

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

**SPSA Year:**

X2021-22

School Name and School Code	Dolores Huerta International Academy 36 67710 0133371		SSC Approval Date: May 17, 2021; Revised 9/22/21
School Address	17777 Merrill Avenue, Fontana, CA 92335-8110		Local Governing Board Approval Date: Initial 6/2/2021; Revised pending approval on 10/20/21
			Addendum
Name of Principal	Sandra Loudermilk	Phone # and Email	(909) 357-5070, Sandra.Loudermilk@fusd.net
Name of SSC Chairperson	Diana Gutierrez	Phone # and Email	(909) 782-9707, alexchriszeke@gmail.com}
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)	-7.0	>= 8.0
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-23.2	>= -13.2
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.46 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.48	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.11 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• MAP data indicates that students need to develop a strong foundation of number sense to promote mathematical understanding.</li> <li>• MAP data indicates that students need vocabulary development.</li> <li>• Smarter Balance assessment data shows that 3rd - 5th grade students need to build literacy skills in reading and writing.</li> <li>• Parent surveys indicate a desire for continued workshops in PBIS, EL student achievement, International Baccalaureate, and Dual Immersion.</li> <li>• Input from ELAC and SSC members demonstrate the need to provide enrichment opportunities (STEAM) and expose our students to a foreign language as an IB candidacy school</li> <li>• Teacher Survey data indicates we need a Check-In Check-Out (CICO) coordinator to monitor students who need this service.</li> <li>• Teacher Survey data indicates there is a need for motivational opportunities to promote the implementation of school wide PBIS program that will improve school climate, promote school safety, and build connectedness.</li> <li>• Teacher Survey data indicates campus beautification opportunities are needed to improve school climate and promote safety and connectedness.</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
Revised: 1A Provide Differentiated Instruction to close the achievement gap in reading comprehension, vocabulary development, language development, and Math <ul style="list-style-type: none"> <li>• Supplemental instructional materials (English and Spanish)</li> <li>• Instructional Technology (hardware) laptops, headphones, and printers to support all programs</li> <li>• Instructional Software for ELA, Math, IB, DLI</li> <li>• Supplemental Printing</li> <li>• Hourly pay for SIT Coordinator</li> <li>• Renaissance Learning software/subscription</li> <li>• Classroom and library books</li> </ul>	STAR and MAP results Raz Kids/I-Station Classroom visit data	Grades K-6	Teachers Principal Assistant Principal Librarian	54,361	\$20,056.00
1B Provide before or after school tutoring for at-risk students to close the achievement gap in SLA, ELA, and Math <ul style="list-style-type: none"> <li>• Certificated hourly pay</li> </ul>	Pre and Post tests	Approximately 110 students in Grades 1-6 Students performing below grade level based on teacher recommendation and MAP RIT score below 30th percentile	Teachers Principal Assistant Principal	\$17,542.84	

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
1C Provide extended learning opportunities and/or tutoring to support language acquisition in English, Spanish, and Mandarin through differentiated instruction, small group support <ul style="list-style-type: none"> <li>Certificated hourly pay</li> </ul>	Teacher created assessments Pre and post tests	Grades 2-6 Students performing below grade level based on teacher recommendation Mandarin is an enrichment opportunity for students performing at grade level based on teacher recommendation	Teachers Mandarin Teacher	\$1,000.00	
Revised: 1D Increase students' access to a variety of literacy resources to support students' skills in literacy and language acquisition in a blended learning environment. <ul style="list-style-type: none"> <li>Additional classroom books and library books,</li> </ul> supplemental CCCS resources <ul style="list-style-type: none"> <li>literacy resources and materials</li> <li>technology (software and laptops)</li> </ul>	STAR growth report MAP fall to spring Raz Kids/ I-Station	All students	Teachers Assistant Principal Principal	\$2,346.61	1,079.00
Revised: 1E Provide professional development on Common Core aligned strategies (teacher clarity, writing, IB unit development, IAB implementation, mathematical practices, Dual Language, GLAD strategies, etc. to improve teacher efficacy and clarity) <ul style="list-style-type: none"> <li>Consultant fees and materials</li> <li>Certificated hourly pay</li> </ul>	MAP Results Classroom Visit Data Teacher Surveys	All students	Teachers Assistant Principal Principal	0	12,000.00

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
<ul style="list-style-type: none"> <li>Substitute pay</li> </ul>					
<p>1F Provide opportunities for staff to attend professional conferences relevant to targeted instruction areas of IB, Dual Language, Writing, Math, Science, Technology, and Best Practices in Teaching</p> <ul style="list-style-type: none"> <li>Conference-related fees and travel</li> <li>Substitute costs</li> </ul>	<p>MAP Results Evaluation sheets Conference agendas Classroom Visit Data</p>	At promise students	<p>Teachers Assistant Principal Principal</p>	\$1,806.68	
<p>Revised: 1G Conduct informational meetings and parent workshops on a variety of educational topics and needs such as, but not limited to, Family Nights, College and Career, Readiness, Safety, Bullying, Student report cards, California State Testing, IB programs, PBIS, Dual Language programs and Language Acquisition, and building effective home-school partnerships</p> <ul style="list-style-type: none"> <li>Childcare will be provided</li> <li>teacher hourly pay</li> <li>classified hourly</li> </ul>	<p>Sign in sheets Registrations Surveys</p>	All Students	<p>Administration Counselor Teachers TOA Community Bilingual Aide</p>	\$974.00	\$1,600.00
<p>1H Provide opportunities for parents to extend their knowledge of Dual Language programs, IB programs, or other topics related to DHIA's educational programs</p> <ul style="list-style-type: none"> <li>Conference-related fees and travel</li> </ul>	<p>Sign in sheets Registrations Surveys</p>	All Students	<p>Administration Secretary Community Bilingual Aide</p>	\$1,000.00	

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
<p>1I Provide extended learning opportunities that will improve academic growth and achievement in the area of science, technology, engineering, arts, and math (STEAM).</p> <ul style="list-style-type: none"> <li>• Certificated Hourly pay</li> <li>• Supplemental instructional materials</li> </ul>	<p>Sign in sheets Surveys</p>	K-6 students	<p>Administration TOA Teachers</p>	\$2,000.00	
<p>Revised: 1J Continue with the implementation of school-wide PBIS program:</p> <ul style="list-style-type: none"> <li>• Provide a CICO Coordinator with hourly pay to monitor students on CICO</li> <li>• Purchase student incentives to recognize positive student participation</li> <li>• Certificated and classified hourly</li> </ul>	TFI Results	K-6 students	<p>Principal Counselor PBIS Team</p>		\$13,180.00
<p>1K Provide campus beautification opportunities</p> <ul style="list-style-type: none"> <li>• Purchase school murals and signs that will promote a positive school climate and promote school connectedness</li> <li>• Purchase school benches to provide designated areas in shaded areas for students to rest and read</li> </ul>	Student and parent survey results	K-6 students	<p>Principal Assistant Principal Secretary</p>		785.
<b>Total Estimated Cost for This Goal:</b>				81,031.13	48,700

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LEA/School GOAL 1a Academic Needs of EIs: English Learners in the DLI program and English program will demonstrate improved academic growth and achievement in Reading through the use of Academic discourse structured with response frames.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-19.8	>= -4.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-31.4	>= -16.4
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.54 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.62	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.57 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	Common Formative assessment and CASSPP data reveal that English Learners need development in reading comprehension, vocabulary, 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
Goal 1a. Action 1 Provide professional development and planning in academic discourse for the purpose of increasing academic proficiency among EL students <ul style="list-style-type: none"> <li>• Hourly pay for certificated staff</li> </ul>	Common Formative Assessments PLC Agenda	EL Students in ELPAC levels 1,2, and 3.	Principal Assistant Principal Teachers EL Site Monitor EL TOA	\$5,385.71	

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
Goal 1a. Action 2 Provide tutoring for EL students in the areas of vocabulary development, writing, and literature circles in English. <ul style="list-style-type: none"> <li>• Instructional software</li> <li>• Hourly pay for certificated staff</li> <li>• Student awards will be provided for those students reaching their goals.</li> <li>• Printing costs</li> </ul>	Pre and post tests	EL Students Reclassified students who are not meeting grade level standard	Principal Teachers	\$5,385.71	
<b>Total Estimated Cost for This Goal:</b>				10,771.42	



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LEA/School GOAL 1b Language Needs of EIs: English Learners in the DLI program and English program will demonstrate English language proficiency growth in their productive language by developing their writing skill with an emphasis on explicit vocabulary development.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	42.8%	>= 45.8%

<b>Identified Need(s):</b>	Language proficiency data including ELPAC and CFAs reveal that EL students need to work on their reading, vocabulary development, and writing and the ability to transfer these skills across the curriculum and performance tasks.
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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
Revised: Goal 1b. Action 1 Provide professional development in GLAD Strategies to develop students' language proficiency to support the writing process. <ul style="list-style-type: none"> <li>Consultant agreement and materials</li> <li>Hourly pay for certificated staff</li> </ul>	MAP Scores CAASPP Scores Classroom Observations/Instructional Rounds	English Learners who have been stagnant at the expanding level (2H, 3L)	Principal Assistant Principal Teachers EL TOA		7,852.00
Goal 1b. Action 2 Provide small group differentiated instruction to build receptive language through a focus on academic vocabulary through extended learning opportunities <ul style="list-style-type: none"> <li>Hourly pay for certificated staff</li> <li>Printing costs</li> </ul>	Pre and post assessments	English Learners	Principal Assistant Principal Teachers	\$730.45	

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
<b>Total Estimated Cost for This Goal:</b>				730.45	7,852

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	40.8%	>= 43.8%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-24.1	>= -9.1
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: -0.77 Fall 3rd to Fall 4th: -0.41	>= 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: 43% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 42% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 43% 24-25 3rd Gr. Cohort (21-22 Kinder): 27%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 33% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 32% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 33% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 17%

<b>Identified Need(s):</b>	Common Formative Assessment Data indicates that students need to improve in early literacy skills.
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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
Goal 2 Action A Provide differentiated instruction in a blended learning environment to improve students' early literacy skills. <ul style="list-style-type: none"> <li>Raz-Kids</li> </ul>	STAR/AR Classroom visit data	K-3 Students	Teachers Principal Assistant Principal	\$8875.00	
<b>Total Estimated Cost for This Goal:</b>				8,875	

**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.	\$70,968
X	<b>Title I, Part A: Carryover</b>	\$30,440
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).	\$1,735
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)	\$24,252
X	<b>SUPC Carryover</b>	\$32,300
<b>Total amount of state and federal funds allocated to this school</b>		157,960
<b>Total amount of state funds spent (SUPC)</b>		56,552
<b>Total amount of federal funds spent (Title I)</b>		101,408
<b>Total amount of state and federal funds spent</b>		157,960
<b>Balance</b>		0