

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Beech Avenue Elementary 36 67710 6110670		SSC Approval Date: <u>10/17/2019</u>	
School Address	9206 Beech Ave. Fontana, CA. 92335-4309		Local Governing Board Approval Date: _____	
Name of Principal	Michele Mower	Phone # and Email	(909) 357-5060 Michele.Mower@fusd.net	
Name of SSC Chairperson	Carmen Angulo	Phone # and Email	(909)-278-0533 corajesdoll13@gmail.com	
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

VISION AND MISSION

Beech Avenue Elementary is on a quest for excellence; excellence not only as defined by test scores, but also as defined by reasoning, resilience, and responsibility. The Beech Avenue school community is committed to fulfilling our vision of becoming a school where everything is organized around learning and a school that is recognized for its excellence in all areas. Our mission is to provide the right instruction, for the right student, at the right time so as to ensure high levels of learning for each child so that all students are proficient in reading, writing, and math.

SCHOOL AND COMMUNITY PROFILE

Beech Avenue Elementary opened its doors to students and their families for the first time in November 2007. The school currently serves over 800 students from pre-school to sixth grade. The ethnic make-up of the student population is as follows: 95.0% Hispanic, 3.0% White, 1.0% African American, and 1.0% other ethnic groups. Nearly 70% of students are learning English as a second language.

The campus consists of 32 classrooms, a multipurpose room, and a library. In addition to 32 classes of general education students in grades PK-6, the school also serves one 3rd-5th grade Special Day Class, and one multi-aged Special Day Class for students with autism. Students with less severe learning needs are serviced by a full time Resource Specialist Program (RSP) teacher and a full time Speech and Language Pathologist (SLP). Beech Avenue Elementary has a School Psychologist on site three days per week to conduct meetings to coordinate services for those students failing to meet grade level standards and conduct individual educational testing. In addition, the school has a half-time counselor to help address the social-emotional needs of the students.

The multipurpose room is the location of the City of Fontana After School Recreation Program offered as part of the After-School Education and Safety Grant. This program offers students opportunities to learn through fun activities. Some program highlights include homework help, physical fitness, outdoor play, and theme-based activities. Students are also taught about proper nutrition with the help of Healthy Fontana and the after school nutritional snacks.

Each day, the Beech Avenue staff is committed to providing students with a high-quality education. All students at Beech Avenue Elementary participate in a rigorous curriculum as prescribed in the core curriculum for the Fontana Unified School District. The Common Core State Standards (CCSS) form the foundation for teaching and learning. The staff works collaboratively to deliver the curriculum using a variety of effective instructional strategies.

Although Beech Avenue Elementary did not meet all targets with regard to the Smarter Balanced Assessments (SBA) with regard to some student subgroups, there is much evidence of student learning and improvement. Significant gains were noted in both ELA and math, with the most significant improvements being in math. Student needs are paired with the necessary resources offered by the school based on real-time data measures. Student attendance continued to be among the best in the district. Beech continued to close the achievement gap in multiple areas on MAP/MPG. SBA results met or exceeded district averages in all grades, all subgroups, and all content areas with the exception of 3rd grade ELA EL subgroup (2% lower overall).

Funding received from Title I provides students additional safety nets to increase their success within the core curriculum and provides support for families to assist their

	<p>children in learning. The administrator collaborates with the school community on an annual update of the Single Plan for Student Achievement, and the staff maintains a commitment to provide a learning environment that addresses all learning modalities and that meets the needs of each student. We are committed to fulfilling our mission of learning by providing the right instruction, for the right student, at the right time.</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> * Provide PLC coaching in the area of math. It is our conjecture that we need to change the way students think about math. All will be given additional opportunities to develop and refine their skills through individual coaching. Kindergarten and first grade will continue with the multiplier approach. * Continue to refine implementation of Thinking Maps within the context of the Wonders/Study Sync and My Math/Big Ideas Curricula. * Continue Lesson Study within PLC groups using Standards Based Lesson Planning and Looking at Student Work Protocols. * Implement Robotics Clubs for K-3 and 4-6 students. Expand the availability of STEAM lessons by implementing a STEAM Wheel/Academy at a dedicated and designated time each week. This will include lessons in all areas of STEAM. * Continue our emphasis on reading motivation (weekly/quarterly/yearly) by implementing reading recognition programs. * Continue our commitment to family engagement by hosting events such as community resource fairs, family lunches, and parent workshops. * Refine our practice in early literacy development through our participation in the United to Read project. * Continue Watch DOG program to build the role of the father in education.
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> * Increase emphasis in mathematics pedagogy. * Provide parent education through well-attended forums such as Coffee with the Principal * Implement Grade Level Passion Professional Development Projects- PLCs explore a topic of their interests and in connection to student needs to better define and develop our core instructional program.

	<ul style="list-style-type: none"> * Increase monitoring of student progress through the implementation of common assessments and data analysis. * Increase monitoring of reading comprehension through the use of tools such as accelerated reader and reading incentive programs. * Increase capacity of students to differentiate instruction through use of common formative assessments and student progress monitoring. * Increase teacher efficacy through specialization of services to provide quality first instruction for each student in all curricular areas. * Enhance Learning Center model for Response to Instruction and Intervention (RtI2) (IST, bilingual aides, parent volunteers support student achievement). * Increase access to the general education setting for our students with disabilities by exploring more inclusive practices. * Increase support in the use of a Blended Learning Model particularly in grades K-2 with an emphasis on literacy instruction through our participation in the United to Read project. * Expand our Arts program to include a musical production.
<p>MOONSHOT</p>	<p>Beech Avenue Elementary Community Resource Center</p> <p>It is our dream to design an educational institution that provides for the needs of the entire community. We can no longer enroll children, we must enroll families.</p> <ul style="list-style-type: none"> • Increase access to education and programs for families • Partner with the County of San Bernardino to increase library services • Provide homework help • Provide summer activities • Engage in community beautification projects • Provide food services outside the scope of the school year • Provide facilities for laundry, etc. • Partner with local businesses to provide educational opportunities for students and families • Provide early education services to families

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: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	GOAL: -19 DFS + 10: -9 DFS	2019 Site DFS: -16 DFS GOAL NOT MET
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	GOAL: -22 DFS + 15: -7 DFS	2019 Site DFS: -18 DFS GOAL NOT MET
NWEA MAP Reading: % of students who meet expected fall to fall growth	GOAL: 52%	ACTUAL: 57.24% GOAL MET
NWEA Math: % of students who meet expected fall to fall growth	GOAL: 52%	ACTUAL: 56.73% GOAL MET
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	GOAL: 43%	ACTUAL: 39% GOAL NOT MET

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		
1A Instructional Technology (hardware)	32,500	10,000	<p>Student usage and performance indicators as reported by Lexia, Moby Max, Accelerated Reader, NWEA</p> <p>All (100%) teachers/staff/students had access to functioning technology in the classroom and mobile computer labs.</p> <p>Usage reports: Lexia, STAR, AR, Compass Learning. Lexia usage increased in grades K-5. 6th grade minutes are not feasible to meet within the context of the school day. We must find other ways to make this possible.) We used all STAR Reading licenses and ALL AR licenses. 99% of enrolled students took and passed at least one AR quiz per quarter. Overall words read exceeded 2017-18 totals by more than 40 million words.</p>	Modify. Build one more cart. We are still three school years away from the 1:1 Rollout implementation.

			<p>Students in the at-risk categories as measured by AR quiz performance decreased by 18%. Students, teachers, and parents reported increased motivation of students to read.</p> <p>First grade students finished the year with 76% scoring at or above the 50th percentile as measured by STAR Reading. This indicates that our core instructional program is getting better.</p> <p>All (100%) all classrooms utilized Accelerated Reader to motivate and provide opportunities to students to engage in wide reading; Beech Avenue Elementary achieved an overall participation rate of 99%. STAR reading assessment data indicates that all students are making growth toward their reading goals.</p> <p>All (100%) classrooms had access to Moby Max; however, a very limited number of students accessed the resource. Limitations of usage include accessibility to technology and professional development.</p> <p>All (100%) of students utilized MAP assessment from NWEA to inform instructional program and to measure academic progress over the course of the school year.</p>	
1B Instructional Technology (software)	11,500		<p>Student usage and performance indicators as reported by Renaissance Learning and ESGI</p> <p>All (100%) all classrooms utilized Accelerated Reader to motivate and provide opportunities to students to engage in wide reading; Beech Avenue Elementary achieved and overall participation rate of 99%.</p> <p>All ESGI licenses were utilized. Parents love the reports and the resources to support students at home. Teachers love the</p>	<p>Continue.</p> <p>SSC finds Renaissance Learning (STAR and AR) to be extremely beneficial to student performance and motivation. ESGI is a reasonably priced tool that gives teachers and families clear and actionable data.</p>
1C Supplemental Instructional Materials	7,500	2,597	<p>MAP Reading and Mathematics</p> <p>MAP Reading: 57.24% met projected growth (goal met)</p> <p>MAP Math: 56.73% met projected growth (goal met)</p> <p>CAASPP</p> <p>CAASPP ELA % of students who met or exceeded standard: Grade 3: 50% (+15%)</p>	<p>Continue</p> <p>SSC acknowledges that we still need to provide access to materials outside those provided by core curriculum. We also want to ensure that we are providing teachers with right tools to support more small group instruction throughout the day.</p>

			<p>Grade 4: 53% (+6%) Grade 5: 41% (-8%) Grade 6: 45% (+2%)</p> <p>CAASPP Math % of students who met or exceeded standard: Grade 3: 63% (-2%) Grade 4: 45% (+6%) Grade 5: 41% (+8%) Grade 6: 32% (+6%)</p> <p>All (100%) teachers and students had access to supplemental materials to support core instruction.</p>	
1D Supplemental Printing	7,500	6,000	<p style="text-align: center;">MAP Reading and Mathematics</p> <p>MAP Reading: 57.24% met projected growth (goal met) MAP Math: 56.73% met projected growth (goal met)</p> <p style="text-align: center;">CAASPP</p> <p>CAASPP ELA % of students who met or exceeded standard: Grade 3: 50% (+15%) Grade 4: 53% (+6%) Grade 5: 41% (-8%) Grade 6: 45% (+2%)</p> <p>CAASPP Math % of students who met or exceeded standard: Grade 3: 63% (-2%) Grade 4: 45% (+6%) Grade 5: 41% (+8%) Grade 6: 32% (+6%)</p> <p>All (100%) teachers accessed supplemental printing services to fully utilize core and supplemental ELA/Math instructional materials.</p>	<p style="text-align: center;">Continue</p> <p>SSC acknowledges that we still need to provide access to materials outside those provided by core curriculum. Although we have discussed limiting homework, the community really values it. For the most part teachers also agree that students benefit from regular practice opportunities.</p>

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	GOAL: 14.8% or higher	<p style="color: red;">ACTUAL: 11.9% GOAL NOT MET</p> <p>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 was directly related to the changes in the assessments and reclassification criteria.</p>
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	GOAL: -65.2 DFS + 10: -55.2 DFS	2019 Site DFS: -59.2 GOAL NOT MET
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	GOAL: -54.9 DFS + 6: -48.9 DFS	2019 Site DFS: -51.4 GOAL NOT MET

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 English Learner Extended Learning	1,000	4,000	EL subgroup has actually moved closer to standard as measured by the SBA in ELA. However, the growth rate is slower than expected. Progress has been made in math with the PD focus in this area. However, not enough to meet our goal.	Modify Now that we are more proficient in our understanding of the ELPAC, we need to be more purposeful in identifying students who are not progressing as desired. This will allow us to better identify academic needs as well.
2B English Learner Monitoring		1,500	Reclassification rate declined. Our RFEP students continue to have the best performance academically. DFS grew in ELA at a slightly lower rate than the EL Only (5.1 compared to 6). RFEPS increased significantly in math growing 18.5 points more above standard (+30.1 overall)	Modify SSC determined that we need to put some additional hourly for bilingual aides to provide guidance to students for ELPAC testing.

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
Cycle of Professional Learning Continuum Rating Cycle Calendar & Implementation: Proficient High Quality Input Training: Proficient Safe Practice: Proficient Professional Reading: Proficient Peer Visit & Reflection: Developing PLC Meetings: Proficient Instructional Rounds: Developing	GOAL: Proficient/Advanced	ACTUAL: Proficient GOAL MET
Conditions of Instructional Leadership Team Success Rating ILT Team Focus: Proficient CCSS Ownership: Developing Composition: Proficient ILT Meeting Frequency: Proficient Shared Leadership: Proficient Data-Driven Discussions and Decision-Making: Proficient Staff & Teacher Teams Communication: Proficient	GOAL: Proficient/Advanced	ACTUAL: Proficient GOAL MET
Teacher Team Continuum Rating Norms & Trust: Proficient Agenda & Use of Time: Proficient Action Items: Developing Process for Monitoring Action Items: Developing Conditions for Team Teacher Success: Proficient Meeting Frequency: Proficient Teacher Team Focus: Proficient Data Driven Instruction: Proficient	GOAL: Proficient/Advanced	ACTUAL: Proficient GOAL MET

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 Math Professional Development	21,000		Math scores have increased by nearly 16% over the past two years. Teachers are more comfortable with the strategic thinking required to be successful with CCSS in math.	Modify. Move to a PLC model to expand the training to all 3-6 th grade teachers of math. Move some of these funds to provide additional hourly to teachers to pursue grade level specific professional development.
4B Professional Learning Communities	7,500		Teacher teams work beyond expected time for collaboration purposes. Teachers want the ability to customize their PD. Special education team would like to build more inclusive practices.	Modify. Add funding to include additional hourly to teachers to pursue grade level specific PD
4C Travel and Conference	Unfunded SSC Priority	Unfunded SSC Priority	We did not fund any conferences.	Continue to make this an unfunded priority. As grade level teams pursue passion projects in learning, we may seek conferences that allow them to deepen their knowledge more.
4D Instructional Leadership Team	1,500		ILT continues to share in the leadership to determine PD focus areas. Team leaders communicate effectively with their teams.	Continue Shared leadership continues to be a priority for our school.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		GOAL: 0%	ACTUAL: 0% GOAL MET
Suspension rate:	SW	GOAL: 0.4%	ACTUAL: 0.7% GOAL NOT MET
	FY (homeless)	GOAL: 0%	ACTUAL: 0% GOAL MET
	Hisp	GOAL: 0.4%	ACTUAL: 0.8% GOAL NOT MET
	ELL	GOAL: 0.3%	ACTUAL: 0.5% GOAL NOT MET
	AA	GOAL: 0%	ACTUAL: 0% GOAL MET
	Sped	GOAL: 0%	ACTUAL: 0.9% GOAL NOT MET
Expulsion rate		GOAL: 0%	ACTUAL: 0% GOAL MET
Attendance Rate		GOAL: 98%	ACTUAL: 98.11% GOAL MET
Chronic Absenteeism Rate		GOAL: 2.47%	ACTUAL: 3.5% GOAL NOT MET

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		
5A Student Awards/Incentives	350	1,100	Attendance improved by 0.18% Reclaimed the number one ranking Attendance well above elementary school and district averages Suspension rates increased slightly. This is unavoidable as	Continue Positive student attendance continues to be a priority for our school. SSC also discussed potential incentives for positive behavior. It is

			suspension is really utilized in only the most serious of offenses.	our belief that investing in this area increases achievement as it increases access to learning.
5B Science/Technology/Engineering/Arts/Math	547	17,500	<p>Students LOVE these programs. We always have a waiting list.</p> <p>Parents also LOVE these programs as evidenced by their requests to provide additional opportunities for participation.</p> <p>Math scores continued to grow as measured by SBA overall</p>	<p>Modify</p> <p>SSC determined that they would like to see more activities in the arts for students. We will do a musical theater production in the second semester.</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	GOAL: 8 events	ACTUAL: 16 events 2 ESL classes per week 3 VAPA events 1 Community Resource Fair 1 College Career Day 1 Nurturing Parenting Class (16 weeks) 3 Movie Nights 2 Family Lunch events 2 Festivals 1 Family Dance 1 Pictures with Santa GOAL MET
Parent Engagement and Local Climate Survey	GOAL: 25% participation	ACTUAL: 37% GOAL MET

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		
6A Family Advocacy (SSC/ELAC/PTSA/Coffee with the Principal)	500		Qualitative surveys completed by parents Agendas Sign-Ins Monthly SSC, ELAC, Coffee with the Principal were scheduled. Parent conferences and SITs were held throughout the year to discuss student progress. Translation services were provided as needed. Parent surveys indicated that they would like to continue learning strategies to help their students at home and to access	Continue. The SSC recommended that the school continue to provide opportunities for parents to participate in school activities as parent involvement continues to be a priority for our school.

			community resources. 95% of all parents participated in Parent-Teacher conferences	
6B Parent Education	2,000		<p>Qualitative surveys completed by parents Agendas Sign-Ins</p> <p>Parenting classes were offered throughout the year on topics such as bullying response and prevention, social media usage, understanding test scores, and general parenting. Weekly ESL classes were conducted. Families were also afforded the opportunity to attend family nights in math, science, and reading.</p>	<p>Modify</p> <p>Our school was given the opportunity to participate in Parenting Partners. Ms. Mower is doing some parent education on building moral intelligence at each Coffee with the Principal. Parent Education remains a priority, and more will be lead by influencers within our school community. SSC would like to include our Watch Dog program as an action/service.</p>
6C Parent Communication	1,500		<p>Participation in events. We have great turnout at our events that do not involve</p>	<p>Continue</p> <p>We need to ensure good communication of school events. We want parents to have as much notice of events as possible.</p>

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The 2018-2019 SPSA Annual Evaluation of Effectiveness was conducted during the 9/19/2019 SSC Meeting. Each goal and their respective actions/services were evaluated based on the data rendered from local metrics. The SSC members determined whether actions/services would be continued, modified, or discontinued based on level of impact, implementation of district initiatives, and changes to funding allocations. Input was solicited from our ELAC members to address Goal 2.</p>
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>Goal 1: Although the expected outcomes were not all met, students are making consistent growth toward meeting grade level expectations in both English Language Arts and Mathematics. Distance From Standard (DFS) increased slightly in ELA. This was attributed to a decline in performance of our fifth grade students in ELA as well as a staffing change in our Mild/Moderate SDC class. DFS in mathematics improved, but not at the level expected. This will be addressed through continuous coaching and professional development. The provision of supplemental instructional materials, instructional technology, and software licenses that provided practice opportunities for students to master learning objectives were of critical importance to improving student outcomes. We are still working to find the right balance of whole group to small group instruction in both ELA and math to better ensure learning for ALL students. Differentiated opportunities must be provided to students to ensure that their unique learning needs are met.</p> <p>Goal 2: English Learners failed to meet expected outcomes in both English Language Arts and Mathematics. However, they did grow 6 points closer to standard in ELA and 3.5 points closer in math. Our RFEP subgroup continues to outperform all other student groups which does speak to the foundation that is being provided to them as they acquire English proficiency. English Learner Reclassification rates do not represent student performance; decreased rates can be attributed to changes in the State assessment and reclassification criteria. Extended learning opportunities for English Learners provided the support necessary for them to acquire the social/academic forms and functions of the English language.</p> <p>Goal 4: Although we are not yet proficient in all areas of the rating measures, we are making gains in acquiring the collective efficacy and leadership skills necessary for professional growth and student achievement. All staff members need professional learning opportunities to build job-related skills and expertise. The effectiveness of our PD focus can be seen in our gains in math on the Smarter Balanced Assessment (SBA) over the last two years in particular.</p> <p>Goal 5: There many metrics used to evaluate the attainment of this goal. While we strive for continuous improvement, at times growth is not possible. Our attendance rates are higher than the State and County averages. Our chronic absenteeism rate remains well below the state and district averages; yet we will continue to emphasize positive school attendance. Suspension rates continue to be low. Building a sense of community and school connectedness through incentives and enrichment programs has promoted positive behavior and maintained outstanding attendance at our school.</p> <p>Goal 6: Strengthening family and community engagement continues to be a priority for Beech Avenue Elementary School. Although all metrics indicate that expected outcomes were met, there is always room for improvement. We were very successful in our Watch DOGS launch and participation in informal/fun events; however, we will need to be strategic with our outreach to ensure more parents participate in decision-making</p>

forums and education opportunities.

Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?

Given positive gains in student/school performance, all goals were met to varying degrees. The least effective actions/services were in regard to EL students. Some goals such as attendance and suspension rates are difficult to meet since we are already doing quite well in these areas.

Since the plan was intended to be a comprehensive 3-year plan, and our trend in achievement is generally upward, all actions/services were continued or modified. Funding for the action/services was contingent upon data results, SSC prioritization, and fiscal allocations.

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?

Goal 1: Students identified with disabilities declined significantly in both English Language Arts and Mathematics. This is concerning and needs to be addressed. We believe that our emphasis on more inclusive practices will benefit students greatly. Team will review the individualized education plan (IEP) goals to better ensure alignment to standards and to better support student growth and development. Our homeless population did not perform as well as other sub-groups; transiency and unstable living accommodations impacted students' attendance and access to a guaranteed viable curriculum. Furthermore, it was noted that our English Learners are not advancing as expected and struggled to make gains in English Language Arts. Mathematics is improving, but not at a fast-enough rate to close the achievement gap. EL students in grades 3 and 4 do better than those in grades 5 and 6. This further emphasizes the need to help students to meet the criteria for reclassification by 5th grade.

Goal 5: Although suspension rates are low, data indicates that male students had more incidents that result in suspension than their female counterparts. A change in staffing in our Mild/Moderate SDC program also led to an increase in suspension among the students with disabilities (SWD) subgroup. This calls for the implementation of better strategies to support students and their families with reducing behavior incidences associated with physical injury and bullying. This will be addressed through a mentoring program in the 2019-2020 school year.

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)?

We know that students must have Maslow's needs met before they can truly focus on academic achievement. Some students really just need to know that they are missed if they aren't in school. They need to feel a sense of belonging. For our most at-risk students, we need to know precisely what is needed for them to be successful. We need to provide engaging learning opportunities so that students have a purpose for attending school. We know that when students find their school experience rewarding, the likelihood of being college and career ready increases dramatically. It is imperative that we offer students a myriad of educational experiences within and beyond the core curriculum to ensure that we are providing a balanced educational program that will engage all learners. Beech Avenue Elementary School will offer:

Quality First Instruction and Targeted Intervention/Enrichment Opportunities – Each teacher will provide a quality core program that fully addresses grade level content area standards. The school will engage in the analysis of multiple metrics to identify students whose needs are not being fully met by the core instructional program. Differentiated intervention and enrichment opportunities will be offered to students within and beyond the school day.

Opportunities to Participate in Science, Technology, Engineering, Arts, and Math- We will continue to expand the availability of content to inspire students to want to learn essential skills necessary for their success.

	<p>Mentoring Programs- Students who have failed to make necessary gains will be paired with a staff member to monitor their progress and check in on them to provide both academic and social/emotional supports.</p>
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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)]

2017-2020 Planned Improvements in Student Performance

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: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	2019 Site DFS: -16 DFS	GOAL: 2020 Site DFS: -6 DFS
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	2019 Site DFS: -18 DFS	GOAL: 2020 Site DFS: -3 DFS
NWEA MAP Reading: % of students who meet expected fall to fall growth	57.24%	GOAL: 59.24%
NWEA Math: % of students who meet expected fall to fall growth	56.73%	GOAL: 58.73%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	39%	GOAL: 45%

Identified Need(s):	<ul style="list-style-type: none"> Teachers need to provide rigorous, purposeful and differentiated first instruction to increase the likelihood of student academic success. They need access to core and supplementary instructional materials to best meet the needs of our students. Two target subgroups that are at-risk for academic struggle include our African American students as well as our Homeless population. Progress monitoring data will be used to monitor and ensure students in these subgroups are on-track for annual growth and the attainment of the Common Core State Standards. Timely and intensive interventions will be provided to those who have been identified as not meeting anticipated growth target in English Language Arts and Mathematics. Teachers need to provide early intervention for K-2 students who are not meeting grade level expectations in both English Language Arts and Mathematics so that learning difficulties can be addressed as soon as possible and access to the curriculum can be guaranteed. Teachers need to provide intervention for Grades 3-6 students who are not meeting grade level expectations in both English Language Arts and Mathematics as soon as they are identified so that learning gaps are closed, and students are well prepared for the academic challenges of secondary school. Teachers need to provide enrichment opportunities for students who are meeting and exceeding grade level expectations, as well as identified GATE students, so that they have an opportunity to extend their learning and meet their unique needs as an advanced learner.
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	<ul style="list-style-type: none"> • Teachers and administration need to increase students’ access to technology and online computer adaptive software to scaffold learning, remediate skill gaps and accelerate learning. It will be critical to provide opportunities for differentiated learning and progress monitoring for both ELA and Mathematics. • Teachers need to know how to use the reporting and monitoring features of the technology tools that are available to them. • Students need access to scaffolded and differentiated instruction. • Students need access to technology and supplemental materials to better support their learning. • Students need to develop communication skills to argue and to support their reasoning. • Students need exposure to different strategies for problem solving and conceptual development.
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SWP Requirements: [ESSA section 1114(b)(7)] 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:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Teachers will be provided time to evaluate performance of all students on a regular basis. They will receive a supplemental printing budget to provide supports for students to either enrich or remediate concepts during the Rtl blocks and within the Learning Center. Renaissance Learning (STAR Reading and Accelerated Reader (AR)) will be purchased to support the desire to read and to monitor progress of reading comprehension and fluency. ESGI will be used to monitor acquisition of foundational reading skills in Grades K-2. Supplemental Resources such as Accessing Complex Text and Ready Common Core will be purchased for use with targeted student populations to support acquisition of standards.	<ul style="list-style-type: none"> • PLCs will occur twice per month to review student work samples and progress. • A technology replacement cycle is used to replace outdated computers and to supplement student access (September and February). • Supplemental materials are purchased throughout the year as indicated by student needs. • Online resources are purchased for the year in the fall.

<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>Teachers will be provided professional development in the use of Standards Based lesson planning and Looking at Student Work protocols. Six grade level leaders will receive specialized support in math pedagogy. This will improve teacher capacity to teach the core subject areas. Increasing students' access to high quality materials including technology will enhance engagement and help to deepen their learning.</p>	<ul style="list-style-type: none"> Standards-Based Lesson Planning and Student Work Sample Review occurs ongoing throughout the year. Math PD plan implemented September 2019 through April 2020
<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>K-2 teachers will be provided training in the use of the A2i assessment tool and the MAP Learning Continuum to better identify specific needs. Teachers will further participate in professional development around clarity to identify learning targets and success criteria for math and language arts standards. More specifically, we will utilize the Common Core State Standards to determine learning progressions that will allow us to better differentiate instruction for students. K-2 teachers will also begin utilizing skills checklists as part of the NWEA MAP to determine specific needs of at-risk students</p>	<ul style="list-style-type: none"> August 2019 through May 2020 Quarterly meetings to review student progress (November 2019, January 2020, April 2020)

<p>2019-20 Evidence-based Actions/Services Must address the Identified Needs</p>	<p>Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</p>	<p>Pupils to be served</p>	<p>Person(s) Responsible</p>	<p>2019-20 Estimated Cost</p>
	<p>Title 1</p>			
<p>1A Deliver Differentiated Instruction</p> <ul style="list-style-type: none"> Instructional Technology (hardware) laptops and desktops Instructional Software Renaissance Learning, ESGI Supplemental Instructional Materials Supplemental Printing 	<p>MAP Growth – Reading and Math</p> <p>STAR Reading Growth Reports Accelerated Reader Usage Reports Lexia Units Completed Reports Common Assessment Results</p>	<p>ALL</p>	<p>Principal Classroom Teachers Support Staff</p>	<p>\$47,891</p>
<p>Total Estimated Cost for This Goal:</p>				<p>\$47,891</p>

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	11.9%	GOAL: ≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	2019 EL DFS: -59.2	GOAL: 2020 EL DFS: -49.2
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	2019 EL DFS: -51.4	GOAL 2020 EL DFS: -45.4

Identified Need(s):	<p>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</p> <p>Consider what English Learners need to improve their language proficiency and academics.</p> <ul style="list-style-type: none"> EL students need Extended Learning Opportunities to increase their language and academic proficiency.
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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 A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A Extended Learning Opportunities <ul style="list-style-type: none"> Classified Hourly 	MAP Growth Reading, Math, Language	EL Students Levels 1, 2, and 3	Principal EL Site Monitor Bilingual Aides	\$485
Total Estimated Cost for This Goal:				\$485

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Proficient/Advanced
Instructional Leadership Team Rating	Proficient	Proficient/Advanced

Identified Need(s):	<p>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</p> <ul style="list-style-type: none"> • Teachers need time to develop lessons that increase in rigor and progress in Depth of Knowledge. • Teachers need more support in the area of math pedagogy. • Teachers need more support in the use of the adopted curriculum. • Teachers need to define clarity by creating learning targets and success criteria • Teachers need job-embedded professional development that is specific to the needs of their students and their own learning strengths and needs.
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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 walk-throughs, PLC agendas)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A Math Professional Development <ul style="list-style-type: none"> • Consultant Fees • Substitute Release Time 	MAP Growth-Math CFA Results-Math SBA Results-Math Qualitative Surveys	All	Principal Teachers	\$6,000
4B Professional Learning Communities (PLC) <ul style="list-style-type: none"> • Books • Materials • Printing Costs • Additional Hourly (Certificated/Classified) 	MAP Growth- Reading and Math CFA Results- ELA and Math SBA Results- ELA and Math Qualitative Surveys Feedback Forms		Principal Teachers	\$20,000

<ul style="list-style-type: none"> Substitute Release Time 				
4C Travel/Conference				UNFUNDED PRIORITY
4D Instructional Leadership Team <ul style="list-style-type: none"> Books Printing Costs Materials Additional Hourly 	MAP Growth- Reading and Math CFA Results- ELA and Math SBA Results- ELA and Math Qualitative Surveys		Principal ILT Members	\$3,500
Total Estimated Cost for This Goal:				\$29,500

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%	0.7%
	FY (homeless)	0%	0%
	Hisp	0.8%	0.5%
	ELL	0.5%	0.5%
	AA	0%	0%
	Sped	0.9%	0.4%
Expulsion rate		0%	0%
Attendance Rate		98.11%	≥98%
Chronic Absenteeism		3.5%	≤3.5%

Identified Need(s):	<p style="color: green;">Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</p> <ul style="list-style-type: none"> • Students need acknowledgement of their achievement and behavior. • Students need to be engaged in their learning across the curriculum and see relevance and connection to the real world. • Students need to know that their presence at school is valued.
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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 monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.
5A Student Awards/Incentives <ul style="list-style-type: none"> • Academic Awards • Reading Incentives 	STAR Reading Reports MAP Growth- Reading and Math Accelerated Reader Reports Book Circulation	All who meet designated criteria Weekly top readers	Principal Teachers Support Staff	\$1,000

<ul style="list-style-type: none"> Math Incentives 				
5B Science/Technology/Engineering/Arts/Math <ul style="list-style-type: none"> Instructional Materials/Supplies Classified Hourly 	STAR Reading Reports Accelerated Reader Reports SBA Results-Reading and Math Qualitative Surveys Attendance at Events	All	Principal Teachers Support Staff	\$5,000
5C Library Books	STAR Reading Reports Accelerated Reader Reports Book Circulation	All	Principal Student Focus Group Library Specialist	\$10,000
Total Estimated Cost for This Goal:				\$16,000

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	16 events	17 events
Parent Engagement and Local Climate Survey	37%	≥25%

Identified Need(s):	<p>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.</p> <ul style="list-style-type: none"> • Families in low income communities need access to books. Research shows that 61% have no books in their homes • Families need to learn HOW to partner with us to help to ensure the success of their children • Families need to understand the achievement of their students AND understand how to advocate for their needs • Families need to be included in school events • Families need to learn how to promote moral intelligence in their children
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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 the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A Family Advocacy (SSC/ELAC/PTSA/Coffee with the Principal) <ul style="list-style-type: none"> • Childcare • Materials 	Qualitative surveys completed by parents Agendas/Sign-Ins	All Students Homeless Foster Youth EL Students	Site Administration Support Staff Teachers	\$1,500

6B Parent Education <ul style="list-style-type: none"> • Childcare • Materials • Classified Hourly 	Qualitative surveys completed by parents Agendas/Sign-Ins	All	Site Administration Community Liasion Teachers	\$2,000
6C Parent Communication <ul style="list-style-type: none"> • Printing 	Qualitative surveys completed by parents Event participation	All	Site Administration Community Liasion Teachers	\$2,000
Total Estimated Cost for This Goal:				\$5,500

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Assemblies and Opportunities for Character Development, Anti-Bullying, Emotional Intelligence to allow teachers opportunities to collaborate within the school day	All	10,000	Principal, Counselor
Teacher Professional Development (Travel/Conference/Consultant Fees)	All	25,000	Principal, Teachers
Art/Music Opportunities for Students (Meet the Masters, etc.)	All	20,000	Principal, Teachers
Extended Learning Opportunities (Teacher Hourly)	Students with Identified Needs based on program availability	25,000	Principal, Teachers,
Instructional Supplies (Social/Emotional Learning, Character Counts, Supplemental Reading Materials)	All	10,000	Principal, Teachers
Flexible Seating Options	All	10,000	Principal, Teachers
Classroom Library Books	All	25,000	Principal, Teachers, Library Specialist
Student Incentives	Students meeting identified criteria	5,000	Principal, Teachers
Security Cameras	All	25,000	Principal, Video Surveillance Technicians
STEM Resources	All	20,000	Principal, Teachers, Families
Professional Library Expansion	All	5,000	Principal, Teachers
College/Career Readiness Activities	All	10,000	Principal, Teachers, Counselor

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

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$99,376.00
<input checked="" type="checkbox"/>	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,847.00
Total amount of federal funds allocated to this school		\$99,376.00

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"> • Supply closet to provide instructional supplies and materials for students • 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. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • School-wide access to Lexia computer adaptive software and instructional activities • Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	<ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support
Goal 3	<ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • Supplemental funding for Advanced Placement and International Baccalaureate exams

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

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
Michele L Mower	Principal	Not-Applicable	Not-Applicable	1
Tamara Figueroa	Classroom Teacher	2 years	May 2020	1
Laura Fuentes	Classroom Teacher	2 years	May 2021	1
April Caballero	Classroom Teacher	2 years	May 2021	1
Carol Pace	Other Staff Member (Specify): Health Assistant	2 years	May 2021	1
Sub Total: 5				
Lisa Gonzalez	Parent/Community Member	2 years	May 2020	1
Mayra Cortes	Parent/Community Member	2 years	May 2020	1
Ines Tejeda	Parent/Community Member	2 years	May 2020	1
Carmen Angulo	Parent/Community Member	2 years	May 2021	1
Irene Barrios	Parent/Community Member	2 years	May 2021	1
Sub Total: 5				
				Total: 10

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: 10/17/2019.

Attested:

Michele L. Mower
Typed name of School Principal

 _____
Signature of School Principal

10/17/19
Date

Carmen Angulo
Typed name of SSC Chairperson

 _____
Signature of SSC Chairperson

10/17/19
Date