



# Westside Park *Elementary*



## 2020-2021 SPSA Overview

### School Profile

Westside Park Elementary School in Adelanto serves over 500 students. It is a California Distinguished School that has unique architecture, a diverse and well-qualified staff, and a caring, safe and rigorous learning environment for its students. An afterschool program is available to support with homework and offers extracurricular activities. The Wildcats have earned a PBIS Gold award and have successfully reduced the suspension rate. The school has free/reduced nutrition. Westside Park is an AVID school.

### School Vision and Mission

Westside Park Wildcats are lifelong learners and people of good character. We are respectful, responsible, and safe. Our goal is to prepare every student to be successful in high school, in college, in career, and in the 21st-century global community.

### Student Demographics

<b><u>33.6%</u></b> African American	<b><u>53.09%</u></b> Hispanic/Latino	<b><u>7.0%</u></b> White
<b><u>2.08%</u></b> Two or More Races	<b><u>17.9%</u></b> English Learners	<b><u>89.5%</u></b> SED
<b><u>11.4%</u></b> SWD	<b><u>1.6%</u></b> Foster Youth	<b><u>1.2%</u></b> Homeless

### SPSA Highlights

Westside Park Elementary School will be focusing on four goals for this year. Students will be taught by fully credentialed teachers who are engaged in meaningful professional development. The students will have access to instructional technology devices and will learn in a physical environment that is in good repair. During this school year, Westside Park will implement a school-wide Multi-tiered System of Supports to address the needs of all students and promote proficiency in English Language Arts, English Language Development, and Mathematics. In addition, all students will have access to Positive Behavior Interventions and Supports appropriate to their needs. This will reduce the number of suspensions and students who are chronically absent.

### Stakeholder Involvement

The Single Plan for Student Achievement/Annual Review and Update is written yearly by the principal and administration after receiving input from the School Site Council, ELAC, and the school staff. The data that is included in the plan is reviewed and assessed by certificated staff members.

### Comprehensive Needs

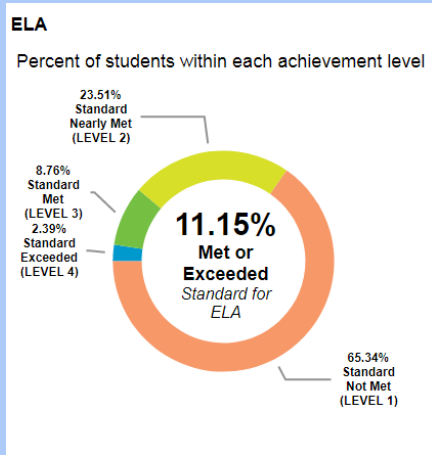
The School Site Council, English Language Advisory Committee and Leadership Team met to develop and make a recommendation about the SPSA. The Committees met on September 3 and October 1, 2020 and will continue to meet to review students' needs. The use of state and local assessments is used to modify instruction and improve student achievement at Westside Park Elementary School. Teachers and administration use the CAASPP scores for English Language Arts and Math, STAR Reading and Math Assessments, ESGI and district formative assessments to inform their instructional practices daily. The district provides access to all of the assessment data for the current year as well as previous school years. As a staff, the teachers and administration meet quarterly during data chat meetings to examine data, progress, and next steps to improve instruction for students. The data from state and local assessments are used to inform our educational practices.

Westside Park Elementary School uses data to monitor student progress on curriculum-embedded assessments and to modify instruction. Data chats are held quarterly with teachers and administration. In addition, there is a weekly collaboration that occurs and is designed around looking at data to support or modify instructional practices based upon what the students need. Multi-Tiered Systems of Support (MTSS) are in place to provide interventions to students who need extra support and interventions (Tier 2 and 3). The Student Success Team also uses data to fine tune and individualize interventions for students who are struggling and not meeting appropriate standard performance levels. SST team meetings, progress reports, and parent conferences also help to inform parents of the data and the next steps. Teachers use curriculum-embedded assessments daily to determine instructional plans for whole class instruction as well as small groups and differentiated instruction.

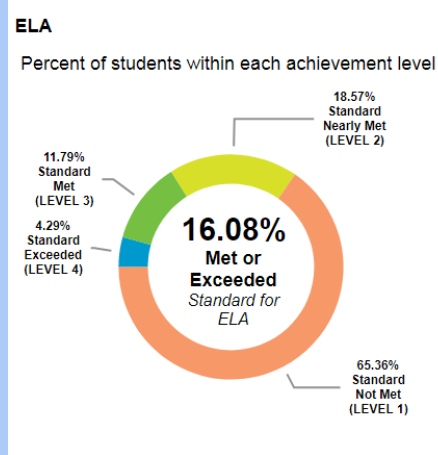
# School and Student Performance Data

## English Language Arts

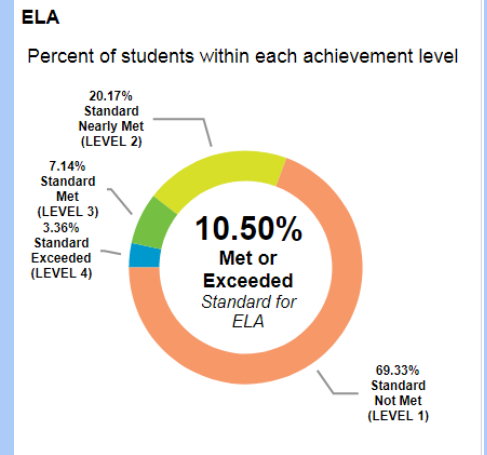
2016-2017



2017-2018

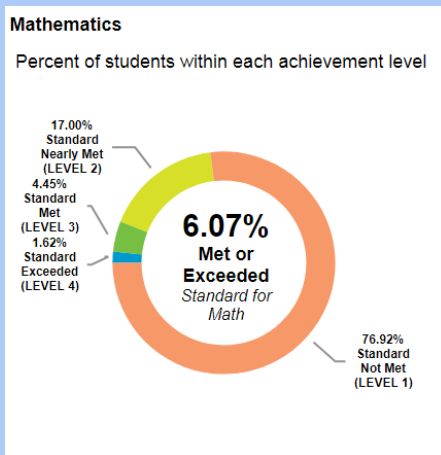


2018-2019

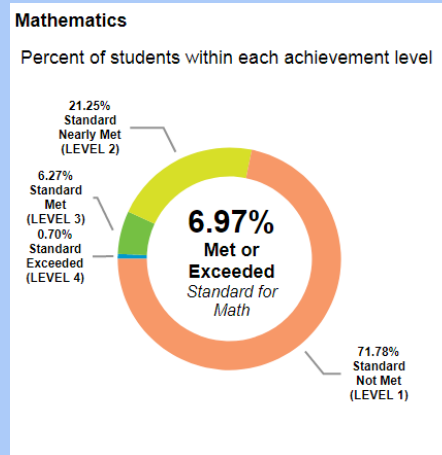


## Mathematics

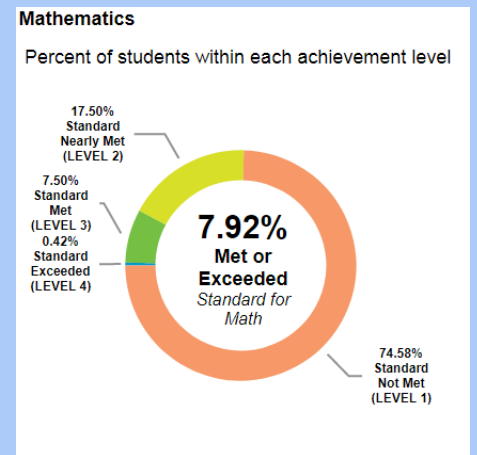
2016-2017



2017-2018



2018-2019



# 2020-2021 SPSA Goals

## LCAP Goal 1: Conditions of Learning:

**SPSA Goal 1:** Students will be taught by fully credentialed teachers. Teachers will engage in meaningful professional development, which will be in alignment with college and career readiness skills. Students will have access to instructional technology devices. Students will learn in a physical environment that is clean and in good repair.

Budget	Strategy/Activity	Student Group Served
<b>10,000.00</b> <b>Title 1</b>  <b>31,023.00</b> <b>ESSA School Improvement/CSI</b>	Assure the school is fully staffed and continue district and school site teacher collaboration, training, and grade-level meetings. Teachers will participate in meaningful quarterly data chats to examine trends and patterns to plan the next steps. Teachers will attend Professional Development following the site foci. (PLCP)	All Groups
<b>10,000.00</b> <b>Title 1</b>	Provide CCSS aligned instructional materials for all students in all content areas.	All Groups
<b>District funds</b>	Maintain schools and facilities in a clean and safe condition for students and families.	All Groups
<b>15,201.00</b> <b>CSI</b> <b>10,000.00</b> <b>LCFF</b>	Assure that computers, Chromebooks, monitors, and projectors, printers are purchased to support the curriculum and student needs. Provide laptops and wireless mice to support distance learning, provide headphones for teachers and students. Provide T.V's to classroom for effective visual aid.	All Groups

## LCAP Goal 2: Pupil Outcomes:

**SPSA Goal 2:** During the 2020-2021 school year, the school will implement a school-wide Multi-tiered System of Support (MTSS) program to increase the academic achievement of all students. Teachers will use best the teaching practices in all subject areas to plan effective instruction. Teachers will collaborate to prepare lessons to support the growth of all the standards in the SBAC, STAR, and Common Formative assessments. All grade levels will use IXL and Lexia for ELA and Math and will continue to use ACE writing strategies. Teachers will attend conferences to support student learning. The school will continue the implementation of a before-school intervention program to address the needs of struggling students, including those in all subgroups.

Budget	Strategy/Activity	Student Group Served
<b>10,611.66</b> <b>ESSA School Improvement/CSI</b>  <b>27,270.00</b> <b>Title 1</b>	Identify the English Language Arts and Mathematics levels of all students on the STAR assessments and gather teacher input on student performance. Use this information to effectively plan and deliver a multi-tiered system of support for all of the students using the curriculum, IXL, Lexia, and AESD recommended intervention materials to target the individual needs of all students and student groups, including the ongoing assessment of student growth. Teachers will be provided with a substitute to support the Students Success Team (SSTs). Teachers will attend professional development as well as conferences to learn the best practice to support the students' learning.	All Groups and special focus on African American, SED, and SWD.
<b>56,685.34</b> <b>ESSA School Improvement/CSI</b>  <b>18,765.00</b> <b>LCFF</b>	Extended learning times through before and after school tutoring and interventions for math and ELA. Create ELA, ELD, writing, and Math blocks to support student learning. Provide a literacy coach to model best teaching practices. Support programs as evidenced by attendance, students' data, and expenditure reports. Continue the implementation of the AVID Elementary Program.	African American Hispanic SED EL SWD
<b>30,611.00</b> <b>ESSA School Improvement/CSI</b>  <b>10,698.00</b> <b>Lottery</b>	Select and/or develop ELA and math intervention materials and resources; purchased supplementary instructional materials (Heggerty Phonemic Awareness, Thinking Maps) and technology; use teacher leads to model lessons and use substitutes to allow for co-teaching. Allow for collaboration and debriefing to monitor learning. Use data chats to discuss benchmark assessments and create a plan for the next steps. (Tutoring Sylvan Learning Center)  Update classroom libraries with leveled readers to have books readily available. Update the school library to enrich literacy.	African American Hispanic SED SWD

## LCAP Goal 3: Engagement:

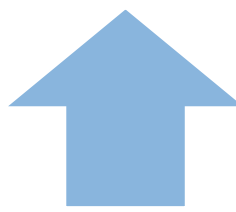
**SPSA Goal 3:** All students will have access to Tier 1, Tier 2, and Tier 3 Positive Behavior Interventions and Supports appropriate to their needs. Decrease the number of suspensions by 5%.

Budget	Strategy/Activity	Student Group Served
<b>7,270.00</b> <b>Title 1</b> <b>11,537.00</b> <b>ESSA School Improvement/CSI</b>	Improve parent engagement. Principal, AAIAC, Certificated Staff, and Classified staff will work together to improve activities to increase parent engagement and attendance at school events. Literacy ELA and Math, AVID nights, parent learning workshops, meetings, celebrations, and recognitions. AYA Program to provide activities to promote positive behavior and build sportsmanship thereby establishing a positive school culture. In addition tutoring opportunities during the school day due to COVID 19/Distance Learning.	All Groups
<b>6,765.00</b> <b>LCFF</b> <b>11,537.00</b> <b>ESSA School Improvement/CSI</b>	Improve Chronic Absenteeism by continuing the attendance incentive program to motivate students to attend school daily and on time. Incentive program include rewards, events, attendance contracts for students and parents, and monthly recognition for perfect attendance. Perfect attendance tags, assemblies, trophies, and certificates will be used to motivate students. All staff will work together to implement the program to improve attendance at Westside Park Elementary School. There will also be special parent raffles for parents who participate.	All Groups
<b>2,000.00</b> <b>LCFF</b> <b>3,537.00</b> <b>ESSA School Improvement/CSI</b> <b>9,118.00</b> <b>LCFF</b>	All students will be taught and offered reinforcement in PBIS Tier one classroom instruction. Students who demonstrate a need for additional supports will be offered Tier Two and Three after Tier One Instruction has occurred. Possible Tier Two and Three supports include Check-In/Check-Out, small group counseling, whole class lessons, 1:1 counseling and may be considered for a counseling referral or SST intervention. Offer bullying and harassment prevention activities and assemblies. PBIS team plan and create activities that improve instructional practices for developing relationship-building skills. Teach problem-solving skills through mindfulness and restorative practices. Monthly parent meetings through SSC, ELAC, Coffee with Principal to inform and provide parent education. Parent workshops.	All Groups

## LCAP Goal 4: Pupil Outcomes: English Language Learners Progress

**SPSA Goal 4:** EL student achievement will increase 5% toward English Language Proficiency with a focus on closing the achievement gap for English Learners as measured by CAASPP ELA, CA School Dashboard English Learner Progress Indicator, and Star Reading/Early Lit data.

Budget	Strategy/Activity	Student Group Served
<b>5,000.00</b> <b>LCFF</b>	Create an ELD school wide blocks to support student learning. Use the results from the ELPAC to create small group instructions to focus on the area/domain of need. Monitor students for reclassification eligibility. Monitor academic progress after the students have been reclassified. Create interventions to support ELD progress.	EL
<b>District funds</b>	Use the California Department of Education ELD Standards to guide instruction. Use district adopted California Wonder ELD my Language Curriculum to assist students in the ELD program.	EL
<b>2,000.00</b> <b>ESSA School Improvement/CSI</b>	Professional development to train teachers to use ELD strategies throughout the different context areas.	EL
<b>1,000.00</b> <b>ESSA School Improvement/CSI</b> <b>5,000.00 LCFF</b>	Monthly parent meetings through the ELAC committee to inform and provide parent education trainings with regards to the ELD domains. (Listening, Speaking, Writing, and Reading.	EL



## We want to increase:

- Student achievement in English Language Arts (CAASPP/STAR)
  - Measured by growth in every grade level and student group by 5%
  - Measured by beginning of the school year and end of school year comparison data (STAR)
- Student achievement in Mathematics (CAASPP/STAR)
  - Measured by growth in every grade level and student group by 5%
  - Measured by beginning of the school year and end of the school year comparison data (STAR)
- Parent engagement
  - Measured by data comparison of attendance to different committees (ELAC, Coffee with Admin, SSC)

## We want to decrease:



- Chronic Absenteeism
  - Measured by monthly attendance data
- The number of students who are not meeting or exceeding standards (CAASPP)
  - Measured by data comparison from year to year by grade level and student group
- The number of students who require Intervention and urgent interventions
  - Measured by data comparison of the STAR assessments throughout the year



## We want to maintain:

- Low suspension rate
  - Measured by monthly Aeries analytics reports
- Safe school environment
  - Measured by data comparison each semester of Staff Assessment Survey and the Tiered Fidelity Inventory
- Positive staff morale
  - Measured by data comparison each semester of Staff Assessment Survey and the Tiered Fidelity Inventory



### Westside Park Elementary School

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