

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Hemlock Elementary 36 67710 6111173		SSC Approval Date: 5/11/2021; Revised 9/21/21
School Address	15080 Miller Avenue, Fontana, CA 92336-2395		Local Governing Board Approval Date: Initial 6/2/2021; Revised pending approval on 10/20/21
			Addendum
Name of Principal	Adam Anderson	Phone # and Email	(909) 357-5470, Adam.Anderson@fusd.net
Name of SSC Chairperson	MaryBeth Barron	Phone # and Email	(909) 357-5470, Barrmb@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)	-4.6	>= 3.4
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-31.4	>= -16.4
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.15 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.92	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.33 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	<p>Based on class walk through data, teachers need to continue their learning on the use of Learning Targets and Success Criteria in the areas of reading comprehension and mathematical practices. As a result, teachers will need additional professional development, planning time, and supplemental materials.</p> <p>MAP and CAASPP data indicate that students require differentiated, small group instruction in order to continue to make gains towards standard met in the areas of reading comprehension and mathematical practices. As a result, staff will require additional planning time to analyze data and develop targeted differentiated instruction.</p> <p>Based on parent survey results, parent workshops are needed to support parents' understanding and knowledge of reading comprehension standards and mathematical practices in order to best support their student(s).</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
<p>Goal 1 Action A- Deliver Differentiated Instruction in both ELA & Math</p> <ul style="list-style-type: none"> • Supplemental Instructional Materials • Supplemental Printing Materials • Instructional Software to support literacy development. • Library Books <p>SUPC</p> <p>Teacher Hourly</p> <ul style="list-style-type: none"> • WFTBB PD Delivery Planning • SIT Coordinator • HoverCams, charging stations, laptops for library instruction 	<p>Common Formative Assessment Data</p> <p>Walkthrough Observations</p> <p>Program Assessment Data</p>	All Students	Principal Clerk Secretary Teachers SIT Coordinator	28732.00	17553.00
<p>Goal 1 Action B- Provide Professional Development and Planning Time in order to deliver high quality, first instruction aligned with Common Core State standards.</p> <ul style="list-style-type: none"> • Certificated additional hourly • Substitute coverage 	<p>PLC Agendas</p> <p>Walkthrough Observations</p> <p>Qualitative Surveys</p>	All Students	Principal Teachers TOA	11,000.00	
<p>Goal 1 Action C- Increase parent communication, understanding and</p>	<p>Qualitative Survey Data</p>	All Students	Principal Clerk	2000.00	

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
knowledge of common core standards to support students at home. <ul style="list-style-type: none"> • Parent Workshop related fees (consultant fee & materials) • Student Communication Folders 					
Goal 1 Action D- Provide student awards & incentives to increase academic achievement, attendance, and positive behavior. <ul style="list-style-type: none"> • Awards & Incentives 	Number of Students Receiving Awards	All Students	Principal Clerk Teachers		2500.00
Revised Goal 1 Action E Implement Climate & Culture Committee to improve Social/Emotional Learning. <ul style="list-style-type: none"> • Certificated Hourly • Supplemental Instructional Materials • Furniture to support SEL 	Walk Through Observations	All Students	Principal Clerk Teachers Counselor MTSS TOA		3000.00
Goal 1 Action F- Provide STEAM opportunities to increase student engagement & achievement	Walk Through Observations	All Students	Principal Clerk Teachers	10,000	
Total Estimated Cost for This Goal:				51,732	23,053

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LEA/School GOAL 1a : English Learners 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)	-8.2	>= 6.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-31.0	>= -16
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.93 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-2.08	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.90 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	Common Formative assessment and CASSPP data reveal that English Learners need to develop reading comprehension skills. As a result, teaching staff need professional development training in the area of Academic Discourse through Structured Response Frames, specific language tasks, and delivery of ELD components within the district's core ELA program.
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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 1a.1: Provide professional development and planning in academic discourse through structured response frames, language tasks, and delivery of ELD components within the core ELA program for the purpose of increasing academic proficiency among EL	Common Formative Assessment Data PLC Agenda	EL Learners	Principal Teachers EL TOA	3000.00	

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
students. <ul style="list-style-type: none"> • Certificated additional hourly • Professional learning materials and books 					
Total Estimated Cost for This Goal:				3,000	

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LEA/School GOAL 1b : English Learners will demonstrate EL proficiency growth in their receptive language by developing their 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)	44.4%	>= 47.4%

Identified Need(s):	Language proficiency (ELPAC & ELPI) data reveal that EL students need to improve their reading skills in order to develop and increase language proficiency. In addition, teaching staff need professional development training in the area of reading language 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.1 Provide professional development and planning in reading language tasks for the purpose of delivering designated ELD instruction and extended learning opportunities. <ul style="list-style-type: none"> Certificated additional hourly Professional learning materials and books 	Classroom Walkthrough Pre/Post Assessment Data	EL Learners K-5	Principal Teachers EL TOA	5500.00	
Goal 1b.2- Provide a blended learning model to increase language proficiency among EL	Program Usage	EL Learners K-5	Principal Teachers	6000.00	

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
students. <ul style="list-style-type: none"> Instructional Software 					
Total Estimated Cost for This Goal:				11,500	

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	42.7%	>= 45.7%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-9.6	>= 5.4
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: -2.06 Fall 3rd to Fall 4th: -0.97	>= 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: 26% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 30% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 35% 24-25 3rd Gr. Cohort (21-22 Kinder): 13%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 16% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 20% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 25% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 3%

Identified Need(s):	<p>MAP Growth from Fall to Fall indicates a decline in reading achievement for students entering grades 3 and 4. This identified decline also increases in percentage from grade 3 to grade 4.</p> <p>The percentage of students at risk of not reading by 3rd grade remains low across grade levels, but has increased from grade 2 to grade 3.</p> <p>As a result, additional supplemental materials and technology-based resources are needed to assist with assessment and progress monitoring in order to deliver targeted phonics and phonemic awareness instruction through grade 3.</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
Goal 2 Action A- Deliver differentiated instruction to increase early literacy proficiency. <ul style="list-style-type: none"> ESGI software (K-1 Phonics Progress Monitoring) 	Program Assessment Data Common Formative Assessment Data	All students K-3	Principal Staff	1300.00	3500.00

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"> Supplemental Instructional Materials Additional Teacher Hourly (Early Literacy Committee) 	Foundational Literacy Plan				
Total Estimated Cost for This Goal:				1,300	3,500

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.	\$47,260
X	Title I, Part A: Carryover	\$20,272
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).	\$1,155
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)	\$16,222
X	SUPC Carryover	\$10,331
Total amount of state and federal funds allocated to this school		94,085
Total amount of state funds spent (SUPC)		26,553
Total amount of federal funds spent (Title I)		67,532
Total amount of state and federal funds spent		94,085
Balance		0