

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

**SPSA Year:**

X2021-22

School Name and School Code	Virginia Primrose Elementary 36 67710 6035893		SSC Approval Date: 5/12/21; Revised 10/6/21
School Address	751 N. Maple Avenue, Fontana, CA 92336		Local Governing Board Approval Date: Initial 6/2/2021; Revised pending approval on 10/20/21  Addendum
Name of Principal	Alejandro Lopez	Phone # and Email	(909) 357-5790, lopeab@fusd.net
Name of SSC Chairperson	Melissa Mendoza	Phone # and Email	(909) 357-5790, MendMB@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)	-38.7	>= -23.7
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-52.2	>= -37.2
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.20 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.06	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.69 (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 K-5th grade students need to develop number sense in order to build a strong foundation for mathematical understanding.</li> <li>MAP data indicates that K-5th grade students need to develop skills in identifying main ideas and details to increase reading comprehension using informational texts.</li> <li>Smarter Balance assessment data shows that K-5th grade students need to build literacy skills in the areas of reading and writing.</li> <li>Smarter Balance assessment data show a need for tutoring services to address academic gaps in literacy and numeracy.</li> <li>Parent surveys indicate a need for workshops in early literacy development and behavioral support to support learning in the home.</li> <li>Attendance data indicates a need for targeted attendance interventions to support students with chronic absences.</li> <li>Attendance and Engagement data indicates the need for celebrating academic/attendance success to motivate students to improve their academic achievements.</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.A: Deliver small group differentiated instruction to increase academic achievement in the areas of literacy, numeracy, and social-emotional learning.</p> <ul style="list-style-type: none"> <li>• Instructional materials</li> <li>• Supplemental printing</li> <li>• Instructional technology- document cameras/headphones/laptops/televisions</li> <li>• Sensory items/adaptive equipment/specialized furniture</li> <li>• Social emotional learning(software, instructional resources)</li> <li>• Consultant fees/services</li> <li>• tutor monitor for additional math support</li> <li>• instructional software</li> <li>• classroom library books</li> </ul>	Growth on iReady Assessment Classroom Walkthroughs	All K-5 students	Teachers CC TOA Administration Tutor Monitor	\$7,199.66	\$9,079
<p>1.B: Revised: Provide small group tutoring to develop reading skills in fluency and comprehension and foundational math skills.</p> <ul style="list-style-type: none"> <li>• Certificated Hourly</li> <li>• Classified Hourly</li> <li>• Printing</li> </ul>	Pre and Post Assessments	Tier II and Tier III at-risk students	Tutoring Teachers, Classified Staff, & Administration	\$5,262.94	
<p>1.C. Revised: Provide additional time Professional Learning Communities 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 have</p>	<ul style="list-style-type: none"> <li>• Student Friendly Standards</li> <li>• Learning Targets,</li> </ul>	All K-5 students	Teachers & Administration	14,519.48	

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>already learned? what will we do when they have not learned?</p> <ul style="list-style-type: none"> <li>Administration Directed Wednesdays</li> <li>Certificated hourly</li> </ul>	<ul style="list-style-type: none"> <li>Progressions, and Success Criteria</li> <li>CFA's for Units of Study</li> </ul>				
<p>1.D. Provide Professional Development on unpacking standards, success criteria, &amp; learning targets to increase academic achievement</p> <ul style="list-style-type: none"> <li>Professional Books</li> <li>Consultant Fees/materials</li> <li>Teacher Hourly/Sub Release Time</li> <li>Conferences/Travel</li> <li>Workshops</li> </ul>	<p>Classroom Walkthroughs Student Performance Data</p>	All K-5 students	Teachers & Administration	9,500	
<p>1.E. Implement PBIS Schoolwide and enrichment opportunities to increase student engagement and achievement</p> <ul style="list-style-type: none"> <li>Academic Awards-Certificates, pencils, bookmarks, books</li> <li>PBIS Incentives</li> <li>Teacher hourly for enrichment (video production team, engineering)</li> <li>STEAM instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>iReady reports (Rdg &amp; Math)</li> <li>Lit Pro reports</li> <li>BrainPop reports</li> </ul>	All K-5 students	Teachers & Administration	\$2,000	\$4,500
<p>1.F. Provide parent workshops/resources to assist students and parents with academic and behavioral strategies.</p>	<ul style="list-style-type: none"> <li>Attendance Rate</li> </ul>	All K-5 families	Community Aide & Administration	\$1,500	

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
<ul style="list-style-type: none"> <li>• Consultant Fees/ Materials</li> <li>• Certificated Additional Hourly</li> <li>• Classified Additional Hourly</li> <li>• Subscriptions</li> <li>• organizational materials for parent center</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Surveys</li> </ul>				
<p>1.G AVID Professional Development and Materials</p> <ul style="list-style-type: none"> <li>• Conferences Fees and Travel</li> <li>• Workshops</li> <li>• Resources and Materials</li> <li>• Teacher Hourly</li> <li>• Sub Coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs</li> </ul>	3-5 Students	Teachers 3-5	\$3,796.09	
<p>1.H Revised: Improve reading fluency and comprehension by increasing access to engaging texts (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>• Classroom Library Books/ Read Alouds</li> <li>• Library Books</li> <li>• Audio Books</li> </ul>	iReady Reading Reports	K-5	Teachers Librarian	\$20,250.00	
<p>New Action 1I - Provide hands on learning experiences through video production to increase student engagement and academic achievement.</p> <ul style="list-style-type: none"> <li>• Certificated hourly</li> <li>• Instructional materials</li> <li>• Video production related equipment and software</li> </ul>	pre/post student surveys # of completed videos/projects	3-5th students	Teacher - Ms. Martinez	6,607.58	
<b>Total Estimated Cost for This Goal:</b>				70,635.75	13,579

## 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 ELs: English Learners will demonstrate improved academic growth and achievement in literacy and numeracy.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-60.8	>= -45.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-67.8	>= -52.8
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.33 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.75	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.73 (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 K-5th English Learners need intensive support in the areas fluency and reading comprehension.</li> <li>MAP data indicates that K-5th English Learners grade students need additional support to develop number sense and base ten.</li> <li>Smarter Balance assessment data show a need for tutoring services and targeted online programs to address the academic gaps (literacy and numeracy) for all English Learners.</li> <li>Smarter Balance assessment data shows that English Learners and Reclassified English Learners need additional support in academic vocabulary to meet grade level standards.</li> </ul> <p>Staff input and comprehensive needs data highlighted the following academic needs for English Learners:</p> <ul style="list-style-type: none"> <li>Teachers require professional development in the areas of differentiation for English Learners to address the language needs of English Learners.</li> <li>PLC teams must add language intentions to their success criteria and learning targets.</li> <li>Align ELA/ELD Standards on our instructional master schedule.</li> <li>TOA to provide PD on effective instructional routines for English Learners during integrated and designated instructional time.</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>1a.1 Provide small group tutoring for English Learners to develop academic vocabulary in numeracy and literacy.</p> <ul style="list-style-type: none"> <li>• Certificated Additional Hourly</li> <li>• Classified Additional Hourly</li> <li>• Supplemental Instructional Materials</li> </ul>	Pre and Post Assessments Tutoring Rosters	English Learners Grades K-5	Teachers & Bilingual Aide	\$1,500	
<p>1a.2 Revised: Provide professional development on integration thinking maps with writing to support ELs.</p> <ul style="list-style-type: none"> <li>• Support with implementation of Write from the Beginning</li> </ul>	Classroom Walkthroughs	English Learners Grades K-5	English Learner TOA & Teachers	0	
<p>1a.3. Deliver differentiated instruction to support academic/language needs of English Learners.</p> <ul style="list-style-type: none"> <li>• Instructional Software</li> </ul>	Classroom Walkthroughs	English Learners	English Learner TOA, Teachers & Bilingual Aide	\$4,146.25	
<b>Total Estimated Cost for This Goal:</b>				5,646.25	

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LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their receptive and productive language by using academic vocabulary across the content areas.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	47.3%	>= 50.3%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>English Learner Progress Indicator from CA Dashboard indicates a need to focus on receptive and productive language for English Learners who have decreased 1 ELPI level.</li> <li>MAP data indicates that K-5th English Learners need intensive differentiated small group support in acquiring academic vocabulary in the areas of literacy, writing, and numeracy.</li> <li>Smarter Balance assessment data shows that K-5th teachers need additional coaching with implementing GLAD strategies, language objectives, and ELD routines.</li> <li>Smarter Balance assessment data shows that English Learners and Reclassified Learners need additional small group support to meet grade level standards.</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
1b.1 Revised Provide professional development on integration of language tasks to build receptive and productive language to increase student achievement <ul style="list-style-type: none"> <li>Supplemental instructional materials</li> </ul>	Language Intentions included in learning targets and success criteria per classroom walkthroughs	English Learners and Reclassified English Learners (K-5)	EL TOA, Teachers, & Administration		



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>• Software Licenses</li> <li>• Teacher Hourly/Sub release</li> </ul>					
<b>Total Estimated Cost for This Goal:</b>					

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	27.8%	>= 30.8%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-42.0	>= -27.0
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: -2.25 Fall 3rd to Fall 4th: -1.42	>= 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.): 63% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 35% 24-25 3rd Gr. Cohort (21-22 Kinder): 12%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 54% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 53% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 25% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 2%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Smarter Balance assessment data indicates that 27.8% met or exceeded the standard and a need to provide intensive small group reading support.</li> <li>Fall 2020 data indicates a need to purchase a robust collection of guided reading materials to support small group instruction at all levels.</li> <li>These two metrics indicate a need for professional development in the areas of close reading, guided reading, language objectives for English Learners and Path to Proficiency training.</li> <li>Teacher input from staff meetings and survey indicates that we need to promote literacy at home by tracking usage of Literacy Pro software and celebrating students that are doing an outstanding job reading books.</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
2.A. Revised: Provide small group, differentiated instruction to address literacy needs and	Hf Word Count- Pre and Post Running Record	K-5th	Teachers & Administration	0	

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>strengthen students' decoding, fluency, and reading comprehension.</p> <p>Expenditures:</p> <ul style="list-style-type: none"> <li>• Guided Reading Materials</li> <li>• Student laptops, headphones</li> <li>• Supplemental instructional materials</li> <li>• Supplemental printing</li> <li>• Instructional Software</li> <li>• Teacher Sub Release/hourly</li> </ul>	<p>Guided Reading Assessments</p> <p>MAP Growth (Fall to Spring)</p>				
<p>2.B. Revised: Provide professional development to create effective small group guided reading groups, running records, close reading, reciprocal teaching, &amp; literature circles.</p> <ul style="list-style-type: none"> <li>• Teacher Hourly</li> <li>• Substitute Release Day</li> </ul>	<p>Classroom Walkthroughs Monitoring Data: Running Records, A2i, iReady</p>	K-5th	Common Core TOA, teachers, & admin	0	
<b>Total Estimated Cost for This Goal:</b>				0	

**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.	\$53,386
X	<b>Title I, Part A: Carryover</b>	\$22,896
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).	\$1,305
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)	\$17,190
X	<b>SUPC Carryover</b>	-\$3,611
<b>Total amount of state and federal funds allocated to this school</b>		89,861
<b>Total amount of state funds spent (SUPC)</b>		13,579
<b>Total amount of federal funds spent (Title I)</b>		76,282
<b>Total amount of state and federal funds spent</b>		89,861
<b>Balance</b>		0