

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

SPSA Year:

X2021-22

School Name and School Code	Southridge Tech Middle School 36 67710 6106504		SSC Approval Date: May 13, 2021; Revised 10/12/21
School Address	14500 Live Oak Avenue, Fontana, CA 92337		Local Governing Board Approval Date: 6/2/2021; Revised pending approval on 10/20/21  Addendum
Name of Principal	Roy L. Rogers	Phone # and Email	(909) 357-5420, Roy.rogers@fusd.net
Name of SSC Chairperson	Elizabeth Sanchez	Phone # and Email	(909) 357-5420, sancer@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)	-7.7	>= 7.3
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-68.9	>= -53.9
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.26	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.47	>= 0

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Based on Teacher professional development surveys, teachers professional development focused on reading and writing across the curriculum.</li> <li>Based on CAASPP and ELPAC data, EL, SPED, and African American students need to develop their reading and writing skills across the curriculum.</li> <li>Parent surveys and parent committees indicate there is a need to provide student academic achievement awards to recognize improvement in ELA and math achievement.</li> <li>Parent committees, parent surveys, and student surveys indicate there is a need to continue offering programs that prepare our new students for the transition from elementary to middle school.</li> <li>CAASPP data shows students need more support developing their closed reading skills in both ELA and mathematics.</li> <li>CAASPP data indicates disparities with some student groups in both ELA and Math which indicate a need to provide professional development to improve 1st instruction and teaching practices of underperforming students</li> <li>Parent survey data, there is a need to identify evidenced-based parent workshops that focus on supporting student learning during re-opening transition, building literacy, and mathematical competency. This is also consistent from concerns expressed at parent committee meetings.</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>1.1A Revised Action Provide additional time for PLCs to focus on the 4 key questions to improve English literacy and Math proficiency:</p> <ul style="list-style-type: none"> <li>• What do students need to learn?</li> <li>• How will we know they have learned?</li> <li>• What will we do when they have already learned?</li> <li>• What will we do when they have not learned?</li> </ul> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> <li>• Data printing</li> </ul>	<p>PLC Lesson Plans &amp; Reflection Debriefing Forms</p> <p>Common Formative Assessment Data</p>	All Students	<p>Administrators</p> <p>PLC/ILT Leaders</p> <p>Teachers</p>	\$49,913.00	
<p>1.1B Provide student academic achievement awards to improve ELA and math achievement.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Achievement awards: certificates, medals, pencils, and educationally related</li> <li>• Postage and delivery</li> </ul>	<p>Quarter Grade Awards</p> <p>Semester Grade Awards</p> <p>Promotion Awards</p>	All Students	Classified Staff	\$4,000.00	
<p>1.1C Provide a bridge program to support incoming students in literacy and mathematics to assist in transitioning from</p>	<p>Student and Parent Survey and Feedback Form</p>	In Coming Students 6th and 7th Grade	<p>Administrators</p> <p>Teachers</p>	\$10,000.00	\$2,000.00

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				Title 1	SUPC
<p>elementary to middle school.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> <li>• Printing and Copying</li> </ul>	<p>Attendance sheets Sign-in Sheets</p> <p>Quarter and Semester grades of participating students</p>		Counselor		
<p>1.1D **Revised Action **Implement small group instruction and deliver differentiated instruction through blended learning opportunities to increase students' achievement in all content areas.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly/ 1/6 Positions or Substitute Hourly</li> <li>• Instructional program software and licenses to support English literacy and math proficiency.</li> <li>• Supplemental resources both digital and print</li> <li>• Printing and Resource Textbooks</li> <li>** Library and classroom library books, magazines, digital subscriptions</li> <li>** small group furniture</li> <li>** STEAM activities/labs</li> </ul>	<p>I-Ready Lessons and Assessments</p> <p>Classroom Visits</p> <p>Weekly Lesson Plans</p>	<p>All students, but particularly:</p> <p>African American</p> <p>Special Education</p> <p>GATE</p>	<p>Administrators</p> <p>All Teachers</p> <p>SPED Aides</p> <p>College Tutors/Tutor Monitor/Bilingual Aide</p>	\$41,794.00	\$13,076

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>1.1E Provide extended learning opportunities to increase language proficiency, Reading Writing, Listening, Speaking and Mathematics.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> </ul>	<p>Grade Distribution Reports</p> <p>Attendance Sign-in Sheets</p> <p>Student Work Portfolios</p>	<p>African American</p> <p>Special Education</p> <p>Low SES</p> <p>Female Students</p>	<p>Administrators</p> <p>Teachers</p> <p>Enrollment Clerk</p>	\$12,324.00	
<p>1.1F Provide Professional Development to improve 1st instruction and teaching practices for all students.</p> <p>Professional Development Topics include:</p> <ul style="list-style-type: none"> <li>• Blended and Online Learning Practices reading and math</li> <li>• Differentiation and Intervention for underperforming students</li> <li>• Co-teaching and Collaborative Models for underperforming students</li> <li>• AVID Site Conference and AVID Summer Institute</li> <li>• STEM and Technology Training</li> <li>• Peer Observation</li> </ul> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Travel and conference fees</li> <li>• PD resources both digital and print</li> </ul>	<p>PD Debrief Presentation</p> <p>PD Minutes</p> <p>Lesson Plans</p>	<p>Teachers supporting all student groups</p>	<p>Administrators</p> <p>ILT Leaders</p> <p>PLC Chairs</p> <p>Leadership Team</p> <p>TOAs</p>	\$20,000.00	

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>1.1G **Revised Action Develop Parent, Student, and Community Engagement opportunities to participate in the learning process that allows them to support students when learning at home.</p> <p>Expenditures: ** Books and/or workbooks, and printed materials for parent learning activities</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Attend parent and community trainings</li> <li>• Travel and conference fees</li> <li>• Consultant Fees</li> <li>• Activity kits and resources</li> <li>• Copies and Printing</li> </ul>	<p>Event Registration</p> <p>Website/Social media Analytics</p> <p>Event Surveys</p>	All Student	<p>Admin</p> <p>Community Outreach Liaison</p> <p>Community Aide</p>	\$5,000.00	
<p>1.1H Revised Action **Implement student engagement opportunities to increase academic rigor and create engaging learning environments to accelerate the performance of underrepresented students, and delivering results schoolwide.</p> <p>** Fieldtrips (virtual or in person) related fees ** Consultant and related fees ** Academic and PBIS/MTSS awards ** Certificated and classified hourly</p>	<p>PSAT</p> <p>Grade Distribution</p> <p>AVID Tutorials</p>	<p>Economically disadvantaged</p> <p>Minority Students</p> <p>Middle Range Students</p>	<p>AVID Coordinator</p> <p>Counselor</p> <p>AVID Site Team</p>	10,000	\$19,093

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>				153,031	34,169

## Planned Improvements in Student Performance

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LEA/School GOAL 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in English Language and mathematics proficiency using reading comprehension strategies across the curriculum.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-30.4	>= -15.4
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-90.9	>= -75.9
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.19	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.66	>= 0

<b>Identified Need(s):</b>	<p>Based on MAP Reading, CAASPP, and ELPAC, our English language learners need development in their reading and writing skills. As a result, we will focus on the following:</p> <ul style="list-style-type: none"> <li>• provide additional practice academic vocabulary and language acquisition across the curriculum.</li> <li>• provide additional support EL student productive (i.e. writing and speaking) and receptive language (i.e. Reading and Listening) via reading strategies as these are the domains of greatest need.</li> <li>• provide additional language support in designated and integrated ELD courses when a bilingual aide is not scheduled.</li> <li>• improve instruction for EL students in designated and integrated ELD courses as our EL students have demonstrated minimal growth.</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>Goal 1a.1 Provide additional language support for EL students to practice academic vocabulary and language acquisition via the content.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> </ul>	<p>Time Sheets</p> <p>Classroom Visits and Debriefing Forms</p> <p>Lesson Plans: Week Overview</p>	ELs at the emerging level (SEI)	Teachers and Bilingual Aides College Tutors	\$5,000.00	4,700
<p>Goal 1a.2. Provide additional time for teachers to develop lesson plans using evidenced based reading strategies across the curriculum to support EL student productive (i.e. writing and speaking) and receptive language (i.e. Reading and Listening).</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> </ul>	<p>Time Sheets</p> <p>Lesson Plans: Week Overview</p> <p>Student Work</p>	ELs at ELPI level 1-4	Teachers Bilingual Aides College Tutors	\$3,000.00	
<p>Goal 1a.3. Provide additional language support in designated and integrated ELD courses to help EL students comprehend key concepts in classes.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> </ul>	<p>Lesson Plans: Week Overview</p> <p>Time Sheets</p> <p>Student Attendance Sheets</p>	ELs at the emerging level (ELPI level 1-3L)	Teachers Bilingual Aides College Tutors	\$2,000.00	

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>Goal 1a.4. Provide professional development on research-based reading comprehension strategies to improve instruction for EL students in designated and integrated ELD courses.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Travel accommodations</li> <li>• Certificated and Classified Hourly</li> <li>• Registration fees to attend training and workshops</li> </ul>	<p>Lesson Plans: Week Overview</p> <p>Teacher Surveys</p> <p>Classroom Visits</p>	ELs at the emerging level (ELPI level 1-4)	Teachers TOAs principal	\$1,000.00	
<b>Total Estimated Cost for This Goal:</b>				11,000	4,700

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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 improving their ability to elaborate in writing skills through increased practice using their receptive language listening 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)	50.0%	>= 53.0%

<b>Identified Need(s):</b>	<p>Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment. Based on ELPAC, MAP Reading, and CAASPP, our English language learners need development in their reading and writing skills. We will use their stronger productive language skills (speaking) and their stronger receptive skill (listening) to build their reading and writing skills. As a result, we will focus on the following:</p> <ul style="list-style-type: none"> <li>develop more opportunities for students to practice productive and receptive language development outside of the traditional school schedule.</li> <li>develop additional opportunities for EL students to employ academic productive language skills across the curriculum.</li> <li>provide additional time to develop lessons that build students' productive and receptive language development.</li> <li>support parents in learning more about the ELPAC and domains of literacy: Reading, Writing, Listening, Speaking</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
Goal 1b.1. Provide opportunities for EL students to practice their receptive and productive language outside of the traditional day to improve their reading and writing skills.  Expenditures: <ul style="list-style-type: none"> <li>Certificated and Classified Hourly</li> </ul>	Sign-in Sheets  Time Sheets  Pre-Assessment and Post Assessment	ELs at the emerging and expanding level (ELPI level 1-3L)	Teachers and administrators	\$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
<ul style="list-style-type: none"> <li>Supplemental resources both digital and print</li> </ul>					
<p>Goal 1b.2. Provide additional time for teachers to develop differentiated lessons that allow students to use their productive language via writing and speaking using sentence starters and graphic organizers.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>Certificated and Classified Hourly</li> <li>Supplemental resources both digital and print</li> </ul>	<p>Lesson Plans: Week Overviews</p> <p>MAP Reading Assessment</p> <p>ELPAC Pre and Post Test</p>	English Learners ELPAC Level 1-4	Teachers and administrators	3,000.00	
<p>Goal 1b.3. Provide opportunities for teachers to attend and engage in professional development to learn how to develop lessons that build students' productive and receptive language development.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>Certificated and Classified Hourly</li> <li>Supplemental resources both digital and print</li> <li>Registration fees to attend trainings and workshops to increase teacher efficacy and effectiveness</li> <li>Travel and accommodations</li> <li>Translation services</li> </ul>	<p>Lesson Plans: Week Overviews</p> <p>Teacher Surveys</p> <p>Classroom visits</p>	Teachers instructions English Learners ELPI Level 1-4	Teachers Administrators EL TOA	\$500	

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 1b.4. Provide opportunities for parents to learn more about the ELD program and ELPAC and domains of literacy: Reading, Writing, Listening, Speaking to support their students at home.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Certificated and Classified Hourly</li> <li>• Supplemental resources both digital and print</li> <li>• Registration fees to attend trainings and workshops to learn more about the ELD program</li> <li>• Travel and accommodations</li> <li>• Translation services</li> </ul>	<p>Sign-in Sheets</p> <p>Parent Surveys</p> <p>Lessons/Workshops</p> <p>Debriefing Form</p>	<p>English Learners</p> <p>parents ELPAC Levels 1-4</p>	<p>EL TOA</p> <p>Bilingual Aides</p> <p>Teachers</p> <p>Classified Office Staff</p>	<p>\$2,000.00</p>	
<b>Total Estimated Cost for This Goal:</b>				9,500	

**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.	\$121,442
X	<b>Title I, Part A: Carryover</b>	\$52,089
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).	\$2,969
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)	\$39,776
X	<b>SUPC Carryover</b>	-\$907
<b>Total amount of state and federal funds allocated to this school</b>		212,400
<b>Total amount of state funds spent (SUPC)</b>		38,869
<b>Total amount of federal funds spent (Title I)</b>		173,531
<b>Total amount of state and federal funds spent</b>		212,400
<b>Balance</b>		0