

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

**SPSA Year:**

X2021-22

School Name and School Code	Oleander Elementary School 36 67710 6035844		SSC Approval Date: April 29, 2021; Revised 10/6/21
School Address	8650 Oleander Avenue, Fontana, CA 92335		Local Governing Board Approval Date: Initial 6/2/2021; Revised pending approval on 10/20/21
			Addendum
Name of Principal	Julie Hansberger	Phone # and Email	(909) 357-5700, hansja@fusd.net
Name of SSC Chairperson	Julie Hansberger	Phone # and Email	(909) 357-5700, hansja@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)	-24.2	>= -9.2
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-32.4	>= -17.4
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.53 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.79	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.10 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Based on SBAC data, students need targeted instruction in Reading and literacy in all content areas that includes the following components:             <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary Development</li> <li>• Comprehension strategies</li> <li>• Academic and content specific Language</li> </ul> </li> <li>• Based on MAP data, our students need online tools and resources to develop their vocabulary, reading comprehension and literacy skills across content areas.</li> <li>• Based on our teachers' survey, teachers need professional development to learn the five essential components of reading and literacy.             <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary Development</li> <li>• Comprehension strategies</li> <li>• -Academic and content specific Language</li> </ul> <ul style="list-style-type: none"> <li>• Based on SBAC data, teachers need additional time to meet with their PLCs to focus on the 4 key questions and to plan Units of Study.</li> </ul> <ul style="list-style-type: none"> <li>• Based on our parent survey, our parents need training on ways to support their children's' Literacy development at home.</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 additional time for PLCs to focus on the 4 key questions: What do students need to learn? How will we know they have learned? What will we do when they are already learned? What will we do when they have not learned? and to plan and develop Units of Study to provide effective and engaging reading comprehension and math learning experiences for students. <ul style="list-style-type: none"> <li>• Extra Certificated &amp; Classified Hourly Pay/Subs</li> <li>• Materials and Supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Compiled lesson plans</li> </ul>	All Students	All Teachers	\$32,577.00	\$1,029
1B: **Revised Action **Provide Professional Development on evidence based instructional strategies including cooperative learning strategies, to improve instruction across all content areas. <ul style="list-style-type: none"> <li>• Consultants</li> <li>• Books</li> </ul>	<ul style="list-style-type: none"> <li>• Compiled lesson plans</li> <li>• Teacher Surveys</li> <li>• Classroom visit data</li> </ul>	All Students	TOA Teachers	\$10,000.00	\$5,000

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
<ul style="list-style-type: none"> <li>• Extra Certificated &amp; Classified Hourly Pay/Subs</li> <li>• PD Materials &amp; Supplies</li> </ul>					
<p>1C: Provide small group differentiated instruction in Literacy acquisition.</p> <ul style="list-style-type: none"> <li>• Online tools and resources for vocabulary, reading comprehension and Math skills</li> <li>• Instructional materials and organizational supplies</li> <li>• Laptops to use supplemental software programs</li> <li>• Hourly Pay/Certificated &amp; Classified/Subs</li> <li>• Instructional Software Licenses</li> <li>• Books/ Magazines/ Digital Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Software data</li> <li>• Classroom visit data</li> </ul>	All Students	Teachers	\$30,000.00	\$4,000
<p>1D: Provide one to one or small group tutoring to target students' skill deficits in Literacy and math skills.</p> <ul style="list-style-type: none"> <li>• Additional Certificated/Classified Hourly Pay/Subs</li> <li>• Materials and Supplies</li> <li>• Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Entrance &amp; Exit Tutoring Common Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Scored 30th Percentile or below in MAP reading</li> <li>• Teacher recommendation</li> </ul>	Certificated and Classified Staff delivering the tutoring	\$9,000.00	
<p>1E: Provide parent workshops to assist parents in learning strategies to support Literacy and Math development at home.</p>	<ul style="list-style-type: none"> <li>• Parent Survey</li> </ul>	Students of participating parents	<ul style="list-style-type: none"> <li>• Vice-Principal</li> </ul>	\$5425.00	\$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
<ul style="list-style-type: none"> <li>• Additional Certificated/Classified Hourly Pay</li> <li>• Translation Services</li> <li>• Consultant Fees</li> <li>• Materials and Supplies</li> <li>• Laptops for parent workshops</li> <li>• Printing</li> </ul>			<ul style="list-style-type: none"> <li>• Community Aide</li> </ul>		
<p>1F - Implement PBIS Tier 1, Tier 2, and Tier 3 supports.</p> <ul style="list-style-type: none"> <li>• Additional hourly pay for certificated and classified</li> <li>• PBIS software and resources</li> <li>• Positive Reinforcements</li> <li>• Flexible seating</li> <li>• Social emotional support items and curriculum</li> <li>• Campus signage</li> <li>• School Mural</li> </ul>	- TFI Data	<ul style="list-style-type: none"> <li>• All Students</li> <li>• Tier 2 &amp; Tier 3 Students</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS Team</li> <li>• Assistant Principal</li> <li>• PBIS Coaches</li> <li>• All Teachers</li> </ul>	0	15,046.73
<b>Total Estimated Cost for This Goal:</b>				87,002	27,075.73

## 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 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in reading and listening comprehension through strengthening academic vocabulary in all content areas.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-28.2	>= -13.2
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-33.3	>= -18.3
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.55 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.79	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.05 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Based on SBAC results, our English Learners need to improve Language Arts and Math skills through strengthening academic vocabulary in all content areas.</li> <li>Based on MAP results, our English Learners need online tools and resources to improve their Language Arts and Math skills.</li> <li>Based on MAP results, teachers need professional development on building students' reading, listening and math skills.</li> <li>Based on the EL TOA surveys, teachers need TOA coaching and guidance to integrate reading, Language, and listening comprehension strategies into integrated ELD.</li> <li>Based on our teacher survey, our teachers need instructional materials and supplies to support Receptive Language Development.</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
<p>1aA:-Provide Professional Development on building students' Language Arts &amp; Math skills through academic vocabulary listening comprehension.</p> <ul style="list-style-type: none"> <li>• Additional Certificated hourly</li> <li>• PD Materials &amp; Supplies</li> </ul>	EL TOA Surveys	EL Students	EL TOA	3,000.00	
<p>1aB: Provide additional planning for teachers to integrate Language Arts &amp; Math comprehension strategies into integrated ELD.</p> <ul style="list-style-type: none"> <li>• - Additional Certificated hourly</li> </ul>	PLC Planners	EL Students	Teachers	4699.00	
<p>1aC: Provide differentiated instruction to support students' Reading, Writing, Listening and Speaking skills.</p> <ul style="list-style-type: none"> <li>• digital resources</li> <li>• Instructional Materials &amp; Supplies</li> <li>• Instructional software</li> <li>• Additional Certificated/Classified Hourly Pay</li> <li>• Flexible/Small Group Seating</li> </ul>	Curriculum Embedded Assessment	<p>Students who:</p> <ul style="list-style-type: none"> <li>• Scored 30th Percentile or below in MAP reading</li> <li>• Teacher recommendation</li> </ul>	<p>All Teachers</p> <p>Teachers that will provide after school tutoring</p>	4,000.00	
<p>1aD: Provide parent workshops to assist parents in learning strategies to support Literacy and Math development at home.</p> <ul style="list-style-type: none"> <li>• Additional Certificated/Classified Hourly Pay</li> <li>• Translation Services</li> <li>• Consultant Fees</li> <li>• Materials and Supplies</li> <li>• Laptops for parent workshops</li> </ul>	Parent Survey	All Students EL students	Teachers that will be providing the workshops Administrator	4,000.00	

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
<b>Total Estimated Cost for This Goal:</b>				15,699	

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LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate improved English language proficiency in their Receptive Language by developing their listening skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	51.3%	>= 54.3%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Based on ELPAC data, our English Learners need support in listening skills to develop their receptive language.</li> <li>Based on teachers' lesson plans, teachers need additional planning time with the EL TOA to incorporate listening strategies into Designated ELD lessons.</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
1bA: Revised Action Provide additional planning for teachers to incorporate listening strategies into Designated ELD lessons. <ul style="list-style-type: none"> <li>Extra Hourly for Certificated/Subs</li> </ul>	Lesson Plans	All ELs	Teachers EL TOA	6,000.00	
1bB: Provide supplemental tools and resources to support Receptive Language Development. <ul style="list-style-type: none"> <li>Online tools and resources for vocabulary and reading comprehension</li> </ul>	Classroom Walkthrough	Emergent/Newcomer or All ELs	Teachers Bilingual Aides EL TOA	6,000.00	

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>Instructional Materials &amp; Supplies to support Reading and Listening skills</li> </ul>					
<b>Total Estimated Cost for This Goal:</b>				12,000	

**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	50.4%	>= 53.4%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-6.5	>= 8.5
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: -0.78 Fall 3rd to Fall 4th: -0.1	>= 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: 48% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 74% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 57% 24-25 3rd Gr. Cohort (21-22 Kinder): 32%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 38% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 64% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 47% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 22%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• A2i data indicates that K-3 Grade students need support in Literacy to develop their receptive language and Literacy in all content areas.</li> <li>• Based on A2i data, our K-3 Teachers need TOA guidance and coaching to plan Literacy Development lessons that will be delivered during the A2i Blended Learning Stations.</li> <li>• Based on A2i data, our K-3 teachers need additional tools and resources to provide Literacy instruction to support at-risk students.</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
2A: Revised Action Provide additional planning opportunities and coaching for teachers to design lessons to incorporate Literacy skills into the U2R Blended Learning Stations.	PLC Planning Documents	K-3 Students	K-3 Teachers & TOA	3,000.00	

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>Additional hourly for Certificated/Classified/Subs</li> </ul>					
<p>2B: Revised Action Provide differentiated small group instruction to target students' learning needs Reading, Writing, Listening and Speaking.</p> <ul style="list-style-type: none"> <li>Instructional Materials &amp; manipulatives</li> <li>Furniture and organizational supplies to provide flexible seating for small group instruction.</li> <li>Printing and Copying</li> <li>Additional hourly for Certificated/Classified/Subs</li> </ul>	<ul style="list-style-type: none"> <li>A2i Assessment Reports</li> <li>Classroom visit data</li> </ul>	K-3 Students	K-3 Teachers	20,000.00	3670.27
<b>Total Estimated Cost for This Goal:</b>				23,000	3,670.27

**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.	\$96,371
X	<b>Title I, Part A: Carryover</b>	\$41,330
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).	\$2,356
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)	\$30,717
X	<b>SUPC Carryover</b>	\$29
<b>Total amount of state and federal funds allocated to this school</b>		168,447
<b>Total amount of state funds spent (SUPC)</b>		30,746
<b>Total amount of federal funds spent (Title I)</b>		137,701
<b>Total amount of state and federal funds spent</b>		168,447
<b>Balance</b>		0