

# 2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Tokay Elementary 36 67710 6102933		SSC Approval Date: May 4, 2021; Revised 10/7/21
School Address	7846 Tokay Avenue, Fontana, CA 92336		Local Governing Board Approval Date: Initial 6/2/2021: Revised pending approval on 10/20/21
			Addendum
Name of Principal	Rebecca Hinojosa	Phone # and Email	(909) 357-5770, Rebecca.Hinojosa@fusd.net
Name of SSC Chairperson	Rebecca Hinojosa	Phone # and Email	(909) 357-5770, Rebecca.Hinojosa@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)	-33.7	>= -18.7
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-52.5	>= -37.5
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.45 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.50	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.06 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Smarter Balanced Data and MAPS Data indicates that students need to develop to numeracy/ computation skills, problem solving and thinking in all grades.</li> <li>Smarter Balanced Data and MAPS Data indicates that students need to build foundational literacy skills (decoding, vocabulary and reading comprehension) and writing skills.</li> <li>A2i data indicates a need to develop early literacy foundational skills (decoding, vocabulary and reading comprehension).</li> <li>Classroom visit data indicates that teachers need PLC time/ workshops to develop teaching writing, discuss visible learning, blended learning, and numeracy/ computation/problem solving skills.</li> <li>Parent Family Survey indicates the need for parents of students in grades K-5 to learn how to use technology</li> <li>Parent Family Survey indicates the need for translation services and printed resources</li> <li>SBAC data and Maps indicates a need for Motivation and incentives for academic growth,</li> <li>Attendance reports indicate a need for attendance awards and incentives.</li> <li>Teacher observations and surveys have indicated a need for behavior awards and incentives.</li> <li>Student surveys and teacher input indicates a need for creating a positive environment for participation in school wide activities.</li> </ul>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1A. Provide After School Tutoring in math to support numeracy, computation and problem-solving skills. <ul style="list-style-type: none"> <li>• Certificated/ Classified additional hourly</li> <li>• Printing/ Instructional materials</li> </ul>	Pre/Post Test, Moby Max, Classroom Visit Data	At Promise Students	Principal, Teachers, Afterschool coordinator	\$15,000	0
1B. Revised Action Deliver differentiation in small groups to target foundational literacy and numeracy skills <ul style="list-style-type: none"> <li>• Supplementary Materials for Differentiation/ Printing</li> <li>• Instructional Software Assessments and Digital Resources</li> <li>• Instructional technology- TVs, headphones, projectors, document cameras</li> <li>• Scholastic Magazines/ Time Magazines, Books</li> <li>• Organizational Supplies/ flexible seating</li> </ul>	A2i, Lexia, Software Data, CFA's, Classroom Visit Data	K-5	Teachers	\$23,894	\$22,012
1C. Revised Action Provide Professional Learning Community Time and PD to discuss visible learning,	Classroom Visit Data, Teacher Survey	K-5	Principal, Teachers, TOA	\$26,116	\$2,637

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
blended learning activities, numeracy, computation skills, writing and AVID. <ul style="list-style-type: none"> <li>• Substitutes</li> <li>• Certificated/ Classified Additional Hourly</li> <li>• Consultants</li> <li>• Travel Conference Related Fees</li> </ul>					
1D. Deliver Parent Workshops on specific use of technology and provide resources addressing helpful strategies to assist their students at home <ul style="list-style-type: none"> <li>• Consultants and related fees</li> <li>• Conference and related fees</li> <li>• Translation Services</li> <li>• Printed Materials</li> </ul>	Parent Feedback	Students of Participating Parents	Community Aide, Staff Providing workshops, Principal	\$2,000	0
1E. Provide student awards and incentives to motivate students for academic growth, attendance and behavior <ul style="list-style-type: none"> <li>• Trophies, medals, attendance awards, behavior awards</li> </ul>	Survey Data, Monthly reports	K-5	Teachers, Principal		\$2,000

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1F. Provide Student Council Coordinators to involve students and plan activities for student motivation. <ul style="list-style-type: none"> <li>Teacher additional hourly</li> </ul>	Survey Data	K-5	Teachers, Principal		\$4,000
<b>Total Estimated Cost for This Goal:</b>				67,010	30,649

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LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in writing.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-38.8	>= -23.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-52.7	>= -37.7
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.73 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.77	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.22 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Observation data and teacher survey data indicates that Teachers need PLC time to develop writing skills for all grades K-5.</li> <li>• ELPAC data indicates that students need targeted instruction in writing to reach reclassification goals</li> </ul>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
A. Provide PLC time to focus on writing needs of EL's using PD strategies presented. <ul style="list-style-type: none"> <li>• Certificated/ Certificated additional hourly pay</li> </ul>	Classroom visit data	All EL students	EL TOA, Principal, Teachers	\$5000	0
<b>Total Estimated Cost for This Goal:</b>				5,000	0

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LEA/School GOAL 1b Language Needs of Els: English Learners will demonstrate English language proficiency growth in their productive language by developing their writing skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	81.6%	>= 84.6%

<b>Identified Need(s):</b>	ELPI data shows long-term EL students need support to develop Productive Language skills in writing for grades 2-5.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
A. Deliver small group instruction to develop Productive Language skills that transfers into writing: <ul style="list-style-type: none"> <li>• Computer software and related materials/ supplies</li> <li>• Supplementary materials</li> </ul>	Software data, Classroom Visit Data, Teacher observation	At promise long-term English Learners in grades 2-5	Teachers, Bilingual Aide, Principal	\$8,000	0
<b>Total Estimated Cost for This Goal:</b>				8,000	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	30.5%	>= 33.5%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-38.5	>= -23.5
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: -0.87 Fall 3rd to Fall 4th: -0.07	>= 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: 54% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 60% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 42% 24-25 3rd Gr. Cohort (21-22 Kinder): 29%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 44% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 50% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 32% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 19%

<b>Identified Need(s):</b>	Map data indicates students in K-3 need support in phonics, reading comprehension and reading fluency.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
2A. Revised Action Deliver Small Group instruction to support phonics, reading comprehension and reading fluency. <ul style="list-style-type: none"> <li>Supplementary Materials for Differentiation/ Printing</li> <li>Organizational supplies/ flexible seating</li> <li>Books</li> </ul>	A2i Data, Classroom Visit Data	K-3	Principal, Teachers, Common Core TOA	\$12,000	
<b>Total Estimated Cost for This Goal:</b>				12,000	



**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.	\$64,391
X	<b>Title I, Part A: Carryover</b>	\$27,619
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).	\$1,574
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)	\$21,637
X	<b>SUPC Carryover</b>	\$9,012
<b>Total amount of state and federal funds allocated to this school</b>		122,659
<b>Total amount of state funds spent (SUPC)</b>		30,649
<b>Total amount of federal funds spent (Title I)</b>		92,010
<b>Total amount of state and federal funds spent</b>		122,659
<b>Balance</b>		0