

# 2022-2023 School Plan for Student Achievement (SPSA)

**SPSA Year:**

X2022-23

School Name and School Code	Almond Elementary School 36 67710 0100347		SSC Approval Date: Initial May 3, 2022; Revised November 15, 2022; Revised January 10, 2023;  Local Governing Board Approval Date: June 8, 2022, Revised on 12/14/22; Revised pending board approval on 2/1/23  Addendum
School Address	8172 Almond Avenue, Fontana, CA 92335-3020		
Name of Principal	Tim McCaffrey	Phone # and Email	909-357-5130, Tim.McCaffrey@fusd.net
Name of SSC Chairperson	Kayla Markoff	Phone # and Email	909-357-5130, MarkKB@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## 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)	<ul style="list-style-type: none"> <li>• 35.8 (2018-2019)</li> </ul>	>= -20.8
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 59.8 (2018-2019)</li> </ul>	>= -44.8
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	KN: -0.2 1st: -8.2 2nd: -14.0 3rd: -10.2 4th: -10.6 5th: -11.4 6th: -9.5	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	KN: -0.7 1st: -7.2 2nd: -16.9 3rd: -12.8 4th: -14.5 5th: -17.0 6th: -15.7	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.56 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

**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.**

2021-2022 Household Participation Rate on Parent/Family Climate Survey	-0.99	>= 25%
	-1.08 (Excludes K-2 due to invalid Fall 2020 results)	

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• SBAC ELA and MAP Reading CGI data show our scholars need increased practice in reading comprehension and fluency (1A)</li> <li>• SBAC ELA and SBAC Math data indicates Teachers need designated time for consistent PLC meetings to prepare standard aligned lessons while preparing for distance learning (1B)</li> <li>• SBAC ELA and SBAC Math data shows a need for differentiated instructional across literacy and Mathematics to address meaning focus, code focused, and number sense skills(1C)</li> <li>• According to the Parent/Family Climate Survey out parents need support with engaging their children in early literacy (1D)</li> <li>• The Parent/Family Climate Survey indicate our scholars need additional social emotional support especially during school closure (1E)</li> <li>• The Parent/Family Climate Survey show that nearly a quarter of our parents speak only Spanish. Therefore, parents who are learning English need interpretation services during parent workshops. Feedback from parents shows a need to offer workshops on supporting their children with academic achievement (1F)</li> </ul>
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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. Cultivate a culture of literacy to increase ELA achievement.  Expenditure: Digital and Hardcopy Books Digital Resources Instructional and Assessment Software Instructional Materials	Software Data Library Circulation Data Winter MAP	All Students	Principal Librarian	9,548.83	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1B. Utilize technology to increase access to instruction and engagement, and deliver small group, differentiated instruction.</p> <p>Expenditure: College Tutor/Paraprofessional Hourly Certificated Hourly Instructional Materials and Organizational Supplies Digital Resources and Instructional Software Projectors/Document Cameras, stylus pens, and related instructional technology Television Monitors and hardware/software Flexible Seating</p>	<p>Walkthrough Data Pre/Post Reading Assessment Pre/Post Math Assessment</p>	All Students	Staff Providing Small Group Instruction Teachers	43617.33	10,389.54
<p>1C. Revised Action Provide parents with classroom level parent workshops to support learning at school and home.</p> <p>Expenditures: Certificated/Classified Additional Hourly Instructional Materials Printing Contracted Services (Watch D.O.G.S.)</p>	<p>Parent Survey Workshop Sign-in Sheets</p>	Families	Teacher	1,500	
<p>1D. Support scholars and families with tools on social-emotional skills through character development.</p> <p>Expenditure: Online social-emotional skills curriculum Instructional Materials and Books Social Emotional Tools</p>	<p>Teacher Survey Counselor Data</p>	All Students	Character Development Coordinator Counselor Teachers		499

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
Revision 1E. Provide Scholars and families facilities, resources, and services that improve academic achievement, school climate, and promote a sense of school connectedness.  Expenditure: Field trip admission fees and transportation Yard signs Printing for awards, certificates Portable PA System School Murals Duplo Maintenance/Supplies PBIS Incentives including Game Room materials and games	School Culture Survey	All Students	Teachers Principal		8,869.46
<b>Total Estimated Cost for This Goal:</b>				54,666.16	19,758

## Planned Improvements in Student Performance

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LEA/School GOAL 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in reading comprehension and writing using visualized graphic organizers that will enhance organizational skills and will help scholars comprehend what they read		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 40.5 (2018-2019)</li> </ul>	>= -25.5
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 64.8 (2018-2019)</li> </ul>	>= -49.8
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	KN: -6.3 1st: -10.8 2nd: -21.1 3rd: -19.2 4th: -16.7 5th: -13.0 6th: -12.9	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	KN: -3.1 1st: -8.3 2nd: -22.1 3rd: -18.1 4th: -18.3 5th: -19.2 6th: -20.0	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.51 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

**LEA/School GOAL 1a Academic Needs of ELs:**

**English Learners will demonstrate improved academic growth and achievement in reading comprehension and writing using visualized graphic organizers that will enhance organizational skills and will help scholars comprehend what they read**

	-1.20	
	-1.25 (Excludes K-2 due to invalid Fall 2020 results)	

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• SBAC ELA and MAP Reading indicate that our EL learners need strategies to look for textural structures when reading and a systematic approach in developing their writing (1A.1)</li> <li>• The MAP Language and Reading CGI data indicate that our EL learners need additional one-on-one time to practice foundational reading and writing skills such as phonemic awareness, phonics, and vocabulary development (1A.2)</li> </ul>
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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. Implement a robust system where all teachers are utilizing Write from the Beginning and Thinking Maps to address the scholars' productive language (writing skills) needs.  Expenditure: Certificated additional hourly Instructional materials/books	Classroom Walkthrough Data Lesson Plans	English Language Learners	All Teachers EL TOA	0	
1a2. Support the transition to school for scholars who are new to the country and/or non-English speaking.  Expenditure: Instructional Materials, Books, Backpack	Participant Survey	Scholars New to our Country and/or non English Speaking	Principal Community Liaison	236.84	
<b>Total Estimated Cost for This Goal:</b>				236.84	

## Planned Improvements in Student Performance

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LEA/School GOAL 1b Language Needs of EIs: English Learners will demonstrate English language proficiency growth in their productive language (writing skills) and receptive language (reading skills) by developing their writing and reading skills through visualized graphic organizers.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	Level 4: 9% Level 3H: 13% Level 3L: 29% Level 2H: 21% Level 2H: 14% Level 1: 13%	>= 50.9%
	Not Reported in 2021	
	Level 4: 7% Level 3: 42% Level 2: 37% Level 1: 13%	
	25% - Well Developed 66% - Somewhat/Moderately Developed 10% - Beginning Development	
	31% - Well Developed 59% - Somewhat/Moderately Developed 10% - Beginning Development	
	7% - Well Developed 55% - Somewhat/Moderately Developed 38% - Beginning Development	



**LEA/School GOAL 1b Language Needs of Els:**

**English Learners will demonstrate English language proficiency growth in their productive language (writing skills) and receptive language (reading skills) by developing their writing and reading skills through visualized graphic organizers.**

7% - Well Developed  
 66% - Somewhat/Moderately Developed  
 28% - Beginning Development

**Identified Need(s):**

- According to the ELPAC data, EL scholars need targeted instruction to increase progress towards English language proficiency, particularly those scholars who decreased one ELPI level on the CA Dashboard EL Progress Indicator in the areas of reading and writing (1B.1)
- The MAP ELA and Reading CGI data indicate scholars with very limited English Language skills need individualized instruction in receptive and productive language (1B.2)
- The ELPAC data clearly shows a need for Scholars to engage in vocabulary development and comprehension (1B.3)

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 one-on-one or small group tutoring to develop writing and reading skills.  Expenditure: Additional hourly for College Tutor/Paraprofessional Certificated Hourly Instructional materials Contracted Services	Pre/Post Test	English Language Learners	EL TOA College Tutor Certificated Teacher	0	
<b>Total Estimated Cost for This Goal:</b>				0	

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	23.4% (2018-2019)	>= 26.4%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>47.9</li> </ul> (2018-2019)	>= -32.9
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.30 Fall 3rd to Fall 4th: -0.65	>= 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: 52% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 70% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 57% 24-25 3rd Gr. Cohort (21-22 Kinder): 18%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 42% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 60% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 47% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 8%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>The percentage of scholars who are at-promise of not reading at grade level indicate that the United2Read program needs to be strengthened with additional training with K-3 teachers.</li> <li>The MAP Reading CGI data show that our scholars would benefit from having books that are at their Lexile level in order to improve knowledge of the alphabetic code, phonological awareness, phonemic awareness, and reading comprehension. (2.A)</li> <li>A2i data indicates that our scholars need to build early literacy skills including knowledge of the alphabetic code, phonological awareness, and phonemic awareness (2.B).</li> </ul>
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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. Implementation of the United to Read K-3 Literacy Program	a2i Assessment Data Classroom Walkthrough Data Winter MAP Data	K-3 Students	K-3 Teachers Principal TOA	0	
<b>Total Estimated Cost for This Goal:</b>				0	

**Unfunded School Site Council Priorities**

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
<p>1A. Cultivate a culture of literacy to increase ELA achievement.</p> <p>Expenditure:            Digital and Hardcopy Copy Books            Digital Resources            Instructional and Assessment Software            Instructional Materials</p>	All Students	25,000	Principal Librarian
<p>1B. Utilize technology to increase access to instruction and engagement, and deliver small group, differentiated instruction.</p> <p>Expenditure:            College Tutor/Paraprofessional Hourly            Certificated Hourly            Instructional Materials and Organizational Supplies            Digital Resources and Instructional Software            Projectors/Document Cameras, stylus pens, and related instructional technology            Television Monitors and hardware/software            Flexible Seating</p>	All Students	60,000	Staff Providing Small Group Instruction Teachers
<p>1D. Support scholars and families with tools on social-emotional skills through character development.</p> <p>Expenditure:            Online social-emotional skills curriculum            Instructional Materials and Books            Social Emotional Tools</p>	All Students	10,000	Character Development Coordinator Counselor Teachers
<p>1E. Provide Scholars and families facilities, resources, and services that improve academic achievement, school climate, and promote a sense of school connectedness.</p>	All Students	25,000	Teachers Principal

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Expenditure: Yard signs Printing for awards, certificates Portable PA System School Murals Duplo Maintenance/Supplies PBIS Incentives including Game Room materials and games			
1F. Professional Learning Communities engage in work around Teacher Clarity, lesson planning, and targeted differentiated instruction.  Expenditure: Certificated/Classified Additional Hourly Substitute Teachers	All Students	20,000	Principal Teachers

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	34,125
X	<b>Title I, Part A: Carryover</b>	20778
X	<b>Title I, Part A: Parent and Family Engagement</b> 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).	1,500
X	<b>Supplemental Concentration (SUPC) Allocation</b> 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)	19,758
X	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		74,661
<b>Total amount of state funds spent (SUPC)</b>		19,758
<b>Total amount of federal funds spent (Title I)</b>		54,903
<b>Total amount of state and federal funds spent</b>		74,661
<b>Balance</b>		0