

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	West Randall Elementary 36 67710 6035919		SSC Approval Date: May 6, 2021; Revised 10/14/21
School Address	15620 Randall Avenue, Fontana, CA 92335		Local Governing Board Approval Date: Initial 6/2/2021; Revised pending approval on 10/20/21
			Addendum
Name of Principal	Tammy Stringer	Phone # and Email	(909) 357-5780, Tammy.Stringer@fusd.net
Name of SSC Chairperson	Tammy Stringer	Phone # and Email	(909)357-5780, Tammy.Stringer@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)	-49.9	>= -34.9
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-82.8	>= -67.8
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.61 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.57	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.12 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	<p>MAP data indicates that Grades K-2 need to develop foundational literacy skills, including decoding, vocabulary, and reading comprehension to access grade level fiction and non-fiction texts.</p> <p>SBA and MAP data indicates that Grades K - 6th need to develop Vocabulary, Reading Comprehension, and Writing skills to engage with rigorous/complex text and make improvement toward grade level writing standards.</p> <p>MAP data indicates that Grades K-2 need to develop number sense to build conceptual understanding of mathematical concepts.</p> <p>SBA and MAP data indicated that Grades 3rd - 6th need to further develop their understanding of concepts/procedures and problem solving.</p> <p>Parent survey data indicates that parents need opportunities to learn strategies to support their children's' success in literacy and math skills.</p>
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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 small group tutoring to target students' skill deficits in literacy and math *Additional Teacher Hourly *Classified Staff Hourly	Pre/Post Assessment LEXIA Core 5	At-Promise Students SWD	Teachers Bilingual Aide Principal	19,785	
1B. **Revised Action Provide differentiated instruction to increase Depth of Knowledge and proficiency towards CCSS in ELA and Math *Supplemental Instructional Materials *Library Books *Classroom Libraries ** organizational supplies and flexible seating for small group instruction	LEXIA Core 5 MAP Fall to Fall Data	All Students	Teachers and Principal	8,500	
1C. Provide additional time for Professional Learning Communities to plan effective lessons, write Common Formative Assessments (CFA), and analyze data *Additional Teacher Hourly	Teacher Survey Principal Classroom Visit Data	All Students	Teachers and Principal	2,000	
1D. Provide Professional Development on effective teaching strategies for ELA and Math, such as, Teacher Clarity, Write from the Beginning, and Mathematical Practices *Additional Teacher Hourly	Teacher Survey Principal Classroom Visit Data	All Students	Teachers TOA 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
1E. Provide Parent and Family Engagement workshops to increase parent awareness and knowledge of strategies to support student learning *Outside Consultant - Parent Workshops (With Translation if Necessary) *Additional Classified Hourly	Parent Survey Participation Logs	All Students	Teachers and Principal	3,000	
1F. **Revised Action Provide Technology to Support Instruction **TVs/Monitor *Taggable Supplies - Hovercam *Taggable Supplies - Laptops *Other Supplies - Headphones *Taggable Supplies - Computers	LEXIA Core 5 MAP Fall to Fall Data	All Students	Teachers and Principal		26,676
1G. Provide PBIS to update school-wide plan and support students in learning our expectations *Additional Teacher Hourly	Discipline Data	All Students	Teachers and Principal		1,000
1H. Provide PBIS Behavior Incentives to promote school-wide positive behavior *Other Supplies *Outside Consultant	Discipline Data	All Students	Teachers and Principal		3,000
1I. Revised Action **Provide engaging educational activities/events for students to promote school engagement and critical thinking. *Outside Consultant *Additional Teacher Hourly	Participant survey Classroom and playground observation	All Students	Teacher and Principal	3,000	1,919

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
1J New Action- SSC Unfunded Priority Provide behavior intervention to build effective behavior skills and promote the understanding of PBIS *Counselor Additional Hourly				3,000	
Total Estimated Cost for This Goal:				41,285	32,595

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LEA/School GOAL 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in Reading and Writing through the use of Guided Reading strategies.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-43.6	>= -28.6
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-76.6	>= -61.6
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.43 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.46	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.99 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	SBA and MAP data shows that L-TELS need to develop skills in Reading Comprehension and Writing.
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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
1a1. Provide small group tutoring to develop Reading Comprehension and Writing skills *Additional Teacher Hourly *Instructional Supplemental Materials	Pre/Post Assessments LEXIA Core 5	Students who are L-TELS	Teacher and Principal	3,000	
1a2. Provide Professional Development to build knowledge of current research-based strategies for I-ELD *Additional Teacher Hourly	Teacher Survey Principal Classroom Walk Through	English Language Learners	Teachers EL TOA 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
Total Estimated Cost for This Goal:				5,000	

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LEA/School GOAL 1b Language Needs of Els: English Learners will demonstrate English Language proficiency growth in their Productive Language in writing and Receptive Language in reading by developing their writing and reading skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	52.3%	>= 55.3%

Identified Need(s):	ELPAC data shows that ELPI 2H and 3L need to develop Receptive Language skills. In addition to the above, the Reading and Listening domain data shows that only 8.76% and 15.46%, respectively, of EL are Well Developed. EL must be monitored regularly to assess progress in the domain area of growth.
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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
1b1. Provide additional Professional Learning Communities to design lessons for specific language objectives and analyze data *Additional Teacher Hourly	Compiled Teacher Lesson Plans Teacher Survey ELD Classroom Visit Data	English Language Learners	Teachers and Principal	2,000	
1b2. Provide small group tutoring to focus on Productive and Receptive Language *Additional Teacher Hourly	Pre/Post Assessment LEXIA Core 5	ELPI 2H and 3L	Teachers and Principal	3,000	
Total Estimated Cost for This Goal:				5,000	

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	30.8%	>= 33.8%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-41.0	>= -26.0
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: -1.45 Fall 3rd to Fall 4th: -0.89	>= 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: 64% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 46% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 48% 24-25 3rd Gr. Cohort (21-22 Kinder): 13%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 54% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 36% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 38% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 3%

Identified Need(s):	*SBA and MAP data shows that primary students need to increase Foundational Skills, Writing, and Reading Comprehension.
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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 Provide differentiated small group instruction to increase students' Foundational Skills, Writing, and Reading Comprehension **Tutor Monitors- salary, benefits and hourly *Supplemental Instructional Materials **Supplemental Printing *Organizational Materials	A2i Data LEXIA Core 5 Fall to Fall MAP	Kinder - 3rd Grade	Teachers and Principal	30,680	
Total Estimated Cost for This Goal:				30,680	

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.	\$57,364
X	Title I, Part A: Carryover	\$24,601
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).	\$1,402
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)	\$18,919
X	SUPC Carryover	\$13,676
Total amount of state and federal funds allocated to this school		114,560
Total amount of state funds spent (SUPC)		32,595
Total amount of federal funds spent (Title I)		81,965
Total amount of state and federal funds spent		114,560
Balance		0