

# 2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Almond Elementary Schools 36 67710 0100347		SSC Approval Date: 10/21/19
School Address	8172 Almond Ave. Fontana, CA. 92335-3020		Local Governing Board Approval Date: _____
Name of Principal	Tim McCaffrey	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum 909-357-5130 Tim.McCaffrey@fusd.net
Name of SSC Chairperson	Catherin Hurwitz	Phone # and Email	909-357-5130 PattCM@fusd.net
SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP	<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

## SCHOOL BACKGROUND

<b>VISION AND MISSION</b>	<p>The vision and mission of Almond Elementary School is to promote scholar centered learning by becoming critical thinkers, problem solvers, collaborative, effective communicators, creative, and innovative. Our vision includes parents and the surrounding community as partners in education with school staff in order to provide authentic and relevant experience for our scholars each day.</p>
<b>SCHOOL AND COMMUNITY PROFILE</b>	<p>The Almond campus resides within proximity to the Auto Club Speedway in Fontana. Almond Elementary School became the “Home of the Pacers” when the school opened its doors for the first time in July 2003. To ensure students are always on the right track to the best education possible, the school staff continues its commitment to involve all individuals at school and at home in the learning community. Located in the central, northwest corner of Fontana Unified School District, the student demographics consist of 88% Latino, 4% African American, 3% Caucasian, and 3% Asian and other ethnic groups. Almond has a student enrollment of approximately 520 students in grades Pre-Kindergarten through sixth which includes full inclusion and two SDC Kindergarten classes. Almond also serves 69 students receive special education services. 91.6% of Almond students come from low-income households, and currently operates under a school-wide, Title I program, qualifying all students to participate in the free National School Lunch program. Almond has an active PTO with dedicated parents and community members that support and fundraise for our school.</p>
<b>SPSA HIGHLIGHTS (bullet points)</b>	<ul style="list-style-type: none"> <li>• For CAASPP, Smarter Balanced Assessment, the percentage of students that met or exceeded the standards in 2019 are the following for overall achievement in English Language Arts (ELA), 34% and for math, 19.%, both scores fall below the State and county overall achievement scores of 50.87% and 44.05% in English Language Arts and 39.73% (State) and 30.31% (county) for Mathematics. In 2018 the percentage of students that met or exceeded the standards in English Language Arts was 35.8% which is a drop in 1.8%. Additionally, in 2018 the percentage of students that met or exceeded the standards in Mathematics was 21% which is a 2% drop.</li> <li>• In comparison of scores from 2018 to 2019 CAASPP results, Almond increased the percentages of students scoring in the standards met and exceeded categories in mathematics, except for third grade. In English Language Arts, Almond’s sixth grade students increased the percentage of students meeting/exceeding standards from 30.4% (2018) to 39.4% (2019).</li> <li>• In comparison of subgroups by ethnicity, Non-socio-economically disadvantaged Hispanic students scored at 53.85% as standard met and standard exceeded in English Language Arts (ELA), which was similar to the State and county percentages of 56.34% and 55.73 respectively.</li> <li>• For Mathematics, 23.7% of Non-socio-economically disadvantaged Hispanic scored in the standard met and exceeded categories on CAASPP.</li> <li>• Attendance data indicates at 95.8% average daily attendance rate, with Foster Youth having the highest rate of 98.2%.</li> <li>• English Learners (EL) have a 7.2% reclassification rate.</li> <li>• Measure of Academic Progress Test (MAP), Grades K-2, 39.3% met their projected growth targets in ELA and Math.</li> <li>• FUSD Parent Survey results stated that 91.4% of parents agree and strongly agree that Almond allows for parent input and welcomes parent contributions.</li> </ul>

<p><b>INCREASED OR IMPROVED SERVICES</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>• Targeted and differentiated small group instruction with College Tutors</li> <li>• Ample Professional Learning Community time to plan and deliver high levels of instruction</li> <li>• Building the compacity of our parents to work with their children with mathematics games</li> <li>• Increasing student’s growth mindset through intentional activities and recognitions</li> <li>• Promoting a safe campus through an anti-bullying program</li> </ul>
<p><b>MOONSHOT</b></p>	<p>As the new Principal at Almond Elementary, I consider the moonshot to be a vital component of the school. The moonshot will need to include all stakeholder input such as parents, students, certificated staff, classified staff, and community members. This endeavor is currently being developed by gathering input from all stakeholders.</p>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	$-27.3 + 10 = -17.3$ <b>=2018 Site DFS + 10 Points</b> Not Met	-35
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	$-62 + 15 = -47$ <b>= 2018 Site DFS + 15 Points</b> Not Met	-60
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	Expected outcome $\geq 52\%$ & $\geq 2\%$ growth. 17/18 Actual 39.3% Not Met	44.89%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	Expected outcome $\geq 52\%$ & $\geq 2\%$ growth. 17/18 Actual 42.3% Not Met	49%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	70% Not Met	32%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
1A. Supplemental Instructional Materials to support the core	<del>\$2,000.00</del> \$1,979.02	\$5,302	SBAC data shows that ELA scores dipped from -27.3 points to -35 points. Additionally, Math scores flatlined during the 2018/19 school year. Data suggest that more focus on differentiated groups and focused extended learning opportunities may positively impact student achievement.	Modify Action was modified due to difficulty in measuring. Therefore, this item will be combined with other actions.
1B Computers (object code 4440)	<del>\$17,000</del> \$17,072.20		Measure of Academic Progress Test (MAP) data for 2018/2019 indicates that 44.89% met their projected growth targets in reading. For MAP math, 49% met the growth target overall.  Currently have 414 devices (laptops) on our campus. Our enrollment is currently at 517 with 23 Pre-Kindergarten through 6 <sup>th</sup> grade classes. That is 18 devices for every classroom. We	Discontinue Giving students personalized learning experiences and implementing effective small group instruction, access to technology is vital. Two computer labs are also available for student use as well. Many of the FUSD curriculum requires more technology to

			also have two computer labs.	implement core subjects such as Microsoft 365, Study Sync, and Math Techbook. It is the finding of the School Site Council to discontinue this expenditure and work on distributing the devices to meet all the needs of our students.																
1C Substitute Teachers	\$3,000 \$4,799.79		Substitute Teachers were provided to support PD Pullout day which occurred 1 time to collaborate with one another per grade level.	Continue "Collective Teacher Efficacy," the shared belief that we can make a difference, is a better predictor of student success than the socioeconomic status of students. Research has proven that students can demonstrate four or more years of growth in one academic year when teachers are able to collaborate and participate in meaningful PLC's on a consistent basis. Based on this research and the needs shown in our SBAC, MAP, and U2R data, the School Site Council sees a need to continue and increase the time teachers spend collaborating and planning together.																
1D Software License (object code 5840) AR	\$7,000 <del>\$6,927.80</del> \$6,334.30		<p>Accelerated Reader Data:</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Student Participation</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>1/38 or 2.6%</td> </tr> <tr> <td>1<sup>st</sup></td> <td>45/60 or 75%</td> </tr> <tr> <td>2<sup>nd</sup>(Including 1/2 combo)</td> <td>67/92 or 73%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>56/59 or 95%</td> </tr> <tr> <td>4<sup>th</sup>(including 3/4 combo)</td> <td>83/87 or 95%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>68/69 or 99%</td> </tr> <tr> <td>6<sup>th</sup></td> <td>71/77 or 92%</td> </tr> </tbody> </table> <p>Accelerated Reader was provided for students to increase their independent reading practice. Data usage showed that 81% of students utilized A/R .</p> <p>For SBAC, 268 students in grades 3-6, 64% of those students nearly met, met, or exceeded the standards in the sub test for reading, as indicated by the SBAC claim report for 2019.</p>	Grade Level	Student Participation	Kindergarten	1/38 or 2.6%	1 <sup>st</sup>	45/60 or 75%	2 <sup>nd</sup> (Including 1/2 combo)	67/92 or 73%	3 <sup>rd</sup>	56/59 or 95%	4 <sup>th</sup> (including 3/4 combo)	83/87 or 95%	5 <sup>th</sup>	68/69 or 99%	6 <sup>th</sup>	71/77 or 92%	Continue Given the need to increase students need for stronger reading fluency and comprehension we will continue to fund the AR program.
Grade Level	Student Participation																			
Kindergarten	1/38 or 2.6%																			
1 <sup>st</sup>	45/60 or 75%																			
2 <sup>nd</sup> (Including 1/2 combo)	67/92 or 73%																			
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5 <sup>th</sup>	68/69 or 99%																			
6 <sup>th</sup>	71/77 or 92%																			
1F Additional Teacher Hourly – after school tutoring	\$9,000 \$8,695.04		Extended day opportunities were provided for students throughout the year. SBAC Math data showed that 19% students met or exceeded the standards. This data shows that extended learning opportunities are needed with targeted small group instruction.	Continue Continue with strategic planning and targeted instruction																
1G Library Books	\$3,000		<p>Circulation records:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Books</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Year	Number of Books			Discontinue We will limit the number of hardback book purchase and shift our focus on interactive												
Year	Number of Books																			

			15-16	16,954	eBooks. These will be purchased through bookfair profits. The eBooks allow students to have authentic and relevant experience that hardback books can't give. Therefore, we are discontinuing this item.
			16-17	17,212	
			17-18	24,640	

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	≥12.6% Not Met	7.2%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	= 2018 Site EL DFS + 10 points -66.9 + 10 = -56.9 Not Met	-69.1
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	= 2018 Site EL DFS + 6 points -66.4 + 6 = -60.6 Not Met	-86.3

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A Travel and Conference (county conference for Principal, AP, and Lozano)	\$500		In 2018/2019, 7.2% (16) of EL students reclassified, which lowered the percentage of 16.4% in 2017/2018.	Discontinue The data shows that we need to utilize the expertise the district office offers such as the EL Teacher on Assignment and Bilingual Aid.
2B Supplemental Instructional Materials	\$1,000		The ELA SBAC data shows that EL students are -69.1 points on average away from the standard. The Math SBAC data shows that EL students are -86.3 points on average away from the standard.	Discontinue There are instructional resources within the core curriculum that will be utilized.
2C Additional Hourly – Tutoring, Bilingual Aide (Maritza worked with EL students after school. She also worked an extra hour a day).	\$1,000		Additional support after school for students to improve English proficiency was provided to EL learners. The percentage of students that were reclassified decreased from 12.6% to 7.2%.	Continue It is vital that students are targeted based on data and researched based strategies are implemented to increase progress towards proficiency.





## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3A. Field Trips	<del>\$3,440</del> \$2,538.67	\$8,009	Teacher and Parent budget surveys indicated a demand for field trips related to college and careers as well as an increased number of workshops, assemblies, and guest speakers and events held on site.	Continue with Modifications with SUPC funds

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders																		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes																
Certificated Professional Development Rating	Proficient, Advanced Not Met	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%; padding: 2px;">Elements</th> <th style="width: 30%; padding: 2px;">Average</th> </tr> </thead> <tbody> <tr> <td>Cycle Calendar and Implementation</td> <td style="text-align: center;">1.6</td> </tr> <tr> <td>High Quality Input Training</td> <td style="text-align: center;">2.2</td> </tr> <tr> <td>Safe Practice</td> <td style="text-align: center;">2.5</td> </tr> <tr> <td>Professional Reading</td> <td style="text-align: center;">1.9</td> </tr> <tr> <td>Peer Visit &amp; Reflection</td> <td style="text-align: center;">1.4</td> </tr> <tr> <td>PLC Meetings</td> <td style="text-align: center;">2.1</td> </tr> <tr> <td>Instructional Rounds</td> <td style="text-align: center;">1.6</td> </tr> </tbody> </table> <p style="text-align: right; margin: 0;"><b>Total Overall Average: 1.9 (Developing)</b></p> <p>Key:                      4-Advanced                      3-Proficient                      2-Developing                      1-Emergent</p>	Elements	Average	Cycle Calendar and Implementation	1.6	High Quality Input Training	2.2	Safe Practice	2.5	Professional Reading	1.9	Peer Visit & Reflection	1.4	PLC Meetings	2.1	Instructional Rounds	1.6
Elements	Average																	
Cycle Calendar and Implementation	1.6																	
High Quality Input Training	2.2																	
Safe Practice	2.5																	
Professional Reading	1.9																	
Peer Visit & Reflection	1.4																	
PLC Meetings	2.1																	
Instructional Rounds	1.6																	
Instructional Leadership Team Rating	Proficient, Advanced Nearly Met	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%; padding: 2px;">Element</th> <th style="width: 30%; padding: 2px;">Average</th> </tr> </thead> <tbody> <tr> <td>ILT Team Focus</td> <td style="text-align: center;">2.5</td> </tr> <tr> <td>CCSS Ownership</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Composition</td> <td style="text-align: center;">3.25</td> </tr> <tr> <td>ILT Meeting Frequently</td> <td style="text-align: center;">3.25</td> </tr> <tr> <td>Shared Leadership</td> <td style="text-align: center;">2.75</td> </tr> <tr> <td>Data-Driven Discussions and Decision Making</td> <td style="text-align: center;">2.5</td> </tr> <tr> <td>Staff and Teachers Teams Communication</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>	Element	Average	ILT Team Focus	2.5	CCSS Ownership	3	Composition	3.25	ILT Meeting Frequently	3.25	Shared Leadership	2.75	Data-Driven Discussions and Decision Making	2.5	Staff and Teachers Teams Communication	3
Element	Average																	
ILT Team Focus	2.5																	
CCSS Ownership	3																	
Composition	3.25																	
ILT Meeting Frequently	3.25																	
Shared Leadership	2.75																	
Data-Driven Discussions and Decision Making	2.5																	
Staff and Teachers Teams Communication	3																	

		<b>Total Overall Average: 2.9 (Near Proficient)</b>  Key: 4-Advanced 3-Proficient 2-Developing 1-Emergent
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2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A. PLC Activities <ul style="list-style-type: none"> <li>• Substitute Coverage</li> <li>• Additional hourly</li> <li>• Professional Conference Attendance</li> <li>• Classroom Walkthrough</li> </ul>	<del>\$6,000.00</del> \$6,020.98		Substitute coverage was provided to give teachers release time to plan instruction and receive small group and one-to-one support from the TOA in core subjects of ELA, Math, NGSS, and ELD strategies.	Continue “Collective Teacher Efficacy,” the shared belief that we can make a difference, is a better predictor of student success than the socioeconomic status of students. Research has proven that students can demonstrate four or more years of growth in one academic year when teachers are able to collaborate and participate in meaningful PLC’s on a consistent basis. Based on this research and the needs shown in our SBAC, MAP, and U2R data, the School Site Council sees a need to continue and increase the time teachers spend collaborating and planning together.
4B. Printing Costs for PLC Activities		\$2,500	Cover costs for printing, usage reports from FUSD as metric for evaluation	Continue
4C. Copier – maintenance contract for copier		<del>\$950</del> \$0	For Duplo copier contract, usage reports from Complete Business systems as metric for evaluation.	Continue in SUPC

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			2018-19 Expected Outcomes	2018-19 Actual Outcomes
Metrics/Indicators				
Dropout rate			0	0
Suspension rate:	SW		1.6% - 1% = 0.6% Not Met	0.7%
	FY (homeless)		0% Met	0%
	Hispanic		1.5% - 1% = 0.5% Not Met	0.6%
	ELL		1.3% - 1% = 0.3% Not Met	0.9%
	AA (of all of this subgroup this percentage was suspended at least one time)		0% Not Met	4.8%
	Sped		3% - 1% = 2% Met	0%
Expulsion rate			0% Met	0%
Attendance Rate			96% Not Met	95.8%
Chronic Absenteeism Rate			9.4% - 1 = 8.4% Not Met	10.1%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
5A. Positive Behavior Intervention Support <ul style="list-style-type: none"> <li>• Student Incentives (behavior, attendance, academic)</li> <li>• Project Wisdom</li> <li>• Contract Services - Anti-Bullying Assembly</li> </ul>	\$4,000	<del>\$5,000</del> \$5,950	Suspension rate is 0.7% school wide, however, African American student's suspension rate is 4.8%.	Modify Many incentives were purchased last year and can still be used this year. We will only need to spend a portion of last years allocation to continue with our roll of PBIS. Additionally, focusing on "Anti-Bullying" will be a focus as

				well.

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 6: Strengthen Family and Community Engagement</b>		
<b>Metrics/Indicators</b>	<b>2018-19 Expected Outcomes</b>	<b>2018-19 Actual Outcomes</b>
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	≥8 parent/community events	15
Parent Engagement and Local Climate Survey	≥25% of households participated in Parent Survey	77%

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results Include the metric(s) for evaluating the Action/Service</b>	<b>SSC’s Decision based on the Results:</b>
	<b>Title 1</b>	<b>SUPC</b>		<b>Continue Modify (list the modifications) Discontinue</b>
6A – Contracted Services –Parent Workshops	\$2,781		Parent attendance of workshops as measured by number on the sign-in sheet (30 in all); parent survey results, over 85% of parents found the workshop series highly beneficial to how they interact with their children. Thirty parents in total	Modify The social emotions workshops will be inserted through the year via Espresso Yourself with the Principal (formerly known as Coffee with the Principal). The current need is in the area of mathematics which our workshops will focus on this.
6B – Child Care	\$2,800		Parent attendance of workshop as measured by number on sign-in sheets. Full capacity, 30 parents for ESL classes both fall and spring sessions.	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of <b>fifth/seventh/ninth</b> grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	≥40.9% AND Increase ≥3% from previous year	16.9%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A – Social Emotional Learning Program (such as Too Good for Violence or Second Step,)		\$5,000	Suspension rate less than 1% for all subgroups except for African Americans in the 2018-19 school year; 0.7% school wide.	Discontinue The suspension rate continues to decline with the implementation of great social emotional programs like Too Good for Violence, however, since we already have the curriculum, we can continue to implement it utilizing the personnel on our campus. Specifically, we will target our African America population and ensure are included in these small groups since the suspension rate increased to 4.8%. No further expenditures are necessary.

## 2018-2019 SPSA Evaluation Summary

**Summarize the evaluation process and the conclusions drawn.**

<p><b>Describe how the evaluation was conducted:</b></p>	
<p><b>Describe the conclusions drawn from the overall results:</b></p>	<p><b>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</b></p> <ul style="list-style-type: none"> <li>• On the NWEA MAP reading assessment 44.89% of students met their expected fall to fall goal. This is an increase of 5.59% points from the previous year. Additionally, 49% of students met with NWEA MAP math assessment expected fall to fall goal. This is an increase of 6.7% points from the previous year. Even though the students did not meet the expected overall outcome, they met the growth goal.</li> <li>• The English Learners closed the achievement gap from -94.6 to -86.3 on the SBAC Mathematics assessment.</li> <li>• Our overall suspension rate decreased from 1.6% to 0.7% virtually meeting the goal of 0.6%.</li> <li>• Our parents are extremely supportive and continue to offer their feedback to build a strong school and Almond. Seventy-seven percent of our parents completed the Parent Engagement and Local Climate Survey.</li> <li>• The data shows we are making minimal progress towards meeting our goals. There are no notable actions/services to associate with our 18/19 results.</li> </ul> <p><b>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</b></p> <ul style="list-style-type: none"> <li>• The distance from standard in both English Language Arts and Mathematics on the SBAC were not met. In 2018 students were -27.3 points away from meeting standards in ELA. In 2019 the achievement gap increased to -35 points. In mathematics students were -62 points away from meeting standards in 2018. In 2019 the achievement gap minimally decreased to -60 points. These results are staggering and call for a strategic plan that will help our students be successful in their future.</li> <li>• The NWEA MAP reading and mathematics fall to fall expected outcome was not met. Our goal was to hit 53%, nevertheless, 44.89% met their reading growth target in ELA and 49% met their math growth target in Math.</li> <li>• Our attendance rate fell short of our goal of 96% as we ended at 95.8%. Additionally, our chronic absenteeism rate increased to 10.1% from 9.4% in 2018-19.</li> <li>• Only 16.9% of our students met the Healthy Fitness Zone on the Physical Fitness Test falling short of our <math>\geq 40.9\%</math> goal.</li> <li>• Lack of clarity and focus for teachers professional development as indicated in the Cycles of Professional Learning Continuum results show that a strategic PD plan needs to be put in place.</li> <li>• Additional supplemental resources did not show to be an effective use of funding. The implementation of current board approved district</li> </ul>



materials needs to be appropriately implemented.

**In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?**

- Our English Learner Reclassification rate decreased from 12.6% to 7.2%.
  - The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English language learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification that year. Because of these factors, reclassification rates cannot be compared from year to year during this transition period. The drop-in reclassification rates were directly related to the changes in the assessments and reclassification criteria.
- English Learner in 2018 were -66.69 points away from meeting standard on the ELA SBAC and in 2019 increased the achievement gap to -69.1.
- Four-point eight percent of our African American students were suspended in 2018-19. The previous year was at 0%.
- Sixty-two percent of the homeless population (13 students total) did not meet the standards in the reading and 77% did not meet the standards in writing on the ELA SBAC claim. Of our homeless population, the students scored on average -132.8 points below standard in Mathematics and -89.9 points below standard in English Language Arts.
- Seventy-seven percent of students (31 total) with disabilities did not meet the writing standard on the ELA SBAC. Additionally, 61% did not meet the Research/Inquiry claim target as measured on the ELA SBAC.
- Lack of strategic planning for these subgroups resulted in these group of students falling further behind.

**What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?**

- Since all students (Grades 3 – 6) on average declined on SBAC Mathematics, this will be our targeted focus. A strategic plan will be developed that includes certificated, classified, district level personnel, parents, and college tutors to address this great need. In short, building the sites compacity through professional development, professional learning communities, and parent workshops will help move the needle at Almond Elementary.
- Reading continues to be a concern as literacy is the one of the gatekeepers to accessing all other content areas. For instance, 64% of students in kindergarten scored in the low and low average on the NWEA in reading. Additionally, 60% and 68% of 1<sup>st</sup> grade and 2<sup>nd</sup> grade student respectfully scored low and low average on the NWEA in reading. Targeted small group differentiated instruction will need to be a focus utilizing the United to Read program.
- Targeted interventions for our students with disabilities, foster, and homeless are needed given all three of these groups on average are -170 points from meeting standards on the SBAC Mathematics assessment and -126 points from meeting standards on the SBAC ELA assessment.

### 2017-2020 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)]

### 2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-35	-25
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-60	-45
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	44.89%	≥54%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	49%	≥54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	32%	≥39%

<b>Identified Need(s):</b>	<p>To improve the overall academic performance of all students in English Language Arts and Mathematics through the development and implementation of research proven practices. All students will learn at Almond through research proven instructional engaging strategies. This vision will be met by providing teachers consistent designated collaboration time every other week for two hours. Ensure teachers are differentiating instruction and providing small group instruction daily. Ensure collaborative classroom environments that encourage student autonomy and opportunities to make mistakes. Ensure teachers are effectively implementing all district/site purchased curriculum or web-based instructional supports. Ensure teachers are setting goals and conferencing with students on a frequent basis. Ensure teachers are preparing our students to be able to self-assess and utilize Depth of Knowledge (DOK) of strategies. Daily ask students:</p> <ol style="list-style-type: none"> <li>1. What you learning?</li> <li>2. Why are you learning it?</li> <li>3. How do you know you have learned it?</li> <li>4. What are you going to do next?</li> </ol> <p>Our needs include the following:</p> <p><b><u>LEA Goal 1: Increase Proficiency and Strategic Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Teachers need additional time to collaborate and plan highly effective lessons</li> </ul>
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- A robust Accelerated Reader implementation plan needs to be put in place
- Student need extended learning opportunities to achieve the academic content standards
- Student need small group differentiated learning experiences

<p><b>SWP Requirements:</b> [ESSA section 1114(b)(7)]</p> <p>The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>																
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>In order to meet all our students needs and effectively implement research-based strategies, teachers compacity will be built through regular PLC time on Wednesday pull out days and through Administration directed Wednesday Professional Development. On site coaching will be implemented through the Common Core Teacher on Assignment and English Language Teacher on Assignment. Technology training will be implemented to enhance instructional practices. The Instructional Leadership Team will play a vital role in building each grade level teams compacity through PLC time and whole group professional development. College tutors will be trained to appropriately work with a small group of students on the targeted skill they are working on.</p> <p>We will provide opportunities for all children, including each of the subgroups of students to meet the challenging state academic standards. Targeted differentiated small group instruction will meet the diverse needs of the students at Almond. Specifically, students will be placed in groups utilizing the Assessment to Instruction (A2I) data and strategic small group activities will meet each of their needs. Professional Learning Community time has been built into the teachers schedule for the entire school year on Wednesday pull out days and during administration directed time on minimum days in order to plan for the targeted instruction. The A2I is regularly taken by the students allowing them to move from group to group based on their individual needs.</p> <p>Targeted differentiated small group instruction will also be the focus during mathematics learning. Specifically, subitizing, number talks, Add+Vantage MR, and board approved MyMath core curriculum resources will be strategically implemented according the students' needs.</p>	<p>Release time for teachers for two hours on Wednesdays:</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Release Time</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>10/2, 10/16, 11/6, 12/4, 12/18, 1/22, 2/5, 2/19, 3/4, 3/18, 4/8, 4/22, 5/6</td> </tr> <tr> <td>1<sup>st</sup> Grade</td> <td>10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13</td> </tr> <tr> <td>2<sup>nd</sup> Grade</td> <td>10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13</td> </tr> <tr> <td>3<sup>rd</sup> Grade</td> <td>10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13</td> </tr> <tr> <td>4<sup>th</sup> Grade</td> <td>10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13</td> </tr> <tr> <td>5<sup>th</sup> Grade</td> <td>10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13</td> </tr> <tr> <td>6<sup>th</sup> Grade</td> <td>10/2, 10/16, 11/6, 12/4, 12/18, 1/22, 2/5, 2/19, 3/4, 3/18, 4/8, 4/22, 5/6</td> </tr> </tbody> </table>	Grade Level	Release Time	Kinder	10/2, 10/16, 11/6, 12/4, 12/18, 1/22, 2/5, 2/19, 3/4, 3/18, 4/8, 4/22, 5/6	1 <sup>st</sup> Grade	10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13	2 <sup>nd</sup> Grade	10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13	3 <sup>rd</sup> Grade	10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13	4 <sup>th</sup> Grade	10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13	5 <sup>th</sup> Grade	10/9, 10/30, 11/20, 12/11, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13	6 <sup>th</sup> Grade	10/2, 10/16, 11/6, 12/4, 12/18, 1/22, 2/5, 2/19, 3/4, 3/18, 4/8, 4/22, 5/6
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<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Professional development through PLC release time, Teacher on Assignment coaching, ILT support, district professional development during instruction and after school, and cycles of professional learning. Walk through data provided by administration and ILT members will drive next steps throughout the year.</p> <p>We will strengthen the academic program at Almond by focusing on teacher clarity and research-based mathematics practices. The teachers will learn to:</p> <ol style="list-style-type: none"> <li>1. Establish mathematics goals to focus learning</li> <li>2. Implement tasks that promote reasoning and problem solving</li> <li>3. Use and connect mathematical representations</li> <li>4. Facilitate meaningful mathematical discourse</li> <li>5. Pose purposeful questions</li> <li>6. Build procedural fluency from conceptual understanding</li> <li>7. Support productive struggle in learning mathematics</li> <li>8. Elicit and use evidence of student thinking</li> </ol> <p>When we implement the above 8 Mathematics Teaching Practices this will increase the quality of learning and help provide an enriched and accelerated curriculum. This will in help students engage with the 8 Math Student Practices.</p> <p>The United to Read implementation will be imbedded in grades K-2 with a goal of all students are reading at grade level by 3<sup>rd</sup> grade.</p> <p>Lastly, the planning, analyzing, and responding to Interim Assessment Blocks, NWEA, and CFA's will target our instruction and ensure all students are making progress towards the academic state standards.</p>	<p>Interim Assessment Block Training (Grades 3 – 6):</p> <ul style="list-style-type: none"> <li>• September 18</li> <li>• September 30</li> <li>• November 12</li> </ul> <p>NWEA</p> <ul style="list-style-type: none"> <li>• August 2019 (All Grades)</li> <li>• December 2019 (All Grades)</li> <li>• April 2020 (Grades K-2)</li> </ul> <p>Common Formative Assessments will be implemented throughout the academic year. Data will be analyzed within each PLC (2 with another elementary school) to plan for next steps.</p> <p>The Wednesday PLC dates indicated above will be utilized to complete this work.</p>												
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>These strategies will be targeted based on each unit and the release PLC time will be utilized to plan each strategy. Time will be given for teachers to see each other implement these strategies allowing them to give constructive feedback. Training will be conducted by the district office personnel during PLC time on Wednesday pull out and Administration directed Wednesdays.</p> <p>Address the needs of all children in our school, particularly the needs of those at risk (Foster, Disabilities, Homeless, and English Learners) will require strategic planning for them to meet the challenging State academic standards.</p> <p>In ELA, those strategies include guided reading, small group differentiated small group instruction, reading and recognizing sight words, making predictions,</p>	<p>Professional development has been scheduled through the district office to address our ELA and Mathematics achievement needs. The follow dates teachers will be trained:</p> <table border="1" data-bbox="1911 1321 2561 1505"> <thead> <tr> <th>United to Read/ELA</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>9/12 – 2<sup>nd</sup> Grade</td> <td>10/7 – 1<sup>st</sup> Grade</td> </tr> <tr> <td>9/16 – 6<sup>th</sup> Grade</td> <td>10/14 – Kinder</td> </tr> <tr> <td>11/12 – 2<sup>nd</sup> Grade</td> <td>3/20 – 6<sup>th</sup> Grade</td> </tr> <tr> <td>12/6 – Kinder</td> <td></td> </tr> <tr> <td>12/2 – 1<sup>st</sup> Grade</td> <td></td> </tr> </tbody> </table>	United to Read/ELA	Mathematics	9/12 – 2 <sup>nd</sup> Grade	10/7 – 1 <sup>st</sup> Grade	9/16 – 6 <sup>th</sup> Grade	10/14 – Kinder	11/12 – 2 <sup>nd</sup> Grade	3/20 – 6 <sup>th</sup> Grade	12/6 – Kinder		12/2 – 1 <sup>st</sup> Grade	
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<p>activating prior knowledge, identifying story elements, retelling, sequencing, phonemic awareness, and recognizing concept print.</p> <p>In Mathematics, those strategies include 100 Bead string, problem strings, The 5 Practices of Math Discourse, CRA (concrete, representation, abstract), manipulatives, fraction tiles, flip chips, number talks, and subitizing.</p>	<p>2/3 – 6<sup>th</sup> Grade 5/7 – 3<sup>rd</sup> Grade</p>	
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<b>2019-20 Evidence-based Actions/Services</b> <b>Must address the Identified Needs</b>	<b>Metric(s) for evaluating Action/Service</b> <b>Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</b>	<b>Pupils to be served</b>	<b>Person(s) Responsible</b>	<b>2019-20 Estimated Cost</b>
	<b>Title 1</b>			
1A. Cultivate a culture of literacy <ul style="list-style-type: none"> <li>Software License – AR</li> </ul>	Accelerated Reader Reports/Results NWEA Reading Library Circulation Data	All K-6 Students	AR Coordinator Principal	\$6,015
1B. Professional Learning Community Time <ul style="list-style-type: none"> <li>Substitute Teachers</li> </ul>	Cycles of Learning Rubric Self Evaluation Substitute Self Evaluation Learning Targets and Success Criteria Created Documents Classroom Walkthrough Data	All Students	Teachers	\$10,000
1C. Differentiated Instruction in a Collaborative Blended Learning Environment: <ul style="list-style-type: none"> <li>Read 180 Headsets</li> </ul>	Read 180 Scholastic Inventory Percentage of students exiting out	Grades 4 – 5	IST	\$208
1D. Small Group Differentiated Instruction: <ul style="list-style-type: none"> <li>College Tutors – Hourly Pay</li> </ul>	Pre/Post Reading Assessment Pre/Post Math Assessment	Students identified as Low Achievement in ELA/Math	Principal	\$5,500
1E. Foster a growth mindset in each child <ul style="list-style-type: none"> <li>Instructional materials</li> </ul>	Mindset Pre/Post Survey CFA's	All Students	Principal	\$2,602
<b>Total Estimated Cost for This Goal:</b>				<b>\$24,325</b>

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	7.2%	≥12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-69.1	-59.1
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-86.3	-80.3

<b>Identified Need(s):</b>	<p><b>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</b></p> <p><b>Consider what English Learners need to improve their language proficiency and academics.</b></p> <p>Our English Learners need language development as they engage in learning each day. Strategies that will need to be incorporated in our daily classroom instruction are partnering, think-pair-share, sentence frames, and academic discussions. Our scholars need designated English Language Development (ELD) supports and small-group instruction. Teacher preparedness is vital; therefore, they need additional ELD differentiated instruction training. The parent/guardian need to be made aware of their child's language acquisition levels and have goals setting to focus on results of our students' levels. Extended learning opportunities will benefit our English Learners targeting our level one's and two's to engage in fundamental language skills.</p> <p><b><u>LEA Goal 2: Promote Multilingualism and Multiculturalism</u></b></p> <ul style="list-style-type: none"> <li>Teachers have plenty of materials to address our English Language learners. Our need is to put these resources in place during designated ELD time build within the school day schedule.</li> <li>Our EL learners needs additional one-on-time to practice foundational language skills</li> <li>Extended learning opportunities are needed to address the academic gap.</li> </ul>
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2019-20 Evidence-based Actions/Services <b>Must address the Identified Needs</b>	Metric(s) for evaluating Action/Service <b>Include metrics for monitoring</b>	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
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	progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)			Title 1
2A. Extended Learning Opportunities <ul style="list-style-type: none"> <li>Classified additional hourly</li> </ul>	Pre/Post Formative Assessments	Identified EL Students	Site Monitor	\$500
2B. Targeted and Differentiated Small Group Instruction <ul style="list-style-type: none"> <li>College Tutors</li> </ul>	Pre/Post Formative Assessments	Identified EL Students	Site Monitor	\$1,500
<b>Total Estimated Cost for This Goal:</b>				\$2,000

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes

<b>Identified Need(s):</b>	<b>Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator. (Elementary) – Consider what students need to be prepared to meet the requirements for college and career preparation that are not covered in Goals 1 and 2 (SBAC)</b>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost	
				Title 1	
<b>Total Estimated Cost for This Goal:</b>					



**LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table**

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes																				
Certificated Professional Development Rating	<table border="1"> <thead> <tr> <th data-bbox="1346 415 1669 451">Elements</th> <th data-bbox="1669 415 1983 451">Average</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 451 1669 513">Cycle Calendar and Implementation</td> <td data-bbox="1669 451 1983 513">1.6</td> </tr> <tr> <td data-bbox="1346 513 1669 574">High Quality Input Training</td> <td data-bbox="1669 513 1983 574">2.2</td> </tr> <tr> <td data-bbox="1346 574 1669 610">Safe Practice</td> <td data-bbox="1669 574 1983 610">2.5</td> </tr> <tr> <td data-bbox="1346 610 1669 646">Professional Reading</td> <td data-bbox="1669 610 1983 646">1.9</td> </tr> <tr> <td data-bbox="1346 646 1669 682">Peer Visit &amp; Reflection</td> <td data-bbox="1669 646 1983 682">1.4</td> </tr> <tr> <td data-bbox="1346 682 1669 717">PLC Meetings</td> <td data-bbox="1669 682 1983 717">2.1</td> </tr> <tr> <td data-bbox="1346 717 1669 753">Instructional Rounds</td> <td data-bbox="1669 717 1983 753">1.6</td> </tr> <tr> <td colspan="2" data-bbox="1346 782 1983 818" style="text-align: center;"><b>Total Overall Average: 1.9 (Developing)</b></td> </tr> <tr> <td colspan="2" data-bbox="1346 847 1983 997">                     Key:                      4-Advanced                      3-Proficient                      2-Developing                      1-Emergent                 </td> </tr> </tbody> </table>	Elements	Average	Cycle Calendar and Implementation	1.6	High Quality Input Training	2.2	Safe Practice	2.5	Professional Reading	1.9	Peer Visit & Reflection	1.4	PLC Meetings	2.1	Instructional Rounds	1.6	<b>Total Overall Average: 1.9 (Developing)</b>		Key: 4-Advanced 3-Proficient 2-Developing 1-Emergent		Proficient, Advanced
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	<p>Key:          4-Advanced          3-Proficient          2-Developing          1-Emergent</p>	
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<p><b>Identified Need(s):</b></p>	<p><b>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</b></p> <p>According to the Cycles of Professional Learning Continuum results we have not scored proficient in any of the categories (see results above). Therefore, a professional development plan of action needs to be developed that takes into consideration what professional learning has taken place in the past years and the current student needs. “Collective Efficacy,” the shared belief that we can make a difference, is a better predictor of student success than the socioeconomic status of students (Goddard, 2004). This can be enabled when teachers critically reflect on their own teaching using classroom-based evidence, and it can be maximized when teachers are in a safe and caring environment among colleagues and talking about their teaching (Hattie, 2009).</p> <p>Therefore, our professional development plan incorporates time for teaches to collaborate for two hours every two weeks on Wednesdays. These strategic times are utilized to paying deliberate attention to learning intentions and success criteria, setting challenging tasks, providing multiple opportunities for deliberative practice, understanding the critical role of teaching appropriate learning strategies, planning and talking about teaching, and ensuring the teacher constantly seeks feedback information as to the success of his or her teaching on the students (Hattie, 2009)</p> <p>One of best indicators to determines a teacher’s belief system about student learning is to visit their classroom on a consistent basis. To properly allocate funds towards teaching goals it is imperative that administration provide formative/summative feedback to each individual teacher, grade level and the entire school site. In addition, all teachers must have access to what teaching goals or effective engagement strategies need to be demonstrated in the classroom.</p> <p><b><u>LEA Goal 4: Cultivate Effective Teachers and Leaders</u></b></p> <ul style="list-style-type: none"> <li>• Teachers need consistent, thorough, and on-going professional development in the areas of differentiating instruction</li> <li>• Teachers need additional professional development on best practices in mathematics instruction</li> <li>• Teachers need designated time for consistent PLC meetings in order to lesson plan and analyze student data. (Refer to goal 1)</li> </ul>
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<p><b>2019-20 Evidence-based Actions/Services</b>  <b>Must address the Identified Needs</b></p>	<p><b>Metric(s) for evaluating Action/Service</b></p>	<p><b>Pupils to be served</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>2019-20 Estimated Cost</b></p>
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	Include metrics for monitoring progress (such as walk-throughs, PLC agendas)			Title 1
4A. Provide Professional Development for Differentiated Instruction <ul style="list-style-type: none"> <li>• Substitutes</li> <li>• Materials</li> </ul>	Walk Through Data (Forms) Cycles of Learning Rubric Self Evaluation Classroom Walkthrough Data MAP Scores	All Students	Principal	\$8,590
<b>Total Estimated Cost for This Goal:</b>				\$8,590

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	0.7%	0%
	FY (homeless)	0%	0%
	Hisp	0.6%	0%
	ELL	0.9%	0%
	AA	4.8%	≤ 3.8%
	Sped	0%	0%
Expulsion rate		0%	0%
Attendance Rate		95.8%	≥ 96.0%
Chronic Absenteeism		10.1%	≤ 9.1%

<b>Identified Need(s):</b>	<p><b>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</b></p> <p>According to our data, we need to reduce our African American suspension rate. Additionally, a robust attendance system is needed ensuring we are working with parents to bring our chronic absenteeism rate down.</p> <p><b>LEA Goal 5: Engage Students &amp; Decrease Dropout Rates</b></p> <ul style="list-style-type: none"> <li>The students' need intrinsic motivation in order to strive for excellent attendance. (See SUPC Addendum)</li> <li>Our school needs a robust Anti-Bully program ensuring all students are safe and respectful to one another (See SUPC Addendum)</li> <li>School will continue to promote the value of positive behavior, school wide expectations, and having a growth mindset (See SUPC Addendum)</li> </ul>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
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	Include metrics for monitoring progress (such as monthly attendance/behavior reports)			<b>Title 1</b> Attendance supports and incentives are not allowable out of Title I.
<b>Total Estimated Cost for This Goal:</b>				

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	11	≥ 8 Parent/Community Events
Parent Engagement and Local Climate Survey	77%	≥ 25%

<b>Identified Need(s):</b>	<p style="color: green;"><b>For SUPC, consider what is needed to meet the Goal EAMO listed above.</b></p> <p style="color: green;"><b>For Title I, consider what is needed to implement the site’s Title I parent and family engagement policy. Title I, Part A, of the ESEA, reauthorized as the Every Student Succeeds Act (ESSA), ensures that districts and schools provide parents and families of Title I students with the information they need to make well-informed choices for their children including more effectively sharing responsibility for their child’s success, and helping their children’s schools develop effective and successful programs.</b></p> <p>To increase parental involvement as well as provide resources and training to the parent community in utilizing research-based strategies to improve mathematics academics achievement. The goal is to add additional mathematics workshops in conjunction with the district provided Math and STEAM night during 1<sup>st</sup> and 2<sup>nd</sup> semester.</p> <p><b><u>LEA Goal 6: Strengthen Family and Community Engagement</u></b></p> <ul style="list-style-type: none"> <li>Building parents capacity to engage with their children in mathematics at home is essential</li> <li>Childcare continues to be a need during English classes and parent workshops</li> </ul>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
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	progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)			<b>Title 1</b> <i>May not be used for food</i>
6A. Mathematics Parent Workshops & Materials	Parent Evaluation Sign in Sheet Numbers	All Parents	Principal PTO SSC	\$2,000
6B. Child Care	Parent Evaluation Sign in Sheet Numbers	All Parents	Principal PTO SSC	\$1,500
<b>Total Estimated Cost for This Goal:</b>				\$3,500

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
College Tutors	All	\$7,000	Principal
Saturday School Math Camp	All	\$10,000	Teachers
TV – Library	All	\$2,000	Principal
Site License for Math online programs – intervention, enrichment, GATE	All	\$4,500	Principal
Professional Literature for Teachers and Staff	All	\$1,000	Principal, ILT
SDE National Conference	K	\$2,000	Principal
NCTM Conference	K-6	\$15,000	Principal, ILT

**Programs Included in this Plan** *Sites are not to edit this page.*

Federal Programs		Allocation
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation including carryover</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.	\$38,415.00
<input checked="" type="checkbox"/>	<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).	\$1,597.00
<b>Total amount of federal funds allocated to this school</b>		\$38,415.00



The following site-level supports are included in the district's 2017- 20 LCAP/LEAP:

LCAP/LEAP Goal	Description of Supports
Goal 1	<ul style="list-style-type: none"> <li>• Supply closet to provide instructional supplies and materials for students</li> <li>• One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state's Common Core Standards.</li> <li>• Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones</li> <li>• School-wide access to Lexia computer adaptive software and instructional activities</li> <li>• Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives</li> <li>• School-wide access to Moby Max computer adaptive software and instructional activities</li> <li>• Instructional materials for GATE activities</li> <li>• GATE enrichment, PD and extended learning opportunities</li> <li>• Title I Alternative Supports to provide extended learning opportunities</li> <li>• Purchase/repair of musical instruments</li> <li>• VAPA sponsored field trip to performance</li> </ul>
Goal 2	<ul style="list-style-type: none"> <li>• CELDT and ELPAC administration and calibration</li> <li>• EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified</li> <li>• ELD curriculum, core and supplemental</li> <li>• Bilingual Aides</li> <li>• Translators</li> <li>• English Learner Teachers on Assignment for instructional support</li> </ul>
Goal 3	<ul style="list-style-type: none"> <li>• Naviance, a college planning tracking system</li> <li>• Credit recovery programs, online and on site</li> <li>• Extra hourly for counselors to support students academically</li> <li>• PSAT, ACT with Writing, and SAT for high school students</li> <li>• Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways</li> <li>• Extra hourly and professional development for the design, implementation, and continued support of the High School Academies</li> <li>• Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science &amp; Technology Fair</li> <li>• Site Coordinators for Advanced Placement and International Baccalaureate programs</li> <li>• Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff</li> <li>• Supplemental funding for Advanced Placement and International Baccalaureate exams</li> </ul>

Goal 4	<ul style="list-style-type: none"> <li>• Professional development for teachers on adopted curriculum</li> <li>• Professional Learning Community (PLC) support for sites</li> <li>• Professional development for principals and assistant principals</li> <li>• Additional assistant principal support at select elementary sites</li> <li>• Extended work year for elementary and middle school principals</li> <li>• Induction and PAR support for school sites/teachers</li> </ul>
Goal 5	<ul style="list-style-type: none"> <li>• PBIS and Restorative Practice professional development for Cohorts</li> <li>• PBIS extra hourly for site coaching support</li> <li>• Extra hourly for PBIS implementation</li> <li>• PBIS and Restorative practice materials</li> </ul>
Goal 6	<ul style="list-style-type: none"> <li>• Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement</li> <li>• Parent Workshops to increase parent engagement</li> <li>• Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons</li> <li>• Family Math and Literacy Nights</li> </ul>
Goal 7	<ul style="list-style-type: none"> <li>• District Safety Officers at elementary and middle school sites</li> </ul>

## School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Tim McCaffrey	Principal	Not-Applicable	Not-Applicable	1
Amy Quach	Teacher	2 years	2021	1
Anthony Delgado	Teacher	2 years	2021	1
Catherine Hurwitz	Teacher	2 years	2021	1
Claudia Munroy	Other Staff	2 years	2020	1
<b>Sub Total: 5</b>				
Jennifer Nardella	Parent/Community Member	2 years	2021	1
Anthony Roe	Parent/Community Member	2 years	2021	1
Susan Castaneda	Parent/Community Member	2 years	2021	1
Vacant	Parent/Community Member			
Vacant	Parent/Community Member			
<b>Sub Total: 3</b>				
				<b>Total: 8</b>

## RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Required:**

English Learner Advisory Committee \_\_\_\_\_  
Signature

**Recommended:**

Special Education Advisory Committee \_\_\_\_\_  
Signature

**Optional:**

Other committees established by the school or district (specify) \_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/21/2019.

Attested:

Almond Elementary  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

11/16/19  
Date

Catherine Hurwitz  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

11/16/19  
Date