

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Canyon Crest Elementary 36 67710 6110670		SSC Approval Date: <u>10/24/19</u>
School Address	11851 Cherry Ave Fontana, CA. 92337-2792		Local Governing Board Approval Date: _____
Name of Principal	Dr. Kelly Wilbert	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum (909) 357-5440 Kelly.Wilbert@fusd.net
Name of SSC Chairperson	Ms. Bethany Broeker	Phone # and Email	(909) 827-2124 Beppyb2002@yahoo.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

<p>VISION AND MISSION</p>	<p>The Canyon Crest Elementary School community takes pride in preparing our students to be productive, confident citizens of the 21st century. We focus on our students meeting or exceeding California common core state standards while addressing their physical, social, and emotional development.</p> <p>Vision: Canyon Crest Elementary will demonstrate a 21st century learning exemplar environment. Students will emerge from elementary school as life long learners effectively equipped to be successful in college, career, and life, as they consistently adapt to a fast-changing economy.</p> <p>Mission: We will model a growth mindset. We will persevere when faced with challenges through grit and creative problem solving. Canyon Crest students are college and career bound!</p> <p>Goals: We will implement visible learning strategies with a focus on collective teacher and student efficacy as we embark on a 3 year initiative to integrate STEAM opportunities through varied learning opportunities and mini projects that demonstrate progress in communication, critical thinking, creativity, and collaboration.</p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Canyon Crest Elementary School is one of thirty elementary schools in the Fontana Unified School District. It is an early-start, traditional school serving approximately 525 students in pre-school through fifth grade. Our student population of approximately 82.5% Hispanic/Latino, 7.6% African American, 4.1% White, 3.4% Asian, and approximately 2% of other ethnicities. The ratio between female to male students is 52%/48%. There are 28.7% English language learners and 85.7% of the student population is socioeconomically disadvantaged.</p> <p>The Canyon Crest Elementary School community works as a team to successfully prepare students to be positive and effective citizens of the 21st century. Recently, Canyon Crest received a national designation as a 21st century exemplar school in April 2019. We focus on preparing our students to be globally competitive by ensuring our students meet or exceed the California common core standards while addressing their physical, social, and emotional development. Exposing students with explicit opportunities for creativity, collaboration, communication, and critical thinking skills will ensure students are prepared for middle school and beyond. We understand that nurturing a growth mindset amongst all stakeholders is integral to future success. At Canyon Crest, all students are career and college bound!</p> <p>To achieve our mission, Canyon Crest Elementary School staff are focused on providing a caring, stimulating educational environment centered around positive academic, social, and emotional growth. Continuous evaluation, training, and refinement of instructional programs and intervention strategies enable students to engage in differentiated lessons tailored to meet personalized goals.</p> <p>At Canyon Crest, we enjoy a thriving parent community who supports staff and students through our Parent Teacher Organization (PTO), regular attendance and numerous after school activities and school wide events. Our Dads of great students (WatchDOG) program is active and assists with supervising students.</p>

<p>SPSA HIGHLIGHTS (bullet points)</p>	<p>CAASPP 2018-2019 Results:</p> <ul style="list-style-type: none"> English language arts California Assessment of Student Performance and Progress (CAASPP) scores increased from 43.73% proficiency in 2018 to 50% proficiency in 2019. English Language Arts Distance from Met (DFM) -3 with a 13-point increase Math CAASPP scores increased from 24.6% proficiency in 2018 to 35.43% proficiency in 2019. Math DFM -33 with a 14-point increase <p>CAASPP Results – % of Students Achieving Proficiency - Breakdown by Grade Level</p> <ul style="list-style-type: none"> Grade 3: ELA: 27.4% in 2018 to 48% in 2019 Math: 26.5% in 2018 to 50.63% in 2019 Grade 4: ELA: 42.4% in 2018 to 35.72% in 2019 Math: 19.2% in 2018 to 29.76% in 2019 Grade 5: ELA: 59.4% in 2018 to 64.21% in 2019 Math: 28.1% in 2018 to 28.42% in 2019 <p>Measures of Academic Progress (MAP) Results:</p> <ul style="list-style-type: none"> Reading Measures of Academic Progress (MAP) scores: Reading: 46.57% of students met personal goals in grades K-5 as measured by Fall to Fall progress Math: 53.25% of students met personal goals in grades K-5 as measured by Fall to Fall progress
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> Focus on providing differentiated reading and comprehension opportunities for all students. Provide English Language Learner extended learning for students. Concentrate on the replacement of technology. Provide extended learning opportunities that focus on hands on STEAM activities and projects. Continue to provide increased opportunities for hands on differentiated instruction in math. Engage in STEAM showcase of learning for the community.
<p>MOONSHOT</p>	<p>The Canyon Crest community will develop collective teacher and student efficacy as we model a growth mindset. We will persevere when faced with challenges through grit and creative problem solving to ensure that we are successful in college, career, and life. We know that learning takes place anywhere and anytime!</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: Change in average scaled score points from Meets Standards	-16 = 2018 Site DFS + 10 points = -6	-2.5 = 2019 Site DFS
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards	-46.6 = 2018 Site DFS + 15 points = -31.6	-33.1 = 2019 Site DFS
NWEA MAP Reading: % of students who meet expected fall to fall growth	≥52% AND an increase of ≥2% from previous year (fall 2017 to fall 2018) 51.5% = 53%	46.57%
NWEA Math: % of students who meet expected fall to fall growth	≥52% AND an increase of ≥2% from previous year (fall 2017 to fall 2018) 60% +2% = 62%	53.25%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	≥34% AND Increase of ≥5% from previous year	38%

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 Office Supplies		\$2,000.00	<ul style="list-style-type: none"> CAASPP ELA scores increased from 43.73% proficiency in 2018 to 50% proficiency in 2019. ELA DFM -3 with a 13-point increase Math CAASPP scores increased from 24.6% proficiency in 2018 to 35.43% proficiency in 2019. Math DFM -33 with a 14-point increase 	Continue
1B Accelerated Reader/AR Follett Software	\$5,500.00		<ul style="list-style-type: none"> CAASPP ELA scores increased from 43.73% proficiency in 2018 to 50% proficiency in 2019. ELA MAP reading outcome: 46.57% of students who met expected fall to fall growth. 	Continue

			<ul style="list-style-type: none"> Students increased the amount of reading school wide from 4,224 points in 2018 to 7,877.8 points in 2019 in Accelerated Reader. 	
1C Printing		\$6,200.00	<ul style="list-style-type: none"> CAASPP ELA scores increased from 43.73% proficiency in 2018 to 50% proficiency in 2019. Math CAASPP scores increased from 24.6% proficiency in 2018 to 35.43% proficiency in 2019. 	Continue

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%	9.1%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-74.1 + 10 = -64.1	-41.9 = 2019 Site EL DFS
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-94.6 + -88.6	-64.8 = 2019 Site EL DFS

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 ELPAC Camp (one day- Saturday)		\$800.00	9.1% Reclassification rate, CAASPP -41.9 EL DFS in ELA CAASPP -64.8 EL DFS in Math	Modify Camp to target all ELL's in grades 2-5 as an extended learning opportunity
2B ELPAC Administration		\$2,000.00	9.1% Reclassification rate, CAASPP -41.9 EL DFS in ELA CAASPP -64.8 EL DFS in Math	Continue

2C Hourly for Translations		\$500.00	9.1% Reclassification rate, CAASPP -41.9 EL DFS in ELA CAASPP -64.8 EL DFS in Math	Continue
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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
Number of college/career awareness activities	3	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		
3A Technology replacement (printers, headphones for classrooms, bulbs)	\$16,712.00	\$4,007.00	<ul style="list-style-type: none"> Achieved national exemplar 21st century school designation (May, 2019) Created Innovation Space and Makerspace in the library 4X/week Students setting own goals, leading own parents conferences, use of 4C rubrics CAASPP ELA scores increased from 43.73% proficiency in 2018 to 50% proficiency in 2019. Math CAASPP scores increased from 24.6% proficiency in 2018 to 35.43% proficiency in 2019. Students increased the amount of reading school wide from 4,224 points in 2018 to 7,877.8 points in 2019 in Accelerated Reader. 	Continue
3B Project boards for college and career week		\$800.00	<ul style="list-style-type: none"> School wide college and career week with culminating Open House with 70% parent attendance. All students K-5 participated in college/career projects. 	Continue

3C IEP Substitutes		\$1,000.000	<ul style="list-style-type: none"> CAASPP ELA scores increased from 43.73% proficiency in 2018 to 50% proficiency in 2019. 	Continue
3D Extended Learning Opportunities (Robotics Engineering)	\$14,660.00		<ul style="list-style-type: none"> Students advanced to national robotics competition. Robotics Engineering after school program extended to Makerspace in the library during lunch time 4X/week. CAASPP ELA scores increased from 43.73% proficiency in 2018 to 50% proficiency in 2019. 	Continue with modifications to increase amount
3E Books/Supplies - Counselor		\$500.00	<ul style="list-style-type: none"> School wide college and career week with culminating Open House with 70% parent attendance. All students K-5 participated in college/career projects. 	Continue (out of general 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	Proficient
Instructional Leadership Team Rating	Proficient, Advanced	Proficient

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 Peer Observation Substitutes	\$2,021.48	\$2,021.48	Instructional Leadership Team Rating: Proficient	Discontinue
4B Staff Collaboration Hourly	\$1,181.52	\$1,181.52	Instructional Leadership Team Rating: Proficient	Discontinue
4F Travel/Conference for Professional Development	\$13,000.00	\$13,000.00	Instructional Leadership Team Rating: Proficient	Discontinue out of Title 1 funds and continue out of general funds with a decrease in estimated expenditures

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		≤ 5.8% AND decrease of 0.5%	0%
Suspension rate:	SW	.2%	0.6%
	FY (homeless)	0%	0%
	Hisp	0%	0%
	ELL	0%	0%
	AA	1.3%	4.3%
	Sped	.4%	1.5%
Expulsion rate		0%	0%
Attendance Rate		≥96%	96.48%
Chronic Absenteeism Rate		6.9%	7.6%

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 Attendance Awards	\$840.00		96.48% ADA 7.6% Chronic Absentee Rate	Discontinue out of Title 1 and continue out of SUPC
5B CAASPP medals/reclassification trophies/MAP goal ribbon		\$2,000.00	<ul style="list-style-type: none"> CAASPP ELA scores increased from 43.73% proficiency in 2018 to 50% proficiency in 2019. Math CAASPP scores increased from 24.6% proficiency in 2018 to 35.43% proficiency in 2019. 	Continue

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	8 Community Events	12 Community Events Goal Met
Parent Engagement and Local Climate Survey	≥25% of households participated in Parent Survey	16% Did not Meet Goal

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 Teacher hourly for after school parent. engagement events	\$1,500.00	\$3,912.00	Exceeded goal of 8 parent community events	Continue
6B Refreshments/snacks for meetings	\$500.00		Exceeded goal of 8 parent community events	Discontinue out of Title 1 and continue out of general funds

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 fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	5th Gr. $\geq 40.9\%$ AND Increase $\geq 3\%$ from previous year	19 Students or 20% of students met the HFZ

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		

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<ul style="list-style-type: none"> • The SSC was frontloaded with data to have an opportunity to review and ask questions in advance of the meeting. • The principal described the SPSA timeline and associated requirements and outlined all available funding resources. • The principal met with the SSC president a week in advance to address any questions. • During the SSC meeting in September 2019 members focused on evaluating data. They asked questions, shared ideas, and identified strengths. The council recognized progress achieved, opportunities for growth, and needs of the school. • The council identified actions and services most effective in increasing student learning and then a discussion followed to determine a priority of needs based on the focus aligned to the goals and vision of the school. All committee members provided feedback and notes were taken.
<p>Describe the conclusions drawn from the overall results:</p>	<ol style="list-style-type: none"> 1. Which goals were met based on overall student/school performance? 2. Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective? 3. In which goals 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? 4. 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)? Include information on suspension, chronic absenteeism, parent participation in surveys, and other indicators; and an analysis of what actions/services worked well, and which additional ones might be needed. <ul style="list-style-type: none"> • ELA growth target was met. • Math growth target was not met by a margin of 1.5 points from DFS despite a 14 point growth and math growth targets were met based on the CAASPP results below and EL reclassification rate of 9.1%. <ul style="list-style-type: none"> • CAASPP data reveals that our Latino/Hispanic subgroup superseded the average of the whole school population in ELA by 2.43 points. • CAASPP data reveals that our African American subgroup was lower than the average of the whole school population in ELA by 11 points • Opportunities for extended STEAM opportunities that focus on the development of critical thinking, collaboration, and communication were helpful in achievement the results. Offering opportunities for students to engage in personalized online learning was effective to better differentiate towards personal achievement goals. <p>CAASPP 2018-2019 Results:</p> <ul style="list-style-type: none"> • English language arts California Assessment of Student Performance and Progress (CAASPP) scores increased from 43.73% proficiency in 2018 to 50% proficiency in 2019. • English Language Arts Distance from Met (DFM) -3 with a 13-point increase, State of California 2.2 point increase • Math CAASPP scores increased from 24.6% proficiency in 2018 to 35.43% proficiency in 2019..

	<ul style="list-style-type: none"> • Math DFM -33 with a 14-point increase, State of California 1.3 point increase. <p>2014-2019 5 Year Growth in ELA of % proficient: Canyon Crest: +26 points, State of California: +6.87 points 2014-2019 5 Year Growth in Math of % proficient Canyon Crest: +20.43 points, State of California: +6.73 points</p> <ul style="list-style-type: none"> • CAASPP Results – % of Students Achieving Proficiency - Breakdown by Grade Level • Grade 3: ELA: 27.4% in 2018 to 48% in 2019 Math: 26.5% in 2018 to 50.63% in 2019 • Grade 4: ELA: 42.4% in 2018 to 35.72% in 2019 Math: 19.2% in 2018 to 29.76% in 2019 • Grade 5: ELA: 59.4% in 2018 to 64.21% in 2019 Math: 28.1% in 2018 to 28.42% in 2019 <p>Measures of Academic Progress (MAP) Results:</p> <ul style="list-style-type: none"> • Reading Measures of Academic Progress (MAP) scores: Reading: 46.57% of students met personal goals in grades K-5 as measured by Fall to Fall progress • Math: 53.25% of students met personal goals in grades K-5 as measured by Fall to Fall progress
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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)]

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: Change in average scaled score points from Meets Standards	-3 DFS	-3 + 10 = (2019 Site DFS + 10 points) = +4.5 DFS
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards	-33.1 DFS	-33 + 15 = (2019 Site DFS + 15 points) = -18.1 DFS
NWEA MAP Reading: % of students who meet expected fall to fall growth	46.51%	≥54% AND an increase of ≥2% from previous year (fall 2018 to fall 2019)
NWEA Math: % of students who meet expected fall to fall growth	53.25%	≥54% AND an increase of ≥2% from previous year (fall 2018 to fall 2019)
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	38%	38% + 5% = 43%

Identified Need(s):	Students need multiple and varied engaging opportunities to experience hands on differentiated instruction across content areas that integrates technological skills and meets their personal goals while developing key skills relating to communication, critical thinking, creativity, and collaboration.
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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	<ul style="list-style-type: none"> Students will have access to Accelerated reader which personalizes reading goals, allows students to set targets, and monitor progress. An extended learning opportunity designated for English Language Learners will target reading, comprehension, vocabulary, and speaking/listening skills. Provide additional time before school, after school, and during lunch recess to address social emotional needs through restorative circles, group social skills building, and extended opportunities for student leadership. 	Daily beginning in August, 2019 – May 2020 One-time camp on a Saturday in February 2020 Weekly beginning in August 2019-May, 2020
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	<ul style="list-style-type: none"> Technology purchases that focus on expanding opportunities for students to engage in online projects and programs both in the classroom and other school common areas will ensure students have greater and more effective access to personalized activities and instruction. Extended learning opportunities for all students in grades 1-5 in various, engaging STEAM programs will provide additional time for students to practice key life skills such as communication, critical thinking, collaboration, and creativity while exposing them to potential future careers 	Daily beginning in September 2019-May 2020 Weekly beginning in August 2018 – May, 2020
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	<ul style="list-style-type: none"> An extended learning opportunity designated for English Language Learners will target reading, comprehension, vocabulary, and speaking/listening skills. Community events designed to engage parents while communicating shared goals such as STEMtastic Saturday, Digital Literacy Night, or Family Math Night will provide additional opportunities for students to engage in hands on standards related activities. 	One-time camp on a Saturday in February 2020 Monthly beginning in August 2019-May 2020

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
1B Deliver differentiated Instruction <ul style="list-style-type: none"> Accelerated Reader 	MAP Results, Classroom Visit Data, AR Summative Data	Students in grades K-5	Principal, Teachers, Clerk	\$5,700.00
1C Technology Replacement	MAP Results, Classroom Visit Data, Attendance Data	Students in grades PK-5	Principal, Technician, Clerk	\$8,962.00
Total Estimated Cost for This Goal:				\$14,662.00

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	9.1%	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-41.9	-31.9
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-64.8	-58.8

Identified Need(s):	English Language Learners need extended learning opportunities focused on specific English Language Learner needs that relate to improving reading, vocabulary, writing, speaking, and listening skills.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A ELL Extended Learning Opportunity <ul style="list-style-type: none"> • Additional hourly • Supplemental instructional materials 	MAP Results, Pre/post Data, Class Visit	ELL's in grades 2-5	Principal, Teachers, Counselor, Secretary	\$800.00
Total Estimated Cost for This Goal:				\$800.00

LEA/School GOAL 3: Increase Graduation and College & Career Readiness

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the number of college and career awareness activities	3	4

Identified Need(s): Students need multiple and varied opportunities to engage in hands on programs and events that develop key life skills such as technological skills, collaboration, critical thinking, creativity, and community while exposing them to potential future careers. To address this need, we will increase access to hands-on STEM activities through technology replacement and extended learning opportunities such as Engineering for Kids.

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
3D Engineering for Kids	MAP Results, Classroom Visit Data, Attendance Data	Students in grades 1-5	Principal, Secretary, Consultant	\$20,000.00
Total Estimated Cost for This Goal:				\$20,000.00

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
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Identified Need(s):	
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Total Estimated Cost for This Goal:				\$0

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	0.6%	0.4%
	FY (homeless)	0%	0%
	Hisp	0%	0%
	ELL	0%	0%
	AA	4.3%	3.3%
	Sped	1.5%	.5%
Expulsion rate		0%	0%
Attendance Rate		96.48%	≥96%
Chronic Absenteeism		7.6%	6.6%

Identified Need(s):	
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Total Estimated Cost for This Goal:				\$0

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: The number of participants on sign in sheets	12 Community Events	14 Community Events
% of Returned and Completed Parent Engagement and Local Climate Surveys	16% Return	25% Return

Identified Need(s):	Students and families need multiple and varied opportunities to participate in events that inform, engage, and connect students to the importance of school success.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
6A Teacher Hourly for Family Events	Number of Parent Participants.	Students in grades PK-5	Principal, Teachers, Secretary, Community Aide	\$1,600.00
Total Estimated Cost for This Goal:				\$1,600.00

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Technology	All students in grades PK-5	\$10,000.00	Principal, Teachers, Technician, Media Specialist, Clerk
Professional Development for Teachers and Administration	All students in grades PK-5	\$10,000.00	Principal, Teachers, Counselor, Secretary
Printing	All students in grades PK-5	\$5,000.00	Principal, Teachers, Counselor, Secretary
Flexible Seating	All students in grades PK-5	\$25,000.00	Principal, Teachers, Counselor, Clerk
Additional Hourly for Extended Learning Opportunities	All students in grades PK-5	\$10,000.00	Principal, Teachers, Counselor, Secretary
Instructional Resources	All students in grades PK-5	\$ 6,000.00	Principal, Teachers, Counselor, Clerk
Field Trips aligned to STEAM opportunities	All students in grades PK-5	\$ 6,000.00	Principal, Teachers, Counselor, Clerk, Health Aide
STEAM/Makerspace activities	All students in grades PK-5	\$ 10,000.00	Principal, Teachers, Counselor, Technician, Media Specialist, Secretary, Clerk

Programs Included in this Plan

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Final 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.	\$37,062.00
<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).	\$1,580.00
Total amount of federal funds allocated to this school		\$37,062.00

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
Dr. Kelly Wilbert	Principal	Not-Applicable	Not-Applicable	1
Mrs. Mary Crull	Classroom Teacher	2 years	May 2021	1
Mrs. Lisa Flores	Classroom Teacher	2 years	May 2021	1
Ms. Gaby Limon	Classroom Teacher	2 years	May 2020	1
Mrs. April Gursslin	Other Staff (Specify): Clerk Typist	2 years	May 2021	1
Sub Total: 5				
Ms. Bethany Broeker	Parent/Community Member	2 years	May 2020	1
Mrs. Stacey Chacon	Parent/Community Member	2 years	May 2020	1
Mr. Reuben Lomeli	Parent/Community Members	2 years	May 2021	1
Mrs. Monica Ontaneda	Parent/Community Member	2 years	May 2020	1
Mrs. Almeda Richardson	Parent/Community Member	2 years	May 2020	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: 10/24/2019

Attested:

Dr. Kelly Wilbert
Typed name of School Principal


Signature of School Principal

10/24/2019
Date

Ms. Bethany Broeker
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/24/2019
Date