

2021-22 Wade Thomas School Plan for Student Achievement (SPSA)



OVERVIEW

The Wade Thomas School SPSA aligns with our District LCAP goals, identifying needs for instructional interventions, developing effective curricular practices and engagement for all student groups.

SCHOOL SITE COUNCIL MEMBERSHIP

- Principal - Julie Harris
- Teachers - Jenny Cavanna, Joelle Ott
- Parent - Anna Marsh, Linda Frey, Frumiesha Brown
- Classified staff - Marlana Kenilvort

EDUCATIONAL PARTNER INVOLVEMENT PROCESS FOR THE SPSA AND ANNUAL REVIEW AND UPDATE:

School Site Council Dates:

11/4, 12/14, 2/17, 4/21 & 5/19

SELAC date:

3/17

Parent Equity / DEI Dates:

4/1, 4/22, 5/12, 5/25

GREATEST PROGRESS IN ALIGNMENT WITH LCAP GOALS:

Greatest Progress in alignment with LCAP Goals:

- Began the year in person, put programs in place to accelerate learning, expanded intervention support & ELL support to ensure success for this year.
- Student wellness - increased with new SEL programming

GREATEST NEEDS ACCORDING TO LOCAL PERFORMANCE INDICATORS:

- Wide range of impact of the pandemic on students, make sure that students who have fewer resources are the highest priority to ensure support.

District LCAP Goals and Actions

Goal 1: Assess student learning in mathematics and English language arts/ELD and provide interventions and supports as needed.

Actions:

1. Refinement of District MTSS for academic support of students.
2. Develop a plan for accelerating learning to close any potential learning gaps.
3. Engage teachers in district-wide data review.

Site Progress Towards Goal and Actions:

- Re-designed and clarified the WT MTSS process including: universal screening three times a year, the addition of the RTI plans for targeted Tier 2 students with SMARTe Goals and progress monitoring timelines for students receiving interventions.
- Increased targeted Tier 2 intervention staff resulting in more students receiving tier 2 interventions and supports.
- All students receiving Tier 2 instruction are assessed to determine specific skill, strategy or standards that need acceleration.
- Tier 1 interventions - strategy groups based on formative assessments
- Teachers have reviewed district-wide CAASPP data and as a staff we discussed trends.

Goal 2: Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

Actions:

1. Refinement of district-wide MTSS for wellness practices and social-emotional supports for all students
2. Provide professional development around practices that support students' social-emotional well-being
3. Identify/develop/implement curriculum that supports students' social-emotional wellbeing

Site Progress Towards Goal and Actions:

- Professional Development and Implementation of WT Every Learner Counts Social Emotional Learning (SEL) Curriculum. This includes common school-wide PBIS language, common school-wide expectations & positive reinforcement with the Good Choice tickets, responsive classroom practices with a focus on welcoming environments, community circles, restorative circles, social skills, monthly themes, and word of the week.
- Implemented weekly assemblies to launch SEL theme of the month and word of the week and integrating our Racial Equity and Inclusion themes of the month.
- Bi-monthly site council meetings to refine themes and words, support PBIS implementation and review anecdotal data for areas to focus (i.e. playground rules, respect with yard staff).
- On-going professional development at staff meetings with WT Every Learner Counts, Mindfulness, and Sensory Integration
- Implementation of the REAP (Racial Equity and Inclusion Plan) action steps for each trimester.
- Standing agenda items at monthly Faculty Meetings for racial equity personal reflection, sharing best practices & current books, articles, podcasts & social media to increase and unpack racism, institutional racism and Whiteness.
- Instituted quarterly Classified staff meetings to introduce REAP, align our PBIS expectations and adult responses, and share best practices.

Goal 3: Engage in a continuous cycle of collaborative input and feedback involving colleagues, students and parents/guardians on the climate and learning experience of all students.

Actions:

1. Develop and deepen processes for authentic feedback - surveys, listening sessions, parent education, coffee chats.
2. Foster greater participation in and access of underrepresented parents into the life and operation of the schools
3. Engage staff in planning and implementation of district initiatives
4. Increase participation in DELAC
5. Increase communication with Special Education families to share resources and information.

Site Progress Towards Goal and Actions:

- Implemented Weekly Assemblies to increase community building and build common home/school language.
- Focus on elevating BIPOC leadership voices in career & culture highlights as part of weekly assemblies.
- Weekly School-wide newsletters with assembly summaries, SEL focus for the week, and upcoming WTPA and school-wide events.
- Parent Chats to get to know families and gather feedback for parent education.
- Family education nights for SEL, Mindfulness, Racial Equity and Inclusion Plan updates, and Technology
- Began our SELAC (Site English Language Advisory Council)
- Re-ignited the School Site Council, the Garden Club, and WTPA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.27%	0.88%	1.3%	1	3	4
Asian	4.32%	4.4%	6.0%	16	15	19
Filipino	%	0%	%		0	
Hispanic/Latino	10%	9.97%	10.1%	37	34	32
Pacific Islander	%	0%	%		0	
White	77.03%	76.25%	72.6%	285	260	231
Multiple/No Response	8.11%	8.21%	9.4%	30	28	30
	Total Enrollment			370	341	318

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	48	48	48
Grade 1	66	48	43
Grade 2	65	68	44
Grade3	57	69	72
Grade 4	57	54	64
Grade 5	77	54	47
Total Enrollment	370	341	318

Conclusions based on this data:

1. Enrollment has declined by 20 or more in the past two years.
2. We are predominately white, but there is a slight uptick in diverse groups.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	14	14	3.8%	4.1%	4.4%
Fluent English Proficient (FEP)	15	16	13	4.1%	4.7%	4.1%
Reclassified Fluent English Proficient (RFEP)	8	4	0	80.0%	28.6%	0.0%

Conclusions based on this data:

1. The EL enrollment continues to remain the same.
2. Fewer students have been reclassified in 19/20 and 20/21 than in 18/19 possibly due to Covid.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	58	58	68	57	55	67	57	55	67	98.3	94.8	98.5
Grade 4	77	56	67	75	56	64	75	56	64	97.4	100	95.5
Grade 5	54	79	45	53	76	45	53	76	45	98.1	96.2	100.0
All Grades	189	193	180	185	187	176	185	187	176	97.9	96.9	97.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2502.	2484.	2503.	59.65	49.09	56.72	28.07	29.09	29.85	7.02	10.91	7.46	5.26	10.91	5.97
Grade 4	2548.	2560.	2528.	64.00	66.07	46.88	24.00	21.43	26.56	10.67	8.93	21.88	1.33	3.57	4.69
Grade 5	2572.	2565.	2558.	49.06	43.42	37.78	35.85	40.79	33.33	9.43	14.47	22.22	5.66	1.32	6.67
All Grades	N/A	N/A	N/A	58.38	51.87	48.30	28.65	31.55	29.55	9.19	11.76	16.48	3.78	4.81	5.68

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57.89	49.09	50.75	35.09	43.64	43.28	7.02	7.27	5.97
Grade 4	56.00	60.71	34.38	40.00	37.50	64.06	4.00	1.79	1.56
Grade 5	62.26	42.11	22.22	33.96	53.95	75.56	3.77	3.95	2.22
All Grades	58.38	49.73	37.50	36.76	45.99	59.09	4.86	4.28	3.41

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.61	32.73	41.79	49.12	60.00	53.73	5.26	7.27	4.48
Grade 4	53.33	57.14	31.25	45.33	37.50	60.94	1.33	5.36	7.81
Grade 5	56.60	52.63	43.18	35.85	43.42	47.73	7.55	3.95	9.09
All Grades	51.89	48.13	38.29	43.78	46.52	54.86	4.32	5.35	6.86

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.11	43.64	23.88	56.14	52.73	76.12	1.75	3.64	0.00
Grade 4	29.33	50.00	23.44	66.67	46.43	73.44	4.00	3.57	3.13
Grade 5	35.85	25.00	15.56	60.38	71.05	68.89	3.77	3.95	15.56
All Grades	35.14	37.97	21.59	61.62	58.29	73.30	3.24	3.74	5.11

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	63.16	50.91	34.33	29.82	36.36	59.70	7.02	12.73	5.97
Grade 4	53.33	60.71	34.38	46.67	37.50	56.25	0.00	1.79	9.38
Grade 5	45.28	36.84	33.33	47.17	60.53	64.44	7.55	2.63	2.22
All Grades	54.05	48.13	34.09	41.62	46.52	59.66	4.32	5.35	6.25

2019-20 Data:

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Conclusions based on this data:

1. The vast majority of Wade Thomas students in Grades 3, 4, and 5 are meeting or exceeding ELA standards in all areas.
2. Overall achievement has minimally decreased in the past two years.
3. Fewer students are % above standards in 20-21 than 17-18.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	58	58	68	57	55	67	57	55	67	98.3	94.8	98.5
Grade 4	77	56	67	76	56	64	76	56	64	98.7	100	95.5
Grade 5	54	79	45	53	77	44	53	77	44	98.1	97.5	97.8
All Grades	189	193	180	186	188	175	186	188	175	98.4	97.4	97.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2501.	2490.	2502.	56.14	47.27	55.22	31.58	40.00	32.84	7.02	5.45	5.97	5.26	7.27	5.97
Grade 4	2551.	2570.	2535.	55.26	71.43	46.88	32.89	23.21	39.06	11.84	3.57	12.50	0.00	1.79	1.56
Grade 5	2574.	2561.	2548.	54.72	40.26	38.64	22.64	27.27	27.27	18.87	28.57	20.45	3.77	3.90	13.64
All Grades	N/A	N/A	N/A	55.38	51.60	48.00	29.57	29.79	33.71	12.37	14.36	12.00	2.69	4.26	6.29

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	73.68	58.18	65.67	19.30	32.73	26.87	7.02	9.09	7.46
Grade 4	71.05	85.71	42.19	22.37	8.93	53.13	6.58	5.36	4.69
Grade 5	58.49	48.05	29.55	28.30	35.06	59.09	13.21	16.88	11.36
All Grades	68.28	62.23	48.00	23.12	26.60	44.57	8.60	11.17	7.43

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	68.42	49.09	56.72	26.32	43.64	38.81	5.26	7.27	4.48
Grade 4	60.53	71.43	40.63	36.84	25.00	56.25	2.63	3.57	3.13
Grade 5	50.94	37.66	38.64	41.51	57.14	50.00	7.55	5.19	11.36
All Grades	60.22	51.06	46.29	34.95	43.62	48.00	4.84	5.32	5.71

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	61.40	52.73	50.75	36.84	43.64	44.78	1.75	3.64	4.48
Grade 4	64.47	62.50	39.06	31.58	33.93	56.25	3.95	3.57	4.69
Grade 5	58.49	36.36	29.55	35.85	50.65	59.09	5.66	12.99	11.36
All Grades	61.83	48.94	41.14	34.41	43.62	52.57	3.76	7.45	6.29

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Conclusions based on this data:

1. The majority of Wade Thomas students in Grades 3, 4, and 5 are meeting or exceeding Math standards in all areas.
2. Minimal decrease is noted in the past year, and prior year.
3. Fifth grade has over 10% of students below standards in the past two testing years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*
2	*		*	*		*	*		*	*		5
4	*		*	*		*	*		*	*		*
All Grades											14	13

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*		*			*	*		*			*	*		*
1	*		*	*		*	*		*	*		*	*		*
All Grades	*		15.38	*		61.54	*		15.38	*		7.69	14		13

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*		*	*		*	*		*			*	*		*
1	*		*	*		*			*	*		*	*		*
All Grades	*		46.15	*		30.77	*		23.08	*		0.00	14		13

2019-20 Data:

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K			*	*		*	*		*	*		*	*		*
1	*		*			*	*		*	*		*	*		*
All Grades	*		7.69	*		46.15	*		38.46	*		7.69	14		13

2019-20 Data:

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*		*	*		*	*		*	*		*
All Grades	*		30.77	*		69.23	*		0.00	14		13

2019-20 Data:

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*		*	*		*	*		*	*		*
All Grades	*		53.85	*		30.77	*		15.38	14		13

2019-20 Data:

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*		*	*		*	*		*	*		*
All Grades	*		23.08	*		61.54	*		15.38	14		13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*		*	*		*	*		*	*		*
1	*		*	*		*	*		*	*		*
All Grades	*		15.38	*		76.92	*		7.69	14		13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There are less than 20 students taking the ELPAC which is why we don't have detailed scores.
2. 77% of students are at a level 3 or 4 on oral language proficiency. Speaking has the highest number of students performing in the well developed range. Writing has 77% moderately developed on this assessment.