

2024-2025 School Plan for Student Achievement (SPSA)

SPSA Year:

X2024-25

School Name and School Code

Randall Pepper Elementary 36 67710
6035877

SSC Approval Date: May 15, 2024

School Address

16613 Randall Avenue, Fontana, CA 92335

Local Governing Board Approval Date: Pending approval
on June 19, 2024

Name of Principal

Theresa Gomez

Phone #
and Email

Original

(909) 357-5730, Theresa.Gomez@fusd.net

Name of SSC Chairperson

Adriana Rios Hernandez

Phone #
and Email

(909)454-8354, adriananavarro46@gmail.com}

SCHOOLWIDE PROGRAM (SWP)

SWP

School Plan Overview

VISION AND MISSION

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.

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.

SPSA HIGHLIGHTS

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Pacific Islander	1	0.2
White	9	1.8

School and Student Performance Data

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Orange

Yellow

Green

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>10 Students</p>	<p>No Performance Color</p> <p>0 Students</p>	<p>No Performance Color</p> <p>0 Students</p>	<p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Red</p> <p>82.7 points below standard</p> <p>Decreased -10.6 points</p> <p>208 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
Less than 11 Students 10 Students

American Indian
No Performance Color 0 Students

Asian

School and Student Performance Data

Academic Performance

English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

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.

2023 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	59	0	64

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities





2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

School and Student Performance Data





Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 42.4% Chronically Absent Declined Significantly -13.6 533 Students	 Yellow 37.9% Chronically Absent Declined Significantly -14.3 224 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
50% Chronically Absent Declined -27.8 36 Students	 Yellow 43.4% Chronically Absent Declined Significantly -13.1 484 Students	 Orange 54.4% Chronically Absent Declined -12.2 79 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>65% Chronically Absent</p> <p>Declined -3.2</p> <p>20 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p>41.9% Chronically Absent</p> <p>Declined Significantly -13</p> <p>497 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>36.4% Chronically Absent</p> <p>Declined -40.1</p> <p>11 Students</p>

School and Student Performance Data

Academic Engagement

Graduation Rate

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.



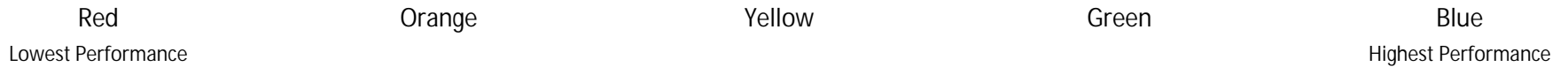
School and Student Performance Data

Conditions & Climate Suspension Rate

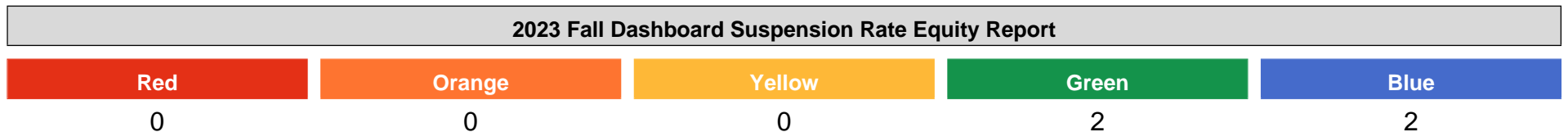
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -4.3 21 Students</p>	<p>No Performance Color 0 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Blue</p> <p>0.4% suspended at least one day</p> <p>Declined -0.9 517 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day</p>

Analysis of Qualitative Data: Surveys

Analysis Of Qualitative Data: Surveys			
School Metrics/Indicators	Previous Year Outcomes	Current Outcomes	Future Expected Outcomes
Student Fall SEL Survey: Participation Rate for Grades 3-12	63%	96%	95%
Family Climate Survey: Household Participation Rate	21%	30%	25%
Student Climate Survey: Participation Rate for Required Grade Levels (5, 7, 9, 11)	70%	73%	95%
Student Climate Survey: Participation Rate for Optional Grade Levels (3, 4, 6, 8, 10, 12)	59%	35%	N/A – Participation for optional grade levels is not expected. Participation rate is only included to provide additional context for the interpretation of results.

Student Climate Survey

Areas where growth was evident from previous year: There were no areas where growth was made from previous year.

Areas of strength identified: Student Interactions is a strength with a 74% favorable response rate. Rigorous Expectations, Valuing of School, and School

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

I-Ready, 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 2021 Fall to 2022 Fall MAP data, it was noted that all students are performing below the national norm in both reading and math, with students performing slightly stronger in reading. 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 receive their targeted differentiated instruction in both math and reading. The 2022 Winter MAP data was compared to the 2022 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.

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

The E2slightly stronger in reading. In both

Standards, Assessment, and Accountability

accomplishing EL program goals for addressing the needs of at-risk ELs.

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. Also, a bilingual aide was hired in October, which added support in the classroom for our English Learners. Through the support from our MPS 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.

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:

-

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

TK-5th Science TWIG

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.

Opportunity and Equal Educational Access

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.

The implementation of SPSA action services partially met the needs of all students. EL students received support in improving academic achievement, but still need additional supports to improve language development. The Imagine Learning Language and Literacy program supports students at their individual levels that is helping them improve their English Language proficiency levels.

At Promise Students continue to struggle and needs have been partially met. At Promise students need differentiated, small group instruction in the core areas to allow 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 practice their math facts using an engaging program that is keeping their attention and focus.

Educational Partner Involvement

In May, SSC developed the actions and services for the 2024-2025 SPSA. In May, SSC also reviewed and approved the 2024-2025 SPSA.

On the ELPAC, EL kindergarten students scored 33% at Level 1, 36% at level 2, 26% at level 3, and 5% at level 4; EL first graders scored 39% at level 1, 25% at level 2, 36% at level 3; EL 2nd graders scored 30% at level 1, 40% at level 2, 20% at level 3, and 10% at level 4; EL 3rd graders scored 26% at level 1, 30% at level 2, 37% at level 3 and 7% at level 4; EL 4th graders scored 29% at level 1, 37% at level 2, 18% at level 3, and 16% at level 4; EL 5th graders scored 20% at level 1, 23% at level 2, 37% at level 3, and 20% at level 4.

The Reclassification TT38D was 850.%ry

SWP Requirements

SWP Requirements:

Address the needs of students at risk of not meeting the challenging State academic standards.

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.

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CAASPP Data Analysis – ALL Students

Identified Needs (Areas for Growth):

- *Schoolwide, Writing is the greatest area of need in ELA.
- *Schoolwide, Concepts and Procedures is the greatest area of need in math.

List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):

ELA: English Learner, Students w/Disabilities
Math: English Learner, Students with Disabilities

MAP Data Analysis – ALL Students

Achievement Trends:

- *Schoolwide, there is a greater percentage of students scoring in the bottom two performance bands (below the 40th percentile) in both reading and math.
- *65% of students are scoring below average (bottom two performance bands below the 41st percentile) in reading.
- *70% of students are scoring below average (bottom two performance bands below the 41st percentile) in math.
- *Schoolwide, 26% of students are projected to score Standard Met/Exceeded in reading on the CAASPP, while only 18% of students are projected to score Standard Met/Exceeded in math on the CAASPP.
- *On average, Kindergarten students are performing higher than all other grade levels in both reading and math.
- *Kindergarten students are closest to the norm and have the greatest percentage of students in the HiAvg and Hi bands than any other grade level in math.
- *In Reading and math, the greatest percentage of students performing below the 41st percentile is in 1st grade where more than 80% of students are in the Lo and LoAvg bands.
- *In math, grade 4 has the highest percent of students in the HiAvg and Hi bands.
- *In math, the percentage of students projected to score Standard Met/Exceed decreases as the grade level increases.
- *In math, the Distance from Norm increases (get further below the norm) as the grade level increases.
- *Students with Disabilities and English Learners have the highest percentage of students performing in the lowest performance bands in Lo and LoAvg bands.
- *In math, 78% of English Learners and 90% of Students with Disabilities are scoring below the 41st percentile compared to 70% schoolwide.
- *In reading, 90% of English Learners and 66% of Students with Disabilities are scoring below the 41st percentile compared to 65% schoolwide.

Growth Trends:

- *40% of students met or exceeded their projected (expected) growth in math and 49% met or exceeded their projected (expected) growth in reading.

MAP Data Analysis – ALL Students

*All student groups made less than one year of growth (negative Conditional Growth Index) in reading and math.

Identified Areas of Strength:

Schoolwide, the Literature and Informational goal area is a relative strength in reading.
Schoolwide, Numbers and Operations goal area is a relative strength in math.

Identified Needs (Areas for Growth):

- *Schoolwide, Informational Text goal area is the greatest area of need in reading.
- *Schoolwide, Operations and Algebraic Thinking goal area is the greatest area of need in math.
- *1st grade students are the lowest performing grade level in Measurement and Data, Geometry, and Number and Operation goal areas.

List Student Groups in Need of Targeted Support (underperforming compared to the All-Student group):

Reading: English Learners and Students with Disabilities
Math: English Learners and Students with Disabilities

CA Dashboard Analysis (Academic Indicator) - ALL Students

English Language Arts Performance (Status AND Change)

The All-Student group has a red performance level on the Dashboard.
Average achievement is "very low" and had a decline of 9.9 points from the prior year.

Math Performance (Status AND Change)

The All-Student group has a red performance level on the Dashboard.
Average achievement is "very low" and was maintained from the prior year with a slight decline of 0.2 points.

List Student Groups in Need of Targeted Support (underperforming compared to the ALL-Student group)

All Student Groups are in need of targeted support in both ELA and math.

Problem Statements and Root Cause Analysis for Red Dashboard Indicators

Randall Pepper elementary has exited Comprehensive Support and Improvement (CSI) and has not been identified for Additional Targeted Support and Improvement (ATSI) under ESSA requirements.

2024-25 Evidence-based Actions/Services

2024-25 Estimated
Cost

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	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> • 101.7 (2021-2022) 	-114.8	-111.8
Smarter Balanced Assessment Math (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> • 124.1 (2021-2022) 	-117.5	-114.5
Fall MAP Growth Reading (EL): Average Distance from Norm (DFN)	KN: -4.6 1st: -11.8 2nd: -15.8 3rd: -14.7 4th: -17.4 5th: -20.7	KN: -4.6 1st: -13.9 2nd: -10.9 3rd: -16.8 4th: -13.2 5th: -17.0	KN: -4.1 1st: -13.4 2nd: -10.4 3rd: -16.3 4th: -12.7 5th: -16.5
Fall MAP Growth Math (EL): Average Distance from Norm (DFN)	KN: -6.7 1st: -8.8 2nd: -17.9 3rd: -14.6 4th: -12.7 5th: -20.9	KN: -3.0 1st: -13.3 2nd: -12.8 3rd: -16.9 4th: -11.5 5th: -18.5	KN: -2.5 1st: -12.8 2nd: -12.3 3rd: -16.4 4th: -11.0 5th: -18.0
MAP Growth Reading (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-0.03	-0.12	>= 0

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.

MAP Growth Language (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	-0.12	-0.23	>= 0
MAP Growth Math (EL): Avg Fall-to-Fall Conditional Growth Index (CGI)	0.12	-0.28	>= 0

CAASPP Data Analysis – EL Students

How does the EL Student Group achievement compare to the ALL-Student Group?

*In ELA, English Learners have 13.7% fewer students scoring Standard Met/Exceeded than the All-Student group and have an average Distance from Standard 30.4 points below the All-Student group.
 In math, English Learners have 6.1% fewer students scoring Standard Met/Exceeded than the All-Student group and have an average Distance from Standard 17.8 points below the All-Student group.

How does the EL Student Group growth compare to the ALL-Student Group?

*English Learners declined their percent met/exceeded in both ELA and math.
 *In ELA, English Learners declined in Distance from Standard by 13.1 points, which is similar to the All-Student group which declined by 10.6 points.
 *In math, English Learners improved in Distance from Standard by 6.6 points. The All-student group improved in Distance from Standard by 3.8 points.

Identified Areas of Strength:

Listening is a relative strength for our EL students.

Identified Needs (Areas for Growth):

- Writing is an area of need in ELA for our EL students.
- An area of need is in mathematics where only 7.6% of EL Student Group met or exceeded standards.
- Concepts & procedures and Problem Solving/Modeling Data Analysis are the greatest areas of need in math for our EL students.

MAP Data Analysis – EL Students

How does the EL Student Group achievement compare to the ALL-Student Group?

*English Learners have about 10% more than the All-Student group in both ELA and math in the lowest achievement band.



2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
		and an ELPI level			



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.

	51% - Somewhat/Moderately Developed 24% - Beginning Development	41% - Somewhat/Moderately Developed 24% - Beginning Development	performance, but rather are measured with changes in ELPI levels
ELPAC Reading Domain: % by Performance Level	4% - Well Developed 53% - Somewhat/Moderately Developed 44% - Beginning Development	6% - Well Developed 48% - Somewhat/Moderately Developed 46% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels
ELPAC Writing Domain: % by Performance Level	5% - Well Developed 55% - Somewhat/Moderately Developed 40% - Beginning Development	6% - Well Developed 52% - Somewhat/Moderately Developed 42% - Beginning Development	N/A - Progress cannot be measured with changes in ELPAC performance, but rather are measured with changes in ELPI levels

ELPAC Data Analysis – EL Students

Achievement Trends (ELPAC):

- *Schoolwide performance is stronger in Oral Language than in Written Language.
- *Performance has remained stagnant over the past 3 years in the Writing domain.
- *5th grade ELs have a significantly greater percentage of Levels 3s and 4s than other grade levels.
- *SWD have significantly more students in Levels 1s and 2s.

Growth Trends (ELPAC and ELPI):

- *Schoolwide, students making progress improved by 9% and there was a decline in students decreasing ELPI by 7%.
- *Schoolwide, slightly less than 1/2 of students made progress in their ELPI level.
- *2nd and 3rd grades had the greatest percentage of students that made progress from 2022 to 2023.
- *SED and Male student cohorts had an increase in the % of students who made progress.

ELPAC Data Analysis – EL Students

*Schoolwide, the percentage of SWD students decreasing/maintaining/making progress have all remained stagnant between 2021-2023.

Identified Areas of Strength:

*Schoolwide, the Listening and Speaking domains are a relative strength.

*5th grade EL students are stronger than any other grade level in the Speaking domain.

Identified Needs (Areas for Growth):

*Schoolwide, the Writing domain is the greatest area of need.

*Students with Disabilities and current 4th grade students need intensive support in the Reading domain.

*Current 3rd grade students need intensive support in the Writing domain.

Site Measures for Evaluating Actions/Services

English Learners need explicit and targeted instruction in academic vocabulary to support language acquisition and overall academic achievement. Ongoing professional development in ELD is needed to provide a quality, comprehensive instructional program.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?

- Winter 2022 MAP data indicates that only 8% of EL students in 3rd-5th grades are projected to reach proficiency or above in math on the 2023 Smarter Balanced Assessment.
- Fall 2022 MAP data indicates that only 14% of EL students in 3rd-5th grades are projected to reach proficiency or above in reading on the 2023 Smarter Balanced Assessment.
- ELPAC data indicates that writing and reading are the two domains with the highest needs.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
	ELPAC IABs				
<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 additional hourly • Instructional Materials and printing • Books-electronic and hard copy 	<ul style="list-style-type: none"> • Teacher Surveys • Classroom visit data during designated ELD instruction <p>ELPAC IABs</p>	EL Students in TK-5	MPS TOA Teachers Bilingual Aide		1747

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	21.5% (2021-2022)	25.0%	28.0%
Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS)	• 69.4 (2021-2022)	-73.4	-70.4
MAP Growth Reading: Average Fall-to-Fall Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: -0.78 Fall 1st to Fall 2nd: 0.21 Fall 2nd to Fall 3rd: 0.46 Fall 3rd to Fall 4th: 0.10	Fall Kinder to Fall 1st: -1.28 Fall 1st to Fall 2nd: 0.33 Fall 2nd to Fall 3rd: 0.08 Fall 3rd to Fall 4th: 0.10	>= 0 for each grade level
Fall 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 (22-23 4th Gr.): 49% 22-23 3rd Gr. Cohort: 53% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 60% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 52% 25-26 3rd Gr. Cohort (22-23 Kinder): 31%	22-23 3rd Gr. Cohort (23-24 4th Gr.): 51% 23-24 3rd Gr. Cohort: 49% 24-25 3rd Gr. Cohort (23-24 2nd Gr.): 47% 25-26 3rd Gr. Cohort (23-24 1st Gr.): 66% 26-27 3rd Gr. Cohort (23-24 Kinder): 29%	23-24 3rd Gr. Cohort(24-25 4th Gr.): 39% 24-25 3rd Gr. Cohort (24-25 3rd Gr.): 37% 25-26 3rd Gr. Cohort (24-25 2nd Gr.): 56% 26-27 3rd Gr. Cohort (24-25 1st Gr.): 19%

CAASPP Data Analysis – 3rd Grade ELA

Achievement Trends:

*25% of 3rd grade students scored Standard Met/Exceeded in ELA.
 *The Distance from Standard for 3rd grade in ELA was -73.4 which was 25.1 points below the district's 3rd grade average Distance from Standard.

Growth Trends

*ELA percent met/exceeded improved by 3.5% in 3rd grade.
 *ELA Distance from Standard declined by 4 points in 3rd grade from the previous year.

CAASPP Data Analysis – 3rd Grade ELA

Identified Areas of Strength:

- *Listening is a relative strength for 3rd grade in ELA.
- *Communicating Reasoning is a relative strength for 3rd grade in math.

Identified Needs (Areas for Growth):

- *Writing is the greatest area of need for 3rd grade in ELA.
- *Problem Solving, Modeling, and Data Analysis is the greatest area of need for 3rd grade in math.

MAP Data Analysis – Kinder through 3rd Grade Reading

Achievement Trends:

- *Kindergarten has the highest percentage of students in the HiAverage and Hi achievement bands, while first grade has the highest percentage of students in the LoAvg and Lo bands.
- *1st grade has the highest Distance from the Norm.
- *Beginning in 2nd grade, the Distance from the Norm increases as the grade level increases.

Growth Trends:

- *Based on Conditional Growth Index, grades 1-3 made expected growth in reading, while kindergarten students made significantly less than expected growth on average.

Identified Areas of Strength:

- *The Literature and Informational goal area is the greatest area of strength for kindergarten and 1st grade students.
- *The Literary Text goal area is the greatest area of strength for 2nd and 3rd grade students.

Identified Needs (Areas for Growth):

- *The Foundational Skills goal area is the greatest area of need for kindergarten and 1st grade students.
- *The Informational Text goal area is the greatest area of need for 2nd and 3rd grade students.

Site Measures for Evaluating Actions/Services

Description of Data Collected for Progress-Monitoring

A variety of site-based metrics were used to measure K-3 literacy development (A2i assessment data, scholastic literacy pro) and the implementation of professional development (Classroom visit data, PLC agendas) and parent education (parent surveys and participation rates)

Identified Areas of Strength:

2024-25 Evidence-based Actions/Services

2024-25 Estimated
Cost

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> • Certificated additional hourly • Substitute release time • Professional learning materials and books-electronic and hard copies 			Instructional Coach
<p>1E- Provide Parent Engagement, Involvement learning opportunities, Home to School Communication to increase student achievement.</p>			
<ul style="list-style-type: none"> • Certificated Additional hourly • Instructional materials • Printing Costs • Consultant and related fees • Classified Additional Hourly • Student Planners/agendas • Monthly Nev 			

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
comprehension, vocabulary, numeracy, and computation development.			

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> • Organizational Supplies • Books 			
<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 • Printing services 	K-3 Grade Students	3000	Counselor, Bilingual Community Aide, Classified or Certificated Staff who lead workshops
<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 to monitor student progress and provide reading support <p>*Reading awards</p>	K-3 Grade Students	2000	K-3 Grade Teachers, Certificated or Classified staff who will monitor student progress or provide reading support

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.	\$82,292
	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).	\$2,596
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)	\$23,342
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		105,634
Total amount of state funds spent (SUPC)		23,342
Total amount of federal funds spent (Title I)		82,292
Total amount of state and federal funds spent		105,634
Balance		0



RECOMMENDATIONS AND ASSURANCES

RECOMMENDATION AND ASSURANCES

Name of School: Randall Pepper Elementary_____

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

2024

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