing their writing and speaking skills through the use of high leverage language acquisition strategies that directly connect to the ELPAC Language Tasks.
- English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading skills through the use of high leverage academic vocabulary development.

| School Metrics/Indicators | Current Outcomes | Future Expected Outcomes |
|--|------------------|--------------------------|
| 2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI) | 48.0% | >= 51.0% |

| | |
|----------------------------|--|
| Identified Need(s): | <ul style="list-style-type: none"> • Winter 2021 MAP data indicates that only 8% of EL students in 3rd-5th grades are projected to reach proficiency or above in math on the 2022 Smarter Balanced Assessment. • Fall 2021 MAP data indicates that only 14% of EL students in 3rd-5th grades are projected to reach proficiency or above in reading on the 2022 Smarter Balanced Assessment. • ELPAC data indicates that writing and reading are the two domains with the highest needs. • Classroom data indicates that students need explicit academic vocabulary development to improve their reading skills. |
|----------------------------|--|

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
|---|--|---|---|------------------------|-------|
| | | | | Title 1 | SUPC |
| <p>1b.A- Implement an after school extended learning program to deliver targeted instruction in language development, literacy and numeracy support.</p> <ul style="list-style-type: none"> • Certificated/Classified additional hourly • Instructional Material • Instructional Software Licenses • Headphones • Printing Services | <p>Instructional Software usage and data reports</p> | <p>EL students with lower ELPI levels</p> <p>Long-term EL students</p> <p>EL students who dropped an ELPI level</p> | <p>Teachers</p> <p>Bilingual Aide</p> | 0 | 1,000 |
| <p>1b.B- Provide staff additional time to function as PLCs to focus on designated ELD and EL student achievement by planning and analyzing data.</p> <ul style="list-style-type: none"> • Certificated additional hourly • Substitute release time | <ul style="list-style-type: none"> • PLC agendas • Classroom Visit Data | <p>EL students with lower ELPI levels</p> <p>Long-term EL students</p> | <p>Teachers</p> <p>EL TOA</p> | 1,800 | 0 |
| <p>1b.C- Engage in professional learning and development on the integration of language tasks into designated ELD instruction to improve both EL receptive and productive language.</p> <ul style="list-style-type: none"> • Certificated/Classified additional hourly • Consultant fees • Instructional Materials • Books-electronic and hard copy | <ul style="list-style-type: none"> • Teacher Surveys • Classroom visit data during designated ELD instruction • Winter MAP Data | <p>EL Students in TK-5</p> | <p>EL TOA</p> <p>Teachers</p> <p>Bilingual Aide</p> | 200 | 0 |

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
|---|---|---|---|------------------------|-------|
| | | | | Title 1 | SUPC |
| | | | | | |
| <p>1b.D- Implement a blended learning model of instruction to increase small group teaching and learning to reinforce writing, speaking, and vocabulary development.</p> <ul style="list-style-type: none"> • Instructional software • Headphones • Instructional materials • Books-electronic & hard copy • Printing services | <ul style="list-style-type: none"> • Classroom visit data during designated ELD time • Instructional Software usage and data reports • Winter MAP Data | <p>EL students who are maintaining lower ELPI levels (1, 2L, 2H, 3L, 3H)</p> <p>ELs who decreased an ELPI level</p> | <p>Principal Assistant Principal EL TOA Teachers Bilingual Aide</p> | 1547 | 0 |
| Total Estimated Cost for This Goal: | | | | 3,547 | 1,000 |

| 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 | 39.6% | >= 42.6% |
| 2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS) | -29.9 | >= -14.9 |
| MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level | Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.57 Fall 3rd to Fall 4th: -0.89 | >= 0 for each grade level |
| Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort) | 21-22 3rd Gr. Cohort: 53% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 72% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 58% 24-25 3rd Gr. Cohort (21-22 Kinder): 23% | 21-22 3rd Gr. Cohort(22-23 4th Gr.): 43% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 62% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 48% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 13% |

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|----------------------------|---|
| Identified Need(s): | <ul style="list-style-type: none"> • MAP and A2i data indicates there is a need to increase student proficiency rates in reading and early literacy skills to ensure students are proficient readers by the end of 3rd grade. • Classroom data indicates students need to further their development in literacy, comprehension, and vocabulary to increase their student achievement in reading and early literacy skills. • Parent Survey data indicates there is a need to provide parents/guardian educational workshops and training to help them learn how to reinforce their child's early literacy and foundational skills development so that their child can become proficient readers by the end of 3rd grade. • Teacher Survey data indicates that there is a need to increase student motivation and engagement in independent reading practices for TK-3rd grade students. |
|----------------------------|---|

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
|--|---|-----------------------|---|------------------------|------|
| | | | | Title 1 | SUPC |
| <p>2A. Implement small group differentiated instruction to reinforce literacy, comprehension, and vocabulary development.</p> <ul style="list-style-type: none"> • Instructional software • Instructional materials and supplies • Teacher toolkits/resources • Supplemental printing services • Organizational Supplies • Books • Headphones | <p>A2i Assessment Data</p> <p>Classroom Visit Data</p> | TK-3rd Grade Students | <p>K-3 Teachers</p> <p>IST</p> <p>TOAs</p> | 500 | 800 |
| <p>2B. Provide parent education workshops that focus on building early literacy skills.</p> <ul style="list-style-type: none"> • Contracted services and related fees • Additional hourly for certificated or classified staff • Program material and supplies • Childcare cost • Printing services | <p>A2i Assessment Data</p> <p>Parent Participation Rates in workshops</p> <p>Parent Surveys</p> | TK-3rd Grade Students | <p>Counselor</p> <p>Bilingual Community Aide</p> <p>Classified Staff or Certificated staff who lead workshops</p> | 500 | 200 |
| <p>2C. Implement an independent reading program to increase student engagement and motivation to practice reading skills targeting students in TK-3rd grades to increase reading proficiency.</p> <ul style="list-style-type: none"> • Purchase more high interest leveled reading books for the school library • Purchase classroom library books • Additional hourly for certificated and classified staff to monitor | <p>Scholastic Literacy Pro Usage Reports</p> | TK-3rd Grade Students | <p>TK-3rd Grade Teachers</p> <p>Certificated or Classified Staff Who will monitor student progress or provide reading support</p> | 0 | 812 |

| 2022-23 Evidence-based Actions/Services | Metric(s) for evaluating Action/Service | Pupils to be served | Person(s) Responsible | 2022-23 Estimated Cost | |
|---|--|-----------------------|------------------------------|------------------------|-------|
| | | | | Title 1 | SUPC |
| student progress and provide reading support <ul style="list-style-type: none"> Digital books and assessments | | | | | |
| 2D- Provide additional time for PLCs to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned? <ul style="list-style-type: none"> Certificated and Classified additional hourly | PLC Agendas Classroom Visits A2i Assessment Data | TK-3rd Grade Students | TK-3rd Grade Teachers TOA | 0 | 2,000 |
| Total Estimated Cost for This Goal: | | | | 1,000 | 3,812 |

Unfunded School Site Council Priorities

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|---|---------------------|----------------|--|
| <p>1A- Deliver a Blended Learning Model for Instruction to increase small group differentiated instruction to reinforce literacy, comprehension, vocabulary, numeracy, and computation:</p> <ul style="list-style-type: none"> • Evidence based software licenses • Supplemental materials and Manipulatives • Supplemental Close Reading materials • Supplemental printing • Classroom technology (laptops, headphones) for evidence-based computer software usage • Classroom technology (printers, projectors & bulbs, document cameras, amplifiers, mice, interactive flat panel TVs and related devices and installation) • Furniture for flexible seating and organizational supplies for small group instruction • Books | All Students | \$60,000 | Principal; Assistant Principal; Teachers |
| <p>1B- Provide enriched learning opportunities to increase student achievement through real-life experiences, realia, and hands-on activities:</p> <ul style="list-style-type: none"> • Student assemblies/learning activities-registration fees, consultant fees, and related costs • Instructional materials, manipulatives, and supplies • Certificated and Classified additional hourly | All Students | \$30,000 | Principal; Assistant Principal; Teachers |
| <p>1C-Provide one to one or small group tutoring to develop literacy, comprehension, vocabulary, numeracy, and computation:</p> <ul style="list-style-type: none"> • Certificated and Classified additional hourly • Instructional materials and supplies • Printing | All Students | \$20,000 | Teachers |

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|--|---------------------|----------------|--------------------------------|
| <p>1D- Provide professional development that will focus on Teacher Clarity/Visible Learning, mathematical instructional practices, academic vocabulary development, and literacy instruction to build a rigorous, comprehensive instructional program that meets the diverse needs of learners.</p> <ul style="list-style-type: none"> • Certificated additional hourly • Conference and travel • Professional learning materials and books-electronic and hard copies • Consultant fees | All Students | \$20,000 | Principal; Assistant; Teachers |
| <p>1F-Provide additional time for PLCs to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned?</p> <ul style="list-style-type: none"> • Certificated and Classified additional hourly | TK-5 students | \$ 20,000 | Teachers Principal TOAs |
| <p>1a.A- Deliver a blended learning model of instruction to increase small group differentiated instruction that will reinforce literacy, comprehension, vocabulary, numeracy, and computation development.</p> <ul style="list-style-type: none"> • Headphones, Mice • Instructional materials, books-electronic & hard copy • Organizational Materials • Supplemental printing services • Instructional Software | EL Students | \$20,000 | Teachers |
| <p>1b.A- Implement an after school extended learning program to deliver targeted instruction in language development, literacy and numeracy support.</p> <ul style="list-style-type: none"> • Certificated/Classified additional hourly • Instructional Material • Instructional Software Licenses • Headphones • Printing Services | EL Students | \$20,000 | Teachers |

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|--|---------------------|----------------|-----------------------|
| <p>1b.B- Provide staff additional time to function as PLCs to focus on designated ELD and EL student achievement by planning and analyzing data.</p> <ul style="list-style-type: none"> • Certificated additional hourly • Substitute release time | EL Students | \$20,000 | Teachers |
| <p>1b.D- Implement a blended learning model of instruction to increase small group teaching and learning to reinforce writing, speaking, and vocabulary development.</p> <ul style="list-style-type: none"> • Instructional software • Headphones • Instructional materials • Books-electronic & hard copy • Printing services | EL Students | \$15,000 | Teachers |
| <p>2A. Implement small group differentiated instruction to reinforce literacy, comprehension, and vocabulary development.</p> <ul style="list-style-type: none"> • Instructional software • Instructional materials and supplies • Teacher toolkits/resources • Supplemental printing services • Organizational Supplies • Books • Headphones | K-3 Students | \$15,000 | K-3 Teachers |
| <p>2C. Implement an independent reading program to increase student engagement and motivation to practice reading skills targeting students in TK-3rd grades to increase reading proficiency.</p> <ul style="list-style-type: none"> • Purchase more high interest leveled reading books for the school library • Purchase classroom library books | K-3 Students | \$15,000 | K-3 Teachers |

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|---|----------------------------|-----------------------|------------------------------|
| <ul style="list-style-type: none"> • Additional hourly for certificated and classified staff to monitor student progress and provide reading support • Digital books and assessments | | | |
| <p>2D- Provide additional time for PLCs to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned?</p> <ul style="list-style-type: none"> • Certificated and Classified additional hourly | K-3 Students | \$15,000 | K-3 Teachers |

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. | 38,547 |
| X | Title I, Part A: Carryover | |
| X | Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | 1,695 |
| 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) | 22,812 |
| X | SUPC Carryover | |
| Total amount of state and federal funds allocated to this school | | 61,359 |
| Total amount of state funds spent (SUPC) | | 22,812 |
| Total amount of federal funds spent (Title I) | | 38,547 |
| Total amount of state and federal funds spent | | 61,359 |
| 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 |
|--------------------------|---|----------------|----------------|-----------------|
| Annette Beasley, Ed. D | Principal | Non-applicable | Non-applicable | 1 |
| Mary Carlson | Teacher | 2 Years | May 2022 | 1 |
| Megan Gomez | Teacher | 2 Years | May 2022 | 1 |
| Rita Marquez | Teacher | 2 Years | May 2022 | 1 |
| Teresita Alas | Other Staff Member (Specify): Attendance Clerk | 2 Years | May 2023 | 1 |
| Martha Mora | Parent/Community Member | 1 Years | May 2023 | 1 |
| Claudia Aguilar-Gonzalez | Parent/Community Member | 2 Years | May 2023 | 1 |
| Paola Duarte | Parent/Community Member | 2 Years | May 2023 | 1 |
| Natalia Sanchez | Parent/Community Member | 2 Years | May 2023 | 1 |
| Rayfe Aquino | Parent/Community Member | 2 Years | May 2023 | 1 |

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 11, 2022.

Attested:

Principal, Annette Beasley, Ed.D. on May 11, 2022

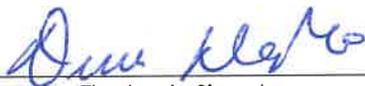
SSC Chairperson, Rayfe Aquino on May 11, 2022

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

Name of School: Randall Pepper

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 
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: May 11, 2022

Attested:

Annette Beasley
Typed name of School Principal


Signature of School Principal

5/11/2022
Date

Rayce Aquino
Typed name of SSC Chairperson


Electronic Signature of SSC Chairperson

5-12-22
Date