

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	West Randall Elementary 36 67710 6035919		SSC Approval Date: May 12, 2022
School Address	15620 Randall Avenue, Fontana, CA 92335		Local Governing Board Approval Date: pending approval on June 8, 2022 Original
Name of Principal	Tammy Stringer	Phone # and Email	(909) 357-5780, Tammy.Stringer@fusd.net
Name of SSC Chairperson	Melina Yamarone	Phone # and Email	(909)357-5780, Yamama@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Our Vision

We are the school where every face has a name and every challenge can be met.

Mission

West Randall Elementary School will provide instruction for developing creative and critical thinkers who are prepared for a technological and global society.

SCHOOL AND COMMUNITY PROFILE

West Randall Elementary School first opened in September 1947. The school serves 340 students from TK to 6th grade. There are two Special Day Classes (SDC), which includes, the 3rd-5th grade Mild/Moderate SDC and 6th grade Mild/Moderate SDC classes. Approximately 85% of our families are low income, based on the free/reduced lunch program. In addition, 44.8% of our students are English Learners (EL).

The staff works collaboratively in Professional Learning Communities (PLC), with the support of our Instructional Learning Team (ILT), to deliver the curriculum using a variety of effective strategies. Language Arts materials from Wonders for K–5 and Study Sync for 6th grade deliver a balanced literacy program that includes reading, writing, grammar, phonemic awareness, vocabulary development, and spelling. The Mathematics curriculum (K-5th My Math and 6th Grade Big Ideas) focuses on problem solving skills and emphasizes higher levels of thinking. English Language Learners at West Randall receive daily Designated English Language Development (D-ELD) focused on Language domains (reading, writing, listening, and speaking) and Integrated English Language Development (I-ELD) to support EL academic needs within the various subject areas.

West Randall receives Title I Funding, which provides supplemental programs to support the academic growth of our students. These programs include after school tutoring for reading and math. The funding also provides students with supplemental instructional materials and additional PLC and Professional Development (PD) hours for teachers. Parent education opportunities in English and Spanish are also offered so parents can better support their child.

SPSA HIGHLIGHTS (bullet points)

This school year, the West Randall staff will focus on supporting at-risk students in reading development. The following support will be provided:

- *United to Read for K - 3rd grade students

- *Read 180/System 44 for 4th - 5th grade students

- *Targeted tutoring to improve reading for 1st-5th grade students

- *Instructional Support Teacher to provide schoolwide Write from the Beginning and United to Read support

SCHOOL BACKGROUND

	<p>*EL Teacher on Assignment (TOA) to provide EL Professional Development to build in-depth knowledge of the Wonders D-ELD materials</p>
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<p>*We will improve Parent and Family Engagement this school year with the support of our recently hired Bilingual Community Aide. We will provide parent workshops in both Spanish and English.</p> <p>*In addition, the Tutor Monitor hours will be increased from 3 to 6 hours daily.</p>
<p>MOONSHOT</p>	<p>Our Moonshot is to increase the technological learning environment at West Randall. The goal is for students to make use of the variety of resources to expand their knowledge. This will give students the opportunity to collaborate with peers to develop project-based activities and build College and Career attributes. Students will be taught to use technology responsibly through our the required Common Sense Media training.</p>

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
411	95.1	39.9	0.7

This is the total number of students enrolled.

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

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

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

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	164	39.9
Foster Youth	3	0.7
Homeless	8	1.9
Socioeconomically Disadvantaged	391	95.1
Students with Disabilities	73	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.5
American Indian or Alaska Native		
Asian	3	0.7
Filipino		
Hispanic	395	96.1
Two or More Races		
Native Hawaiian or Pacific Islander		
White	6	1.5

These data points indicate:

1. There are four significant student groups at West Randall Elementary School. These groups include 39.9 % EL, 95.1% Socioeconomically Disadvantage (SED), 17.8% Students With Disabilities (SWD), and 96.1% Hispanic. A large number of our student population are EL, it is vital to provide a comprehensive D-ELD and I-ELD program.
2. Other ethnicity groups include 1.5% African American, .7% Asian, and 1.5% White.
3. In addition to the above, 1.8% of the population is either Foster Youth (.7%) or Homeless Youth (1.9%). Although this is a small percent of the student population, it is important to acknowledge these two student groups since they may need additional support.

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



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

These data points indicate:

1. West Randall students performed below standard in ELA.
2. Students performed below standard in Mathematics.
3. West Randall's Suspension Rate and Chronic Absenteeism are both below standard.

School and Student Performance Data

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

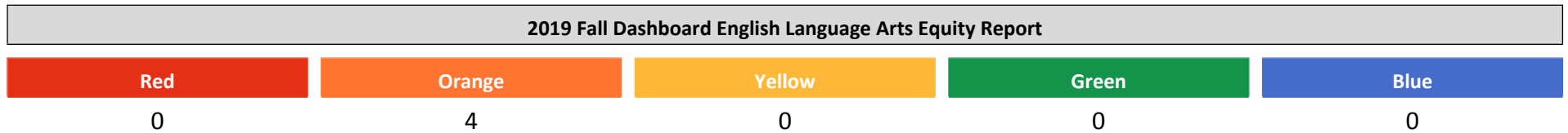
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

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

















This section provides number of student groups in each color.



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

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

All Students	English Learners	Foster Youth
 Orange 49.3 points below standard Maintained -0.8 points 229	 Orange 43 points below standard Maintained ++2.1 points 145	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 52.2 points below standard Maintained ++2.2 points 192	 Orange 91.6 points below standard Increased Significantly ++22.3 points 49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</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 1</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>
<p>Hispanic</p>  <p>Orange 46.7 points below standard Maintained -2.1 points 216</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 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>71.4 points below standard</p> <p>Increased Significantly ++21.5 points 96</p>	<p>Reclassified English Learners</p> <p>12.4 points above standard</p> <p>Maintained ++0.4 points 49</p>	<p>English Only</p> <p>69.1 points below standard</p> <p>Declined -5.2 points 76</p>

These data points indicate:

- School-wide, our students maintained their level of achievement in ELA. Students scored 49.3% points below standard.

2. Within the four significant student groups, students either maintained or increased academic achievement. The SWD subgroup made a Significant Increase of 22.3 points toward meeting standard, which indicates that we are working to decrease the achievement gap.
3. For the EL comparison, Reclassified English Learners have maintained their achievement status in ELA. The 49 students have outperformed our Current English Learners and English Only student groups. The data shows that the Current English Learners are 71.4 points below standard. This is a Significant Increase of 21.5 points, signifying a narrowing of the achievement gap.

School and Student Performance Data

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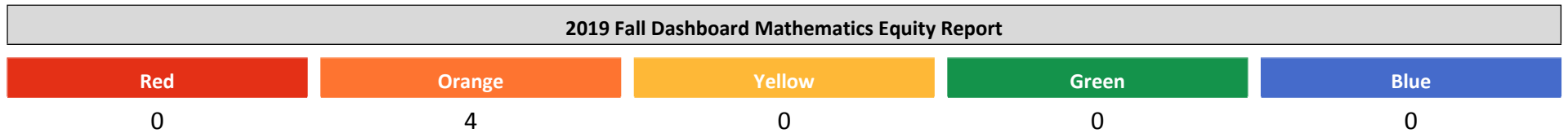
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

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




This section provides number of student groups in each color.




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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group


All Students


 Orange
 82.8 points below standard
 Declined -6.7 points
 229


English Learners


 Orange
 76.6 points below standard
 Maintained -2.4 points
 145


Foster Youth


 No Performance Color
 Less than 11 Students - Data Not Displayed for Privacy
 1


Homeless


 No Performance Color
 Less than 11 Students - Data Not Displayed for Privacy
 3






Socioeconomically Disadvantaged


 Orange
 85.8 points below standard
 Declined -4.3 points
 192

Students with Disabilities


 Orange
 121.5 points below standard
 Increased Significantly
 ++29.3 points
 49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78.6 points below standard Declined -6.2 points 216	 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

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
100.4 points below standard	30 points below standard	102.7 points below standard
Increased ++10.8 points	Maintained ++1.1 points	Declined -12.3 points
96	49	76

These data points indicate:

1. Mathematics is a major area of struggle for West Randall Elementary School. Three of the four student groups declined in points by -2.4 points or higher.

2. All significant student groups showed a decrease in academic performance, except for SWD. This student group Increased Significantly by 29.3 points in Mathematics, thus narrowing the performance gap.
3. For the comparison, Reclassified English Learners maintained their status and performed far better than our Current English Learner and English Only groups.

School and Student Performance Data

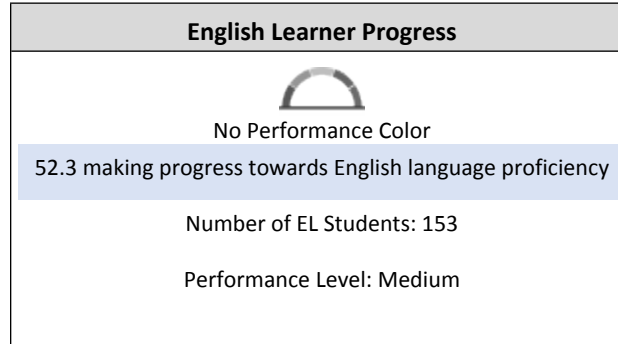
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.5	24.1	5.2	47.0

These data points indicate:

1. School-wide, the percent of students making progress towards EL proficiency is 52.3%.
2. Nearly half of the EL are not progressing in acquiring English.

School and Student Performance Data

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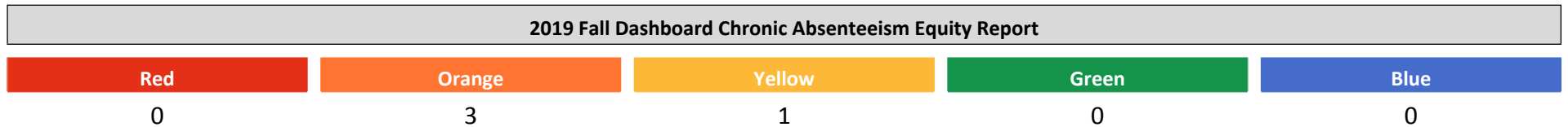
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

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









This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 10.4 Increased +2.5 480	 Yellow 6 Maintained +0.4 215	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 46.2 Increased +34.2 13	 Orange 10.7 Increased +2 403	 Orange 18.6 Increased +5.1 97

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 25 Increased +12.5 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.8 Increased +2.8 447	 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 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	59	13.9
Female	198	25	12.7
Male	229	34	15.0
American Indian or Alaska Native	0	0	0.0
Asian	3	0	0.0
Black or African American	6	2	33.3
Filipino	0	0	0.0
Hispanic or Latino	411	56	13.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	7	1	14.3
English Learners	177	18	10.2
Foster Youth	4	0	0.0
Homeless	14	3	21.4
Socioeconomically Disadvantaged	405	59	14.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	84	18	21.7

These data points indicate:

1. Attendance is an area of concern for West Randall. Overall, 13.9% of our students have chronic absenteeism.
2. Although EL student rate is lower than the all student group, there was an increase of chronic absenteeism when comparing the 2019 to the 2020 data.
3. There is disproportionality in Chronic Absenteeism rate for SWD, African Americans, and homeless.

School and Student Performance Data

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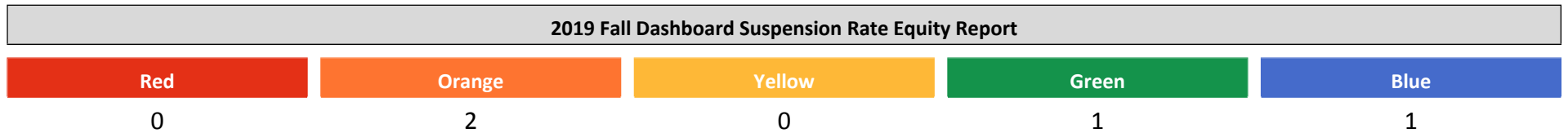
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

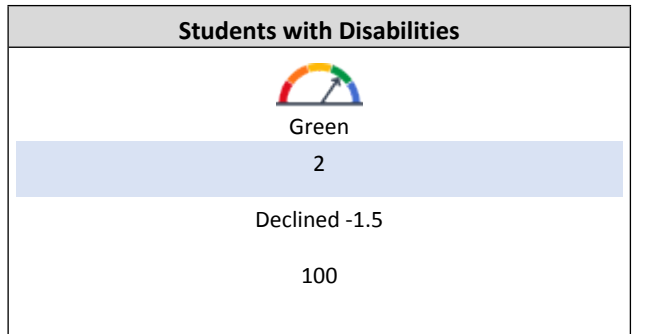
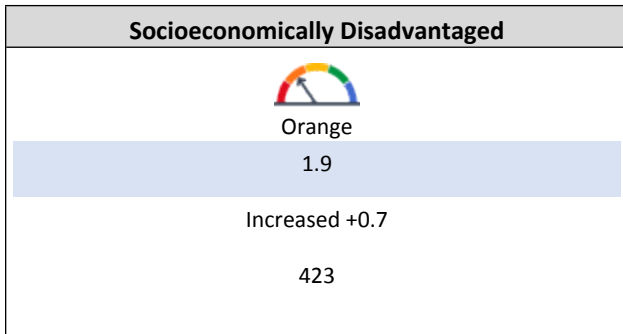
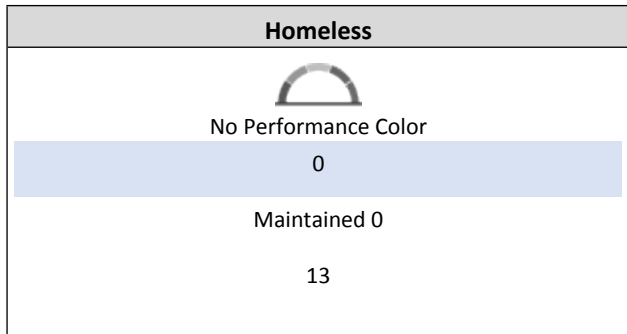
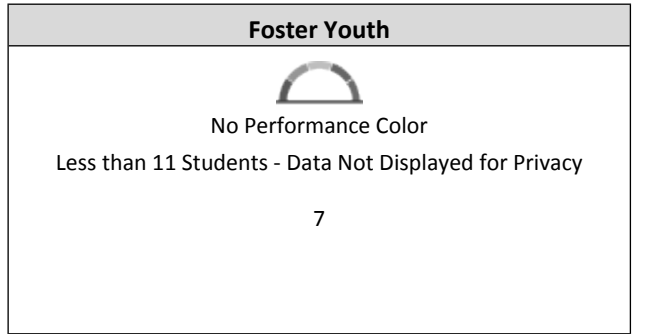
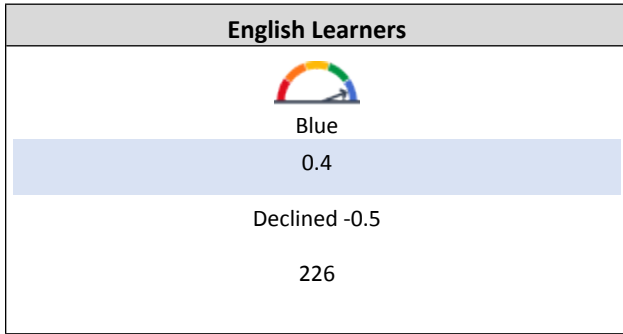
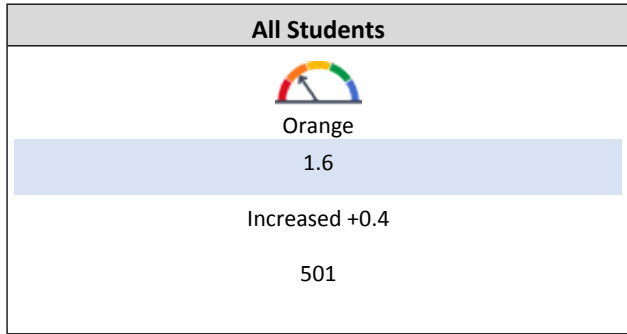


This section provides number of student groups in each color.








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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10 Declined -1.1 20		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.3 Increased +0.4 467	 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 7

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1.6

These data points indicate:

- There is an increase in the number of students suspended. School-wide, the number of students suspended, at least once, increased from 1.2% in 2018 to 1.6% in 2019.
- Although there was a decline in suspensions for African Americans, this student group was suspended disproportionately compared to the other significant student groups.

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)	-0.72 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.62
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.15 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: After School Tutoring: % of Students Demonstrating Growth from Pre to Post Assessment in Tutoring	76% of 1st - 3rd Grade Increased Reading Fluency
Site Specific Measures: Classroom Data: % of Teachers Demonstrating Use of Write from the Beginning Strategies	93% of Teachers Demonstrating Use of Write from the Beginning Strategies

These data points indicate:

Schoolwide, there is a greater percentage of students scoring in the bottom two performance bands in Math than in Reading. The data shows that 41% of students performed in the Lo/LoAvg range in Reading, while 50% scored in this range in Math. The most significant need to accelerate learning in Math are for grades 1-6. While there are no significant differences in performance between male and female students, the African American, English Learner, Students with Disabilities, Foster and Homeless subgroups need additional support. In Reading, Informational Text is an areas of concern, while Number/Operations is a concern in Math. Students made significantly less than one years growth last year during distance learning. The most significant loss of learning was in the area of Math.

The After School Tutoring for 1st through 3rd grade students shows 76% of the students made growth towards Reading Fluency. Since reading is an area of concern for our students, our next step is to provide the after school support three times per year, instead of two. This will give our school an opportunity to accelerate reading growth.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.51 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.52

Academic Data – English Learners (EL)	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.07 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: After School Tutoring: % of Students Demonstrating Growth from Pre to Post Assessment in Tutoring	Reading Comprehension - 100% of Students Made Progress Receptive Language - 50% of Students Made Progress
Site Specific Measures: Classroom Data: % of Teachers Demonstrating Use of I-ELD Strategies	Classroom Data: 53% Teachers Demonstrating Use of I-ELD Strategies

These data points indicate:

EL did not meet the expected growth in Reading, Language, and Math. Although 46% of ELs met the projected growth in Reading, the data shows that overall students made less than a years growth in Reading. Even though, EL students did not meet expected growth, their growth was greater than the All Students group in all subjects.

For After School Tutoring, students were given an assessment in Wonders ELD Assessment book. The site data shows the ELs made growth in the area of Reading Comprehension. While only half the students made progress in improving their Receptive Language. The growth/progress is defined as an increase in the number of correct answers from the pretest to the posttest. This data shows that Receptive Language is an area of concern and a different approach in tutoring may be necessary.

The Classroom Data was taken by principal observation during weekly walk-throughs. The teachers recieved Professional Development in lesson planning for ELs. Although 53% of teachers used I-ELD strategies, 47% did not use those strategies. As a result, it is important for the EL TOA to provide lesson modeling for staff as additional support in this area. The goal is to have 100% use I-ELD strategies daily.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 6% Level 3: 31% Level 2: 35% Level 1: 28%
2020-2021 ELPAC Listening Domain: % by Performance Level	16% - Well Developed 63% - Somewhat/Moderately Developed 21% - Beginning Development

Language Acquisition Data – English Learners (EL)	
2020-2021 ELPAC Speaking Domain: % by Performance Level	32% - Well Developed 54% - Somewhat/Moderately Developed 14% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	5% - Well Developed 42% - Somewhat/Moderately Developed 53% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	10% - Well Developed 49% - Somewhat/Moderately Developed 41% - Beginning Development
Site Specific Measures: Percent of EL Students Showing Improvement in Pre/Post Assessment from After School Tutoring	80% of 4th - 5th Grade EL Students Made Improvements in Reading Comprehension
Site Specific Measures:	

These data points indicate:

ELPAC Domain data shows that Reading and Writing are identified areas of greater need with 53% and 41% beginning to develop, respectively.

According to the 4-Year ELPAC Domain Performance Data, cohorts of EL students are not showing progress in Reading and Writing over time. Professional Development to support I-ELD and programs, such as United To Read, will provide support in an effort for our students to improve in this area.

According to the ELPI data, there was an increase in the percentage of current 4th and 6th grade students who decreased their ELPI levels. There is a significant percentage of current 2nd graders who decreased in ELPI level. This indicates a significant lack of progress. Grades 3 and 5 had a higher percentage of students who maintained or increased their ELPI.

On the 2-Year ELPI Change report, the percentage of ELs who decreased their ELPI, from 2019-20 to 2020-21, increased from 32% to 40%. Additional supports, such as After School Tutoring, are necessary to ensure that there is not further decline in ELPI. For the 2020-21 ELPI, the students in levels 2 Low (2L) and 3 Low (3L) comprised the majority of the students that decreased in the ELPI data.

In the After School Tutoring program, 80% of the 4th and 5th grade students made growth in the area of Reading Comprehension. The results show that small group support is very effective for ELs. We will continue to add this support for our students in the upcoming school year for After School Tutoring.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	23%
Site Specific Measures: 2021-22 Virtual Parent Workshops: Average Number of Attendees Per Event	8 Attendees
Site Specific Measures:	

These data points indicate:

The participation rate of the Parent/Family Climate Survey is lower than expected. Last school year, 31% of West Randall families completed the survey. This year, there is a 8 percentage point decrease to 23% participation rate. In addition to the above, only eight parents attended our scheduled virtual parent workshops. This is similar to the number of participants from last school year. Although there were several flyers and messages sent to parents, it is important to make personal phone calls to parents to encourage attendance. This is difficult this school year without the daily support of a person in the Bilingual Community Aide position at West Randall.

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: -1.61 Fall 3rd to Fall 4th: -1.10
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 64% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 46% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 48% 24-25 3rd Gr. Cohort (21-22 Kinder): 13%
Site Specific Measures: Differentiated Small Group Instruction: % of Students demonstrating accelerated growth in Reading from August to February using A2i data	21-22 3rd Gr. Cohort: 17% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 25% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 0% 24-25 3rd Gr. Cohort (21-22 Kinder): 37%
Site Specific Measures:	

These data points indicate:

On the Fall-to-Fall Conditional Growth Index, current 3rd and 4th grade students did not meet the expected growth in reading. The data shows 64% of 3rd grade students are At-Risk of not reading by the end of 3rd grade, but this percentage decreases with future 3rd grade cohorts.

The results for Differentiated Small Group Instruction varied by grade level. For Kindergarten (37%), 2nd (25%), and 3rd grade (17%) students made growth in reading as a result of the intervention. Since first grade is an area of concern, our school will provide a Tutor Monitor in the United to Read class to provide additional reading support. The goal is to ensure that students understand and receive rigorous student managed activities daily.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures: 2020-21 Behavior Referrals	2 Referrals
Site Specific Measures: 2020-21 School Suspensions	0 Suspensions
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Student Behavior Referrals decreased significantly during the 2020-21 school year, due to the pandemic.

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.

In 2021-22, the teaching team received Professional Development to support English Learners. Data shows that in 53% of teachers used an effective I-ELD strategy (visual aide, differentiation, questioning, whole/small group discussions) within the lesson.

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

Forty-seven percent of EL did not make adequate ELPI growth on the ELPAC. A deeper analysis using domain data from the ELPAC, reveals that Reading and Writing are major areas of concern for 4 out of 6 grade levels. In grades 3rd - 6th, 34.75% of EL are reading below standard.

In the 2021-22 school year, Designated ELD instruction improved. West Randall provided D-ELD consistently, five days per week. In addition, the EL TOA provided PD and weekly EL information, such as Wakelets and data analysis. Furthermore, the EL TOA provided 1:1 coaching to teachers, as needed.

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.

The following is needed to improve ELD at West Randall:

1. Complete I-ELD lesson modeling by EL TOA
2. PLC (virtual or in-person) for teachers to increase the effectiveness of the Wonders ELD implementation for D-ELD
3. Continue usage of school-wide, research-based strategies for I-ELD (Developed by ILT, EL TOA, Principal)
4. Utilize school-wide structure to teach domain components during D-ELD a specific times per week, based on data
5. Continued use of Write from the Beginning (WFTB) presented by West Randall WFTB Trainer of Trainers
6. Implement a targeted After School Tutoring to address the needs ELPI 2H & 3L, Long-Term English Learners (L-TEL), and students who decreased one ELPI (Developed by EL TOA and Principal)
7. Use of Wonders ELD Assessments or Performance Matters assessment for progress monitoring
8. Weekly Administration Walk-Through for Data Collection to monitor the use of core and supplemental curriculum for both D-ELD and I-ELD
9. Provide trainging for replacement WFTB Trainer of Trainers

Comprehensive Needs Assessment

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

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>The 2021-22 Parent/Family Climate Survey was administered in September/October 2021. The survey gathers information on several important school topics, such as, Learning Opportunities, School Climate, and Parent Supports. Twenty-three percent of parents completed the survey, which is a total of 62 parents. This participating rate is lower than the 31% of parents who participated in the survey last school year. I attribute the decrease in participation to the fact that our Bilingual Community Aide position is vacant, and personal phone calls were not made to all parents of our school.</p> <p>Sixty-eight percent of parents reported that their child is given opportunities to participate in classroom activities. In addition, 76% of the parents responded favorably about the climate of our school. Finally, although Parent Supports decreased by 8 percentage points, 79% of our parents felt their concerns are addressed by the school. The decrease was a result of the limited number of general school meetings/events provided at our school in the past few years. This decrease is due to COVID 19.</p> <p>Students completed the Student Climate Survey this school year. Students in the following grades participated in the survey: 3rd (24%), 4th (37%), and 5th (39%). The data revealed that 63% of students felt happy during the time of the survey, and 67% felt that the instruction was rigorous. There was a decrease in both areas of 10 and 16 points, respectively. The fact that students were not able to attend in person for most of the last school year may have contributed to the results. On the other hand, 90% of the surveyed students felt that they had a person at school who they can count on if they needed help.</p> <p>In addition to the above, our students in 3rd through 6th grade completed the Social Emotional Learning (SEL) survey in August 2021. Seventy-one percent of the students in the required grades completed the survey. The survey shows that 65% to 79% of our students are on-track with SEL. Quality of School Environment area is a concern for our students, since only 33% of the students reported strength/high strength in this area. The results also show Self-Management as a strength for our students. Sixty-eight percent of our students rated themselves high in this area.</p>

Analysis of Qualitative Data

In March 3, 2022, teachers completed a survey to give their input for Staff Development for the 2022-23 school year. Forty-seven percent of the staff is interested in have Professional Development (PD) on Guided Reading Strategies. They also would like PD on how to best teach Writing Structure and Conventions. In addition, several staff members are interested in learning how to help students make strong connections to their learning with the use of Learning Targets and Success Criteria (Teacher Clarity).

Classroom Observations

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

The principal conducted Classroom Walk-throughs in each class on an average of two times per month. During the walk-through, the following areas were observed: Visible Learning level of implementation, Write from the Beginning, and Depth of Knowledge (DOK).

Teachers are supporting students in understanding the Learning Targets and Success Criteria. As a follow up, they will participate in a Professional Development in February 2022 to gain more strategies to help students make the connection. Also, the implementation of Write from the Beginning continues. West Randall staff had a refresher for Narrative Writing in August, and in January teachers were trained in part 1 of Expository/Informational Writing.

The data derived from walk-throughs shows that 29% of the instruction was at DOK (Depth of Knowledge) Level 3. Our goal is to have 50% or higher, since new lessons are usually at a DOK level of 1 or 2. This data shows that our school must continue to work to build and utilize rigorous academic practices. To grow in this area, West Randall will provide PD in Write from the Beginning and Teacher Clarity.

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

<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>The following local assessments and data sources were used: ELPAC, MAPs, A2i, and LEXIA Core 5. The data is analyzed in ILT/PLC to develop school-wide and grade level goals, plan effective instruction, and identify at-promise students.</p> <p>The data revealed that West Randall students were performing below standard in ELA and Math. As a result, our school team focused on Teacher Clarity to strengthen the knowledge of academic standards. Teachers were provided with Professional Development to support with unwrapping standards, identifying the appropriate DOK Level for each standard, and writing Learning Targets/Success Criteria.</p> <p>Finally, West Randall purchased Scholastic News Magazine to provide high interest reading materials to develop Reading Comprehension. Many of the readings covered Social Studies and Science topics, which served to build students' academic vocabulary.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>ELPAC and MAP assessment data was used to identify EL needs in academic performance and language development. The ELPAC data shows that although 52.3% of students increased their ELPI, over 47% of EL students are not meeting performance standards. EL students are 71.4 points below standard in Reading on the SBA. On the Fall to Fall MAP assessment, EL students made less than expected growth in Reading and Math.</p> <p>The EL data helped West Randall determine that our students would benefit from additional help to develop Phonemic Awareness and Reading Comprehension skills. At-Promise EL students in K-5th grade received either small group reading intervention in United to Read or Read 180/System 44. After School Tutoring support was provided in the 2021-22 school year, as well.</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>As data becomes available, it is shared with School Site Council and West Randall staff. School Site Council formally monitored the implementation and outcomes of our Actions and Services in December 2021 and March 2022. When additional funds were received in September 2021, Actions and Services were revised and approved by SSC and the Board of Education. In April 2022, SSC and ELAC evaluated the SPSA and determined which Actions and Services to continue, modify, or discontinue.</p> <p>Throughout the school year, West Randall's staff (administrator, teachers, ILT, and IST) monitors the implementation and progress towards the program goals.</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 EL programs goals, for addressing the needs of low-achieving ELs, were evaluated by grade level teachers during PLC. MAP and ELPAC data was used in this process. The results of the analysis is used for the purpose of progress monitoring and possible EL Reclassification.</p>

Identified Needs based on Findings:

1. English Learners must continue to be monitored regularly to assess progress in the four areas of language development. West Randall will use the Wonders ELD Assessments or Performance Matters assessments monthly to monitor student growth in Reading, Writing, Speaking, and Listening.
2. West Randall will continue to monitor SPSA actions implementation and outcomes on regular basis.

Standards, Assessment, and Accountability

3. For 6th grade, the teachers will use the online assessment components to monitor student progress. The assessment results will be used to adjust ELD and provide additional supports for At-Promise ELs.
4. PLC hours are (virtual or in-person) needed to focus on student learning, analyze data results, and make instructional adjustments for students at risk of not meeting standards

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Staff development was fully aligned to content standards, assessed student performance, and our school's professional needs. Based on school-wide data results, the school provided Professional Development in Teacher Clarity and Wonders ELD.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	<p>West Randall's teaching staff received support throughout the school year. The Math TOA provided teacher support within grade level PLCs. In addition, the TOA developed short PD videos to be used as needed, to support teachers with Distanced Learning.</p> <p>During PLC, the EL TOA presented on the Wonders curriculum to ensure that teachers are fully aware of the components and their usage.</p> <p>Finally, West Randall teachers participated in PD presented our Write from the Beginning Trainer of Trainers in Expository Writing. An additional writing PD was provided by the principal and ELA TOA.</p>
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	West Randall teachers participated in Professional Learning Communities, at least, one time per month. This was an opportunity for teacher to collaborate on best practices, analyze data, develop Performance Matters assessments, and plan effective lessons.

Identified Needs based on Findings:

1. West Randall staff would benefit from continued Professional Development (PD) by the Write from the Beginning Trainers.
2. The ELA TOA must provide PD for United to Read, Mathematical Practices, and Teacher Clarity.
3. Additional PLCs hours (virtual or in-person) are necessary for grade level teams to collaborate and develop effective instructional practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)	<p>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:</p> <p>TK-5th grade My Math, McGraw Hill</p>
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Teaching and Learning

	<p>TK-5th grade Wonders, McGraw Hill TK-5th Social Studies Alive! TCI *Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.</p> <p>Sixth grade teachers use Study Sync ELA/ELD, Big Ideas Math, TCI Social Studies, and Houghton Mifflin Science.</p> <p>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.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Ready Common Core, WonderWorks). Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.</p>

Identified Needs based on Findings:

1. Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>Teachers support students in differentiated instructional groups for grades TK - 5th.</p> <p>Tier II supports include United to Read (K-3rd), LEXIA Core 5, MobyMax, Literacy Pro, and Scholastic Magazine (TK-2) were provided in the 2021-22 school year.</p> <p>The programs above are beneficial to all students, including underperforming students. United2Read and LEXIA are geared toward the growth and development of student reading skills. Literacy Pro and Scholastic Magazine provides high interest reading materials to support academic vocabulary and reading comprehension.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>On Fall 2020 to Fall 2021 MAPs results, the percent of students within the subgroups below met/exceeded the growth requirements in Reading:</p> <p>EL: 46% English Only (EO): 20% Homeless: 32% SWD: 35%</p> <p>There was a higher percent of English Learners to meet/exceed growth in Reading when compared to other subgroups.</p>

Opportunity and Equal Educational Access

	<p>EO: The root cause of the disparity within the EO subgroup is due to low socio-economic status.</p> <p>SWD: Special Education students perform 1 to 2 years below grade level, which is the root cause for the disparity.</p> <p>Homeless: The fact that homeless youth often have a poor attendance and social-emotional needs is the root cause of the academic disparity.</p>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>According to the data outcome and findings, it is determined that the Actions/Services partially met the needs of the EL, SWD, and At-Promise students because Tutor Monitor services did not start until second semester. Also, PLC and PD hours outside of the school day were not utilized because teachers were unable to participate.</p>
<p>Identified Needs based on Findings:</p> <ol style="list-style-type: none"> 1. Continued Professional Development (PD), provided by TOAs, to support Teacher Clarity, Write from the Beginning, and Mathematical Practices 2. Provide additional hours (virtual or in-person) to collaborate by grade levels and specific subjects/groups (EL, SPED, Math, ELA) to plan instruction/develop effective instructional practices 3. Targeted After School Tutoring support is necessary for EL (L-TEL, 2H, 3L), SWD, and At-Promise students 4. Increased services provided by Tutor Monitor for ELA and Math 	

Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>In 2021-22, resources were allocated to support Parent and Family Engagement through a series of two workshops on building confidence and college preparation. These were provided virtually in English and in Spanish. In addition, the principal held virtual Bulldog Parent Chats, to provide reading strategies and other learning information. Black Board Connect, School Website, Bulldog Newsletter and Site Marque are utilized to communicate important information.</p>
<p>Identified Needs based on Findings:</p> <ol style="list-style-type: none"> 1. Encourage and improve parent participation in the scheduled parental engagement activities 2. Bilingual Community Aide to increase communication between home and school 3. Improve parent connectedness to school community 4. Train teachers in strategies to build parent involvement 	

Funding

Services provided by state and local funds that enable underperforming students to meet standards.	TVs to deliver instruction and engage students Implementation of PBIS After School Enrichment - Little Kids Rock
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Targeted afterschool tutoring in Math and ELA Virtual Field Trips Professional Development in Teacher Clarity, writing and math PLC hours Tutor Monitors Supplemental instructional materials for small group literacy support Books and Magazine subscriptions District provided additional support staff: IST, TOAs, Bilingual Aide, Math Instructional Aide, Counselor

Identified Needs based on Findings:

To support ELA and Math for underperforming students, West Randall needs the following:

1. Intensive tutoring support to address foundational skills and reading comprehension
2. Math tutoring to build conceptual understanding and concepts/procedures
3. Workshops for parents of low performing student groups to inform them of how they can support their child
4. Tutor Monitor support during the school day for ELA and Math

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 December and March, SSC conducted progress monitoring on the SPSA Actions and Services. After School Tutoring was fully implemented. Additional PLC and PD was not fully implemented due to a lack of teacher availability. On April 14th, with input from ELAC, SSC determined which Actions and Services to modify, continue, or discontinue based on needs and the anticipated data of students. ELAC wanted to ensure that we provide engaging after school support for our students. In May, SSC reviewed and approved the 2022-23 SPSA.
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Identified Needs based on Findings:

*It is important that we continue the process above and work to get more parents involved in the process.

Stakeholder Involvement

*Maintain virtual and in-person (when able to do so) meetings to support SSC in achieving a quorum.

SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>All students will have access to several instructional resources to enhance the learning process. These programs will support student learning in both reading and math. Additional reading support may include a virtual library called Literacy Pro, which will give students access to a variety of high-interest reading books.</p> <p>Supplemental Instructional Materials, such as Ready Common Core, enhance the learning for students. High-interest reading materials are necessary to encourage students to want to read, while focusing on Reading Comprehension development.</p> <p>West Randall is in the 5th year of United to Read. Students receive reading support based on the A2i Assessment. The assessments prescribes a specific number of Teacher Managed and Student Managed minutes based on the students' performance on the A2i. For continued improvement, the ELA TOA and Lead Outcome Specialist (LOS) provides Literacy Huddles to further support our teachers. Supplemental instructional reading materials will be provided for students to use during Student Managed time.</p> <p>Continued PD is necessary to strengthen the academic program. Teacher Clarity PD will be provided to promote students in making the connection to the Learning Targets and Success Criteria. Grade Level Teams will have an opportunity to unwrap standards to develop Learning Targets and Success Criteria. The goal is to support teachers in developing Teacher Collective Efficacy, which has a .75 effect size.</p> <p>Teachers will be receiving training in writing instruction. In addition, West Randall will continue the Write from the Beginning journey.</p> <p>The ELO TOA will work with each grade level to help teachers develop a better understanding of the Wonders ELD Curriculum and build instructional plan to increase Language skills for ELs, based on the specific grade level needs. This series of PDs will also address the needs of L-TELS, as well as, the ELs who remained stagnant based on the results of the ELPAC.</p>	<p>Instructional Resources - Daily (August 2022 - May 2023)</p> <p>PLC & PD - Monthly (Ongoing) (August 2022 - May 2023)</p>

<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>After School Tutoring will be provided to the 23% of EL students who decreased by one ELPI Level, 3H ELPI/maintained ELPI, and those approaching L-TEL status. A structured tutoring program will be utilized to meet our students' needs.</p> <p>In addition to the above, at-promise students will receive after school support in Reading and Mathematics to address the learning gap.</p>	<p>After School Tutoring (Aug - Nov 2022) (Jan - Mar 2023) (Apr - May 2023)</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>The Instructional Support Teacher (IST) provides targeted literacy instruction to students who need more intensive support. The support is given to students in K - 5th grade.</p> <p>The Math Instructional Support Aide will provide targeted math support for foundational skills for grades K - 3.</p> <p>In addition to the above, West Randall will supply additional reading support for grades 1st - 3rd and math support for 6th grade students with the use of a Tutor Monitor.</p>	<p>Instructional Support Teacher - Daily (Aug - May 2023)</p> <p>Math Instructional Support Aide - Daily (Aug - May 2023)</p> <p>Tutor Monitor - Daily (Aug - May 2023)</p>

Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-49.9	>= -34.9
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-82.8	>= -67.8
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.72 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.62	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.15 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	23%	>= 25%

Identified Need(s):	<p>MAP data indicates that Grades K-2 need to develop foundational literacy skills, including decoding, vocabulary, and reading comprehension to access grade level fiction and non-fiction texts.</p> <p>MAP data indicates that Grades K-2 need to develop number sense to build conceptual understanding of mathematical concepts. K-6th grade need to develop vocabulary, reading comprehension, and writing skills to engage with rigorous/complex text and make improvement toward grade level writing standards.</p> <p>MAP data indicated that Grades 3rd - 6th need to further develop their understanding of concepts/procedures and problem solving. Parent survey data indicates that parents need opportunities to learn strategies to support their children's' success in literacy and math skills.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1A. Provide small group tutoring to target students' skill deficits in literacy and math *Additional Teacher Hourly *Classified Staff Hourly *Supplemental Instructional Materials *Organizational Materials	Pre/Post Assessment LEXIA Core 5	At-Promise Students SWD	Teachers Bilingual Aide Principal	6,500	
1B. Provide differentiated instruction to increase Depth of Knowledge and proficiency towards CCSS in ELA and Math *Supplemental Instructional Materials *Library Books *Organizational Supplies and flexible seating for small group instruction	LEXIA Core 5 Fall to Winter MAP Data	All Students	Teachers and Principal		7,000
1C. Provide additional time for Professional Learning Communities to plan effective lessons, write Common Formative Assessments (CFA), and analyze data *Additional Teacher Hourly *Professional Books and Resources	Teacher Survey Principal Classroom Visit Data	All Students	Teachers and Principal		1,000
1D. Provide Professional Development on effective teaching strategies for ELA and Math *Substitute Coverage *PD Books and Resources	Teacher Survey Principal Classroom Visit Data	All Students	Teachers TOA Principal		250

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
1E. Provide Parent and Family Engagement workshops to increase parent awareness and knowledge of strategies to support student learning *Outside Consultant - Parent Workshops *Translation *Additional Classified Hourly *Related Materials	Parent Survey Participation Logs	All Students	Teachers and Principal	1,500	
1F. Provide Technology to Support Instruction **TVs/Monitor *Taggable Supplies - Hovercams *Other Supplies - Headphones	LEXIA Core 5 Fall to Winter MAP Data	All Students	Teachers and Principal		1,500
1G. Implement school-wide PBIS program to support students in learning *Additional Certificated Hourly *PBIS Rewards App *PBIS Incentives *Outside Consultant	Discipline Data	All Students	Teachers, Counselor, and Principal		3,000
1H. *Provide engaging educational activities/events for students to promote school engagement and critical thinking. *Outside Consultant *Additional Teacher Hourly *Virtual Field Trips	Participant survey	All Students	Teachers and Principal		1,105
Total Estimated Cost for This Goal:				8,000	13,855

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 EIs: English Learners will demonstrate improved academic growth and achievement in Reading and Writing through the use of Guided Reading strategies.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-43.6	>= -28.6
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-76.6	>= -61.6
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.51 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.52	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.07 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	2020-21 ELPI Trend data shows that L-TELS need to develop skills in Reading Comprehension and Writing.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a1. Provide small group tutoring to develop Reading Comprehension and Writing skills *Additional Teacher Hourly *Instructional Supplemental Materials	Pre/Post Assessments LEXIA Core 5	Students who are L-TELS	Teacher and Principal	2,500	
1a2. Provide Professional Development to build knowledge of current research-based strategies for I-ELD *PD Books and Resources *Substitute Coverage	Teacher Survey Principal Classroom Walk Through	English Language Learners	Teachers EL TOA Principal		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
Total Estimated Cost for This Goal:				2,500	500

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English Language proficiency growth in their Productive Language in writing and Receptive Language in reading by developing their writing and reading skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	52.3%	>= 55.3%

Identified Need(s):	2020-21 ELPAC data shows that ELs need to develop Written Language skills. The Reading and Writing domain data shows that only 4.43% and 10.14%, respectively, of ELs are Well Developed. ELs must be monitored regularly to assess progress in the domain area of growth.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b1. Provide additional Professional Learning Communities to design lessons for specific language objectives and analyze data (Virtual or In Person) *Additional Teacher Hourly	Compiled Teacher Lesson Plans Teacher Survey ELD Classroom Visit Data	English Language Learners	Teachers and Principal		1000
1b2. Provide small group tutoring to focus on Productive and Receptive Language *Additional Teacher Hourly *Supplemental Instructional Materials	Pre/Post Assessment LEXIA Core 5	ELPI 2H and 3L	Teachers and Principal	2500	
Total Estimated Cost for This Goal:				2,500	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	30.8%	>= 33.8%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-41.0	>= -26.0
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: -1.61 Fall 3rd to Fall 4th: -1.10	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 64% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 46% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 48% 24-25 3rd Gr. Cohort (21-22 Kinder): 13%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 54% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 36% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 38% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 3%

Identified Need(s):	*MAP data shows that primary students need to increase Foundational Skills, Writing, and Reading Comprehension.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A. Provide differentiated small group instruction to increase students' Foundational Skills, Writing, and Reading Comprehension *Tutor Monitors- salary, benefits and hourly *Additional Teacher Hourly - PLC *Supplemental Instructional Materials *Supplemental Printing *Organizational Materials	A2i Data LEXIA Core 5 Fall to Winter MAP	Kinder - 3rd Grade	Teachers and Principal	15319	1500
Total Estimated Cost for This Goal:				15,319	1,500

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1A. Provide small group tutoring to target student's skill deficits in literacy and math *Additional Teacher Hourly *Classified Staff Hourly	All Students	10,000	Teachers Bilingual Aide Principal
1B Provide differentiated instruction to increase Depth of Knowledge and proficiency towards CCSS in ELA *Supplemental Instructional Materials	All Students	5,000	Teachers and Principal
1I. Provide engaging educational activities/events for students to promote school engagement and critical thinking. *Outside Consultant *Additional Teacher Hourly	All Students	5,000	Teachers Counselor Principal
2A. Provide differentiated small group instruction to increase students' Foundational Skills, Writing, and Reading Comprehension *Tutor Monitors- salary, benefits and hourly *Supplemental Instructional Materials **Supplemental Printing *Organizational Materials	1st - 3rd Grade At-Promise	30,000	Teacher, Tutor Monitor, Principal
1F. Provide Technology to Support Instruction *Taggable Supplies - Hovercam *TVs/Monitor	TK - 3rd Grade Students	30,000	Teacher and Principal

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	29,319
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).	1,289
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)	15,855
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		45,174
Total amount of state funds spent (SUPC)		16,855
Total amount of federal funds spent (Title I)		28,319
Total amount of state and federal funds spent		45,174
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
Tammy Stringer	Principal	Not Applicable	Not Applicable	1
Debbie Waltzer	Classroom Teacher	2 Years	May 2022	1
Victoria Salcido	Classroom Teacher	2 Years	May 2022	1
Larriann Robertson	Classroom Teacher	2 Years	May 2023	1
Melina Yamarone	Other Staff Member (Specify): RSP Teacher	2 Years	May 2022	1
Nancy Guevara	Parent/Community Member	2 Years	May 2022	1
Martha Anaya	Parent/Community Member	2 Years	May 2022	1
VACANT	Parent/Community Member	2 Years	May 2023	1
Alma Rios	Parent/Community Member	2 Years	May 2022	1
Monica Navarette	Parent/Community Member	2 Years	May 2022	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/12/22.

Attested:

Principal, Tammy Stringer on 5/12/22

SSC Chairperson, Melina Yamarone on 5/12/22

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

Name of School: West Randall Elementary School

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

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

English Learner Advisory Committee 
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 12, 2022.

Attested:

Tammy Stringer
Typed name of School Principal


Signature of School Principal

May 12, 2022
Date

Melina Yamarone
Typed name of SSC Chairperson


Electronic Signature of SSC Chairperson

May 12, 2022
Date