

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Chaparral Academy of Technology 36 67710 6106702		SSC Approval Date: _October 17 th , 2019_____
School Address	14000 Shadow Dr. Fontana, CA. 92337-0640		Local Governing Board Approval Date:_____
Name of Principal	Dr. Andrea McClain	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of SSC Chairperson	Ms. Mayra Brooks	Phone # and Email	(909) 357-5450 Andrea.McClain@fusd.net (909) 357-5450 BrooML@fusd.net
SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP	<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

SCHOOL BACKGROUND

<p style="text-align: center;">VISION AND MISSION</p>	<p>At Chaparral, our vision is to create an environment in which children can grow into well-rounded individuals who are imaginative, self-disciplined, self-confident, flexible thinkers who are ready for college and career success in a twenty-first century world. Our daily mission statement is: Believe and achieve, every child, every chance, every day! We are a hard-working, friendly team of Bucket Fillers who help each other get ready for college and careers. As a Code to the Future Computer Science Immersion school, we are dedicated to ensuring that all students have access to high-quality foundational learning in the areas of coding, robotics, and basic computing.</p>
<p style="text-align: center;">SCHOOL AND COMMUNITY PROFILE</p>	<p>Chaparral serves a community of learners with diverse needs. Built in 2002, Chaparral is the only two-story elementary school in the district. In the fall of 2019, Chaparral’s enrollment included 325 students in grades K-5th and in two Early Childhood Special Day Classes. Chaparral is a Title I school. Over 37% of our students are new English learners, and over 91% are of Hispanic/Latino descent. Over 82% of our students qualify for free or reduced lunch. Chaparral staff are committed to increasing student achievement. To that end, all teachers utilize Thinking Maps and Write from the Beginning, which are strategies and procedures to promote student success in the writing process. All teachers have also been trained in cooperative learning strategies designed to increase student engagement and mastery of skills. Chaparral students have shown significant increases in achievement, as measured by the MAPs benchmark tests and CAASPP tests, over the last five years.</p>
<p style="text-align: center;">SPSA HIGHLIGHTS (bullet points)</p>	<p>The highlights of our SPSA include:</p> <ul style="list-style-type: none"> • Increases in MAPs and CAASPP scores • Increases in opportunities for teachers to engage in professional development • Our ongoing focus on college-and career-readiness • Our ongoing focus on high-quality first instruction and targeted interventions for students • Greater access to technology in the classroom (2:1 laptops in grades K-2 and 1:1 laptops in grades 3-5) • School year 2018-2019 was our first year as a Code to the Future Computer Science Immersion School (one of only two CTF schools in the entire Inland Empire)

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • In the fall of 2018, we became a Code to the Future Computer Science Immersion school. All students in grades K-5 have weekly lessons in coding, robotics, and basic computing. Our teachers receive regular ongoing professional development to support this new endeavor, and our Code to the Future coach (from the CTTF foundation – not an FUSD employee) comes weekly to support student learning. • We continue to provide students with high quality first instruction and targeted interventions daily, using district-adopted materials as well as judiciously selected supplemental materials.
<p>MOONSHOT</p>	<p>We achieved last year's moonshot by becoming a Code to the Future Computer Science Immersion school and creating a Makerspace in our library to promote creative expression. Our new moonshots are:</p> <ul style="list-style-type: none"> • To ensure the successful transition into Year 2 of Code to the Future, when students transition into integrating curriculum matter into every Epic Build project; and • Purchasing flexible seating and other flexible furniture options, such as lap desks, to promote greater engagement and focus for students during small group, differentiated instruction.

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 <i>(Change in Distance from Standard or DFS)</i>	+3	-21
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-20	-37
NWEA MAP Reading: % of students who meet expected fall to fall growth	52%	41.46%
NWEA Math: % of students who meet expected fall to fall growth	52%	49.8%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	30% (2017-2018 percentage was 21.3%)	48%

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 materials for all core subject areas and to support learning at home	\$5,046 \$6,646	\$3,100	CAASPP and MAPs scores (see tables on pages 5-6)	Continue
1B: Technology <ul style="list-style-type: none"> • BrainPop Suite (BrainPop, BrainPop Jr., BrainPop Espanol, and BrainPop ESL) • Printers, document cameras, CD player/listening centers, projectors, SmartBoards and parts, and other projected technology needs 	\$6,000	\$2,915	CAASPP and MAPs scores (see tables on page 5-6), ELL reclassification rate (5.7%); 100% teacher participation in BrainPop and/or BrainPop Jr. usage	Discontinue (note: technology items will be purchased, but using SUPC funds)
1C: Quick Print (supplemental printing)		\$3,000	CAASPP and MAPs scores (see tables on page 5-6)	Continue
1D: PLCs: Substitutes, Instructional Materials, After-school additional hourly rates for teachers who can meet after-school	\$2,500 \$900		CAASPP and MAPs scores (see tables on page 5-6)	Discontinue

CAASPP Scores: Chaparral students scored higher than the district average in five out of six areas. Chaparral students also scored higher than students in 2018 in four out of six areas.

Grade	2019 District Percentage of Students Meeting or Exceeding Standards in ELA	2019 Chaparral Percentage of Students Meeting or Exceeding Standards in ELA	2018 Chaparral Percentage of Students Meeting or Exceeding Standards in ELA	2019 District Percentage of Students Meeting or Exceeding Standards in Math	2019 Chaparral Percentage of Students Meeting or Exceeding Standards in Math	2018 Chaparral Percentage of Students Meeting or Exceeding Standards in Math
Third Grade	37.7%	48%	42.9%	37%	31%	40.8%
Fourth Grade	37.9%	41%	41.9%	30.7%	46%	37.2%
Fifth Grade	42.2%	50%	49.1%	22.2%	27%	20.8%

MAP scores, Fall 2018-Fall 2019:

Please note that there are fewer than 10 non-Hispanic students in each grade level in terms of examining achievement gaps between ethnic groups. Please also note that special education and special day class subgroup scores are documented below, although in many grades, there are also fewer than 10 students reported.

Grade/Subgroup	Math – Percentage of students who met projected growth	Reading – Percentage of students who met projected growth	Language - Percentage of students who met projected growth
<i>First Grade</i>			
English Learner	32%	20%	n/a – grades 3 and above only
English Only	42%	16%	
Special Education	20%	0%	
Females	30%	15%	
Males	42%	19%	
<i>Second Grade</i>			
English Learner	71%	53%	
English Only	52%	48%	
Special Education	100%	50%	
Females	61%	33%	
Males	58%	63%	
<i>Third Grade</i>			
English Learner	71%	57%	30%
English Only	57%	67%	67%
Special Education	40%	40%	20%
Females	70%	59%	58%
Males	61%	61%	39%

<i>Fourth Grade</i>			
English Learner	24%	29%	24%
English Only	26%	38%	31%
Special Day Class	33%	33%	33%
Special Education	23%	31%	23%
Females	21%	30%	36%
Males	32%	38%	28%
<i>Fifth Grade</i>			
English Learner	63%	44%	50%
English Only	65%	48%	57%
Special Day Class	63%	25%	50%
Special Education	69%	38%	63%
Females	73%	50%	50%
Males	60%	48%	52%

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%	5.7%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-10.4	-72.4
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-38.9	-69.4

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: Supplemental instructional materials (books as well as other instructional materials), for classroom, library, home, and event usage (such as Open House/heritage month performances)	\$2,500	\$3,000	CAASPP Distance from Standard (DFS scores):		Continue	
			DFS 2019	ELA		Math
			Chaparral EL Students	-72.4		-69.4
			District Average EL Students	-88.2		-114.1
			Chaparral Overall DFS, Grades 3-5	-21		-37
			District Overall DFS, All Grades	-25		-66
			ELL reclassification rate of 5.7% MAP scores (see chart on page 8 below)			

2B: Translations for parent conferences and events		\$600	N/A – commonly accepted best practice at FUSD	Discontinue (note: we will continue to offer this service, but will pay for it using SUPC funding)
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MAP scores, Fall 2018-Fall 2019:

Please note that 37% of Chaparral students are English Learners.

Grade/Subgroup	Math – Percentage of students who met projected growth	Reading – Percentage of students who met projected growth	Language - Percentage of students who met projected growth
<i>First Grade</i>			n/a – grades 3 and above only
English Learner	32%	20%	
English Only	42%	16%	
<i>Second Grade</i>			n/a – grades 3 and above only
English Learner	71%	53%	
English Only	52%	48%	
<i>Third Grade</i>			
English Learner	71%	57%	30%
English Only	57%	67%	67%
<i>Fourth Grade</i>			
English Learner	24%	29%	24%
English Only	26%	38%	31%
<i>Fifth Grade</i>			
English Learner	63%	44%	50%
English Only	65%	48%	57%

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
Hosting a college and career fair, membership in No Excuses University Network of Schools, participation in No Excuses University conference, three college field trips for 3 rd , 4 th , and 5 th grade students, Coffee with the Principal event focusing on college and financial aid, presentation to 5 th graders about ways to pay for college	6 events	8 events

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: College campus visits for students in grades 3,4, and 5 (bus transportation expenses)		\$2,000	Student college visit essays, teacher anecdotal data (100% of classroom teachers and staff chaperones considered these to be a valuable experience, per a 2019 fall survey)	Discontinue (note: we plan to continue the college trips but use SUPC funding)
3B: Membership in No Excuses University (annual fees of \$129)	\$0		Proof of membership	Discontinue
3C: Professional development for teachers at NEU or other college-and career-readiness oriented organization, such as Engineering is Elementary or the Buck Institute	\$5,500		Increased DOK levels in the classroom; increased student achievement scores on CAASPP and MAPs	Discontinue

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	Advanced in 3 out of 7 areas Proficient in 3 out of 7 areas Developing in 1 out of 7 areas	Advanced in 1 out of 7 areas Proficient in 3 out of 7 areas Developing in 1 out of 7 areas Emergent in 2 out of 7 areas
Instructional Leadership Team Rating	Advanced in 7 out of 7 areas	Proficient in 7 out of 7 areas

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: Cycle of Professional Learning (substitutes, teacher instructional materials)	\$3,000		CAASPP and MAPs scores (see pages 5-6), increased DOK and student engagement levels as measured during classroom visits (48% at DOK 3 or 4)	Discontinue (note: PLCs will continue on administratively-directed Wednesdays, but not as all day PLC events due to an ongoing shortage of substitutes)
4B: Travel and conference expenses	\$6,500	\$1,129	CAASPP and MAPs scores (see pages 5-6), increased DOK and student engagement levels as measured during classroom visits (48% at DOK 3 or 4)	Continue
4C: Professional Library (a bank of shared materials in its own dedicated library space, to include Kagan engagement materials)	\$500	\$400	CAASPP and MAPs scores (see pages 5-6), increased DOK and student engagement levels as measured during classroom visits (48% at DOK 3 or 4)	Continue

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		0%	0%
Suspension rate:	SW	0%	1.1%
	FY (homeless)	0%	0%
	Hisp	0%	0.9%
	ELL	0%	0.7%
	AA	0%	0%
	Sped	0%	2%
Expulsion rate		0%	0%
Attendance Rate		98.5%	96.2%
Chronic Absenteeism Rate		3%	8.2%

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: Counselor will hold social groups and teach character lessons	\$0	\$0	Suspension rate; discipline data	Discontinue (the practice will continue, but since it does not require funding, it will not be a Title 1 goal)
5B: EC preschool teachers will ensure transitions to school-aged elementary programs	\$0	\$0	SEIS (online special education database that documents meetings were held)	Discontinue (the practice will continue, but since it does not require funding, it will not be a Title 1 goal)

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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	9 events	19 events (Coffees with the Principal, Fall Festival, Spaghetti with Santa, Family Math Night, Family STEM Night, Family Literacy Night, Back to School Night, 3 Epic Build Code to the Future showcases, Muffins with Moms, Donuts with Dads)
Parent Engagement and Local Climate Survey	25% participation	22%

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: Workshop materials for math- and literacy-themed Open House nights	See Action 1A under Goal 1		Parent sign-in sheets (730 parents at 19 evening and daytime events)	Discontinue (note: we will continue to offer family math/STEM nights, but the district office is purchasing/providing the materials)
6B: Additional hourly rate for teachers who help after school at math/literacy special events or other community-aligned activities	\$1,754		Teacher participation (7 teachers) at three evening events requiring the additional hourly rate; parent sign-in sheets (120 parents at family evening events that called for the additional hourly rate for teachers, such as STEM Night)	Discontinue (note: we will continue to offer family math/STEM nights, but the district office is paying the teachers' hourly rate)

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.	Baseline year	29.6% of our 5 th grade students met or exceeded the standard

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A: Kimochis (classroom-and counselor-accessible books and accessories relating to social stories that promote pro-social choices; add new selections yearly)		\$400	Reduction in discipline referrals; teacher and counselor anecdotal data; HFZ results	Discontinue (note: the 2019-2020 SPSA will not have a Goal 7. We will continue this practice, but it will be funded differently)
7B: Music designed to promote relaxation and healthy brainwave activity (add new selections yearly)	\$80		Reduction in discipline referrals; teacher and counselor anecdotal data; HFZ results	Discontinue (note: the 2019-2020 SPSA will not have a Goal 7. We will continue this practice, but it will be funded differently)
7C: Furniture (desks, chairs, rugs) designed to increased students' comfort, focus, and engagement in the classroom	\$3,500	\$500	Student survey; test scores	Discontinue (note: the 2019-2020 SPSA will not have a Goal 7. We will continue this practice, but it will be funded differently)

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>Our evaluation was conducted by sharing/analyzing student data with our School Site Council, as well as by teacher survey and principal observation.</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: With regard to Goal 1, we met our goal for Depth of Knowledge (DOK) level attainment. Our teachers, both individually and as collaborative Professional Learning Communities, planned and taught rigorous, meaningful, and engaging lessons that promoted higher order thinking skills throughout the curriculum. Our students continued to make good progress in the core subject areas, as evidenced by the following:</p> <ul style="list-style-type: none"> • We exceeded the district average in 5 out of 6 tested areas (math/ELA for both fourth and fifth grade and 3rd grade ELA only); • We exceeded our overall scores from last year in 4 out of 6 tested areas; and • We did not exhibit an implementation dip, even though we implemented Code to the Future last year. <p>We attribute this good progress we made to our teachers' highly effective teaching methods. Our teachers collaborate regularly, and they also implement specific cooperative learning techniques (Kagan Cooperative Learning) that ensure students remain highly engaged during instruction. Our school-wide focus on Kagan cooperative learning structures encourages students to practice academic skills and solve problems with their classmates. Cooperative learning has been shown to increase student achievement (Slavin, 1988). Our teachers also regularly implement small group differentiated instruction, and access to judiciously selected supplemental materials/items. Because we are a Code to the Future Computer Science Immersion School, our students regularly use block and scripted coding during three technology cycles. Coding has also been shown to improve students' academic skills, to include sequencing, problem-solving, and creative thinking. During SY 2018-2019, we became a Code to the Future (CTTF) Computer Science Immersion School. We are especially proud that we did not demonstrate an implementation dip, which research indicates would be typical during a major change to a school's activities (Fullan, 2002). We spent significant time on becoming a CTTF school, which is our moonshot. This transformation was time-intensive, both in terms of classroom instructional time and teacher professional development time.</p> <p>Goal 2: Although we did not meet our goal in this area, our students continued to make good progress in the core subject areas. Our English Learner students made greater progress in terms of Distance from Standard data than the districtwide average (see page 8). With regard to MAP, in some grade levels, English Learners made more progress toward their goals than English only students (see page 8). We attribute this to overall high quality first instruction, since language skills are taught throughout the day, as well as focused English Language Development (ELD) time in all grade levels. We also attribute it to having access to high quality supplemental materials, such as books on CD, phonics games, and vocabulary games. Code to the Future also has embedded opportunities to develop oral language</p>

while engaging in team or partner activities. CTF also exposes students to high levels of academic vocabulary. Additionally, our school-wide focus on cooperative learning activities encourages students to practice skills orally with their partners or teams, which further develops their overall language skills.

Goal 3:

We met our goals in this area. We believe, based on teacher survey/anecdotal feedback and student anecdotal feedback, that the college field trips made the greatest impact upon students. Our 3rd, 4th, and 5th grade teams each took a field trip to a local university. Many of our students will be the first generation in their families to attend college, and for many, this was their first trip to a campus. Our 5th grade students also enjoyed the principal's presentation (6 Ways to Pay for College), and some students even asked her for a copy of it to share with their parents!

Goal 4:

Although we did not meet our goal for this area, we do consider that we made progress this year. During SY 2018-2019, nine of our teachers attended a Kagan cooperative learning conference for their first time or attended a Kagan conference as a refresher course. We also reviewed Kagan cooperative learning techniques during our own school-wide professional development time on Wednesday afternoons. As a result, teachers integrated these cooperative learning techniques into their lesson plans and the students benefitted from more dynamic, engaging lessons as a result. Furthermore, during classroom observations, 48% of lessons observed had DOK levels of 3 or 4.

Goal 5: We met one of our goals in this area, insofar as we had no dropouts or expulsions. For SY 2019-2020, we are implementing attendance incentives in order to meet our attendance goal. We will continue to focus on school-wide behavior expectations as well as small group counseling to prevent behaviors that can lead to a suspension.

Goal 6:

We met our family/student engagement goal by hosting a wide variety of daytime and evening events, and by advertising them on our school calendar, sending home flyers, using PeachJar, and sending home a weekly phone dialer call. To even further enhance home-school communications for school year 2019-2020, this year we added a large electronic marquee to our campus. We will also soon have a brand-new website.

Goal 7:

Although only 29.6% of students met their Healthy Fitness Zone goal, we do consider that we made progress in this year. Mid-year during school year 2018-2019, we started a 100 Mile Club that encouraged students to run at recess, sometimes at PE with their teachers, and at special evening events. Students were recognized during morning announcements and were given 100 Mile Club t-shirts and certificates. This has now become part of our school culture and we sincerely believe that it will contribute to students' overall fitness levels as measured by HFZ for 5th graders. Additionally, based on teacher and student feedback, our initial purchases of flexible seating options (wobble stools, bean bags, and lap desks) have contributed to greater student focus and engagement. Fifth grade students were surveyed using Microsoft Forms for their perceptions about flexible furniture. The surveys showed that 100% of fifth graders liked having flexible furniture options. Their comments included statements such as: "I like having different chairs because they make me focus on my work" and "I like the wobble stools because I need to get my wiggles out."

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

Goal 1:

We did not meet our SBAC or MAP goals in Goal 1. Based on current research, we know that teacher efficacy and instructional clarity (Hattie, 2009) are pivotal to student success. In order to improve student achievement at Chaparral, we will focus on improving teacher efficacy and instructional clarity during SY 2019-2020. As Professional Learning Community (PLC) teams, and during administratively directed Wednesday meetings, we will focus on collaboratively planning high quality first instruction and differentiated small group instruction. Access to supplemental instructional materials will be an important instructional asset to our teachers. Due to difficulty obtaining substitute teachers, holding all day long PLC meetings was not an effective practice. Based on this experience, we will instead have PLC meetings during administratively directed Wednesdays during SY 2019-2020.

Goal 5:

We did not meet our attendance goal, and we believe this may be partially because we discontinued our weekly incentive program with prizes sponsored by the PTA. For school year 2019-2020, we have resumed weekly attendance incentives (paid for by non-Title 1 sources, such as the PTA). We had very few suspensions last year, but addressed each situation with the goal of preventing future issues. For example, for a student with special needs who was suspended, we would add a behavior goal or plan at an IEP meeting. For students who were suspended, we included them in counseling groups and interventions.

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?

There were notable gaps in performance between Chaparral students' overall scores and the scores of our English language learner students on the state standardized test, CAASPP. This can be attributed to the challenges of reading directions and completing tasks on rigorous tests. For example, in order to score well on a math test, a student must first understand the directions, read and comprehend a variety of word problems, and ultimately complete the math algorithm correctly. Many of our English language learners are still developing their reading comprehension skills, and as a result, do not often perform at their true ability level on standardized tests. We discussed this extensively as a staff. In order to increase students' success with word problems, we are focusing on academic vocabulary and reading comprehension in addition to math skills during math lessons this year. There were notable, but very inconsistent, gaps with regard to MAP scores (see page 8). In some grade levels, English Learners and students with IEPs outscored English only students. MAP scores also reflected inconsistent gaps between females and males throughout the grade levels and subject areas. With fewer than 10 non-Hispanic students in each grade level, there were no statistically valid achievement gaps to draw between ethnic subgroups. Chaparral also has fewer than 10 foster youth, and there were no statistically valid gaps between foster and non-foster youth.

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)?

The most important conclusion we can draw from our data is in order to improve student achievement for all learners, we need to improve our effectiveness in providing students with excellent first instruction as well as specialized differentiated small group instruction. For SY 2019-2020, our goal is to improve student outcomes by focusing on teacher efficacy and clarity. We will do this by collaborating in grade level teams as well as in schoolwide professional development to focus on designing and implementing effective lessons and interventions that focus on key standards and high leverage skills, such as math problem solving and reading comprehension.

What worked well during SY 2018-2019 was reaching out to parents/stakeholders. We hosted a wide variety of outreach events. These were well-attended events, and many parents shared that they appreciated the opportunities to learn more

about coding at our Epic Build (Code to the Future showcase) events. Parents also anecdotally shared that they appreciated learning educational games at events such as our STEM, math, and literacy nights.

Becoming a Code to the Future Computer Science Immersion School was also a valuable step in improving college and career readiness. Our CTF lessons provided students with valuable opportunities to collaborate in small teams and add a new skill set (coding and robotics) to their repertoire. Research shows that coding helps students become collaborative team players and creative thinkers who can demonstrate systematic reasoning skills. One researcher found that coding “increases problem-solving skills: being able to follow programming logic trains the mind to think in more analytical ways and debugging a program leads to better problem-solving skills” (Golpin, 2014). Learning to become a creator (rather than merely a consumer) of technology has many benefits. Students “construct, hypothesize, explore, experiment, evaluate, and draw conclusions in the process of creating a game” (Schwarz, 1999). Learning how to code “helps nurture problem-solving skills, logic, and creativity” (www.code.org, accessed January 29th, 2018). Other researchers have noted that computer programming promotes good work habits, to include checking one’s work for details, applying logic, persisting with a task, and collaborating with a team (Heese, 2014).

Additionally, based on teacher surveys and student anecdotal data, providing students with flexible seating options increased and enhanced student focus and engagement. We purchased a very limited amount of flexible seating options and lap desks during SY 2018-2019, and teachers used them during small group differentiated activities. The California State Department of Education promotes flexible learning environments as a key element of project-based learning, personalized instruction, small group work, and collaborative learning. Their report also references students’ developmental needs for flexible seating, which helps them “to shift position, rock, rotate, and roll” and provides “alternatives for various activities, learning styles, and special needs” (California State Department of Education website, *Flexible Learning Environments*, <https://www.cde.ca.gov/ls/fa/bp/documents/bestpracticeflex.pdf>, accessed July 26th, 2018). In one study, students preferred seating options that allowed maximum mobility, which allowed them to move their bodies easily to see different visual focal points and move their seats around the classroom easily to engage in collaborative work in flexible learning centers (Harvey, J. and Kenyon, M., *Classroom Seating Considerations for 21st Century Students and Faculty*, Journal of Learning Spaces, Vol. 2, Nr. 1, 2013). A British study found that “furniture and features in the class that were ergonomic and comfortable for the children were significantly correlated with learning progress” (Barrett, P., Davies, F., Zhang, Y., Barrett, L., *Building and Environment*, Volume 89, 2015, pp. 118-133). The same study also referenced the importance of flexible desks or tables, which allow for rapid transitions between different types of learning (such as a small group collaboration vs. a roundtable discussion). Ultimately, all of these elements play a key role in student engagement and active learning. For SY 2019-2020, we plan to purchase more flexible seats and lap desks, in order to promote student engagement, focus, and learning. We believe we can create updated learning spaces that will improve students’ academic performance, increase their on-task behaviors and focus, and facilitate best practices such as collaborative and project-based learning.

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 <i>(Change in Distance from Standard or DFS)</i>	-21	-11
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-37	-27
NWEA MAP Reading: % of students who meet expected fall to fall growth	41.46%	50%
NWEA Math: % of students who meet expected fall to fall growth	49.8%	55%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	48%	55%

Identified Need(s):	In order to provide students with high quality first instruction and differentiated small group instruction, teachers need access to supplemental instructional materials, both in their classroom and in the school library. In order to enhance student engagement, and focus, students would benefit from access to a variety of flexible seating options for small group differentiated instructional opportunities. In order to increase access to technology, students would benefit from 1:1 laptops (currently grades 3-5 are 1:1 and grades K-2 are 2:1), which will be addressed in our SUPC Addendum.
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<p>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:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Our Chaparral teachers provide our students with high quality first instruction as well as small group differentiated instruction throughout the day. Our students who are at the most risk of not meeting our challenging state standards need increased access to learning materials that will help them gain necessary skills, such as reading comprehension and math problem solving skills. To support differentiation, teachers will have access to Quick Print, which will allow them to easily photocopy black line masters for enrichment, on-level, and remediation activities in their classrooms. Our district-adopted materials came with many hard- and soft-backed student books, but there are also many materials that can only be accessed from the textbook websites or as blackline masters.</p>	<p>School year 2019-2020</p>
<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 able to select and purchase supplemental instructional materials for students who would benefit from enrichment, on-level, or remediation materials. These would be used during small group differentiation times and would enhance our standards-driven instruction. Furthermore, adding more flexible seating options to our classrooms would enhance students' engagement and focus. Additionally, we would purchase a wide variety of library books to enhance students' access to high quality reading materials and increase/improve literacy.</p> <p>In order to further strengthen our academic program, we will provide teachers with on-site professional development as well as opportunities for outside professional development. At Chaparral, we spend considerable time in Professional Learning Communities to plan our Code to the Future curriculum, review and embed Kagan cooperative learning strategies into lesson plans, and monitor student progress. Our Instructional Leadership Team (ILT) has decided to focus on Code to the Future, Kagan, and an introduction to Visible Learning (Hattie, 2011) for this year's administratively directed Wednesday professional development. Additionally, as a school-wide community, we decided to continue attending Kagan conferences to ensure that all teachers are trained on these valuable methods. As a Code to the Future Computer Science Immersion School, we also regularly engage in professional development related to coding and robotics. This is provided by our Code to the Future (CTTF) coach, and is fully paid for by the district as part of our affiliation/membership with CTTF. When the school board approved our CTTF affiliation, they also paid for a five year long membership. This membership includes access to the online curriculum, regular professional development, and weekly in-class coaching.</p>	<p>School year 2019-2020</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>Our Chaparral teachers provide our students with high quality first instruction as well as small group differentiated instruction throughout the day. Our students who are at the most risk of not meeting our challenging state standards need increased access to learning materials that will help them gain necessary skills, such as reading comprehension and math problem solving skills.</p>	<p>School year 2019-2020</p>

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
1A: Provide small group, differentiated instruction <ul style="list-style-type: none"> Library books for a wide range of interests, abilities, grade levels, and topics Classroom supplemental instructional materials for math and language arts Quick Print (teachers will be able to print supplemental instructional materials, such as the black line masters available online for our district-adopted materials) Flexible furniture for use at differentiated small group instruction, to include seating options as well as lap desks 	Fall/Winter MAP, Teacher Survey	K-5 th	Teachers, principal	\$11,394
Total Estimated Cost for This Goal:				\$11,394

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	5.7%	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-72.4	-62.4
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-69.4	-59.4

Identified Need(s):	<p>In order to differentiate instruction for English Language Learners, teachers need access to high quality supplemental instructional materials that will promote vocabulary acquisition, phonics, reading fluency, oral language production, and reading comprehension skills. English Language Learners also need access to high quality children’s literature and non-fiction books at a wide variety of reading levels, commonly known as “high-low” books. This refers to books that are about high interest topics that are available at lower reading levels. Additionally, we need to ensure that parents can participate fully in conferences and events, so translation/interpretation is needed. Over 37% of our students are English language learners, and their parents benefit greatly from have an interpreter. Our translation/interpretation needs are covered by the district office for some meetings, such as special education meetings. We will address paying for interpreters during parent conferences in our Supplemental Concentration Addendum.</p>
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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 Provide differentiated instruction <ul style="list-style-type: none"> High interest, lower reading level school library books 	Fall/winter MAP results, Teacher Survey	K-5 th English Language Learners	Teachers, principal	\$5,000

<ul style="list-style-type: none"> Classroom supplemental materials for differentiation for all teachers, K-5th 				
Total Estimated Cost for This Goal:				\$5,000

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

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Student participation as well as parent participation, as measured by sign-in sheets, for activities to include: hosting a college and career fair, membership in No Excuses University Network of Schools, participation in No Excuses University conference, three college field trips for 3 rd , 4 th , and 5 th grade students, Coffee with the Principal event focusing on college and financial aid, presentation to 5 th graders about ways to pay for college	8 events	6 events (please note that we have discontinued our affiliation with No Excuses University)

Identified Need(s):	<p>Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator.</p> <p>In terms of college and career readiness, students need access to resources that will increase their awareness of college and career options. Additionally, they need to improve their overall literacy in order to be college and career ready. Also, many of our students have little awareness of the wide variety of professional career options in the United States. In order to spark interest in attending college, we take our 3rd, 4th, and 5th grade students on field trips to local universities, such as the University of Redlands and the University of LaVerne (the buses for this are part of our Supplemental Concentration Grant Fun plan). The principal also does a presentation on the topic of grants, loans, and scholarships with the 5th grade students in order to help them realize how accessible college can be. The principal also hosts a Coffee with the Principal that covers the same topic.</p>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost

3A: Career-themed children’s books for our school library	Increased literacy achievement as measured by Fall/Winter MAP; increased check out rates of college- and career-ready books	K-5th	Principal and library media specialist	\$600	
Total Estimated Cost for This Goal:				\$600	

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Advanced in 1 out of 7 areas Proficient in 3 out of 7 areas Developing in 1 out of 7 areas Emergent in 2 out of 7 areas	Proficient in 3 areas and Advanced in 4 areas
Instructional Leadership Team Rating	Proficient in 7 out of 7 areas	Proficient in 3 areas and Advanced in 4 areas

Identified Need(s):	<p>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</p> <p>Our current need at Chaparral is to cultivate teacher-leaders who are skilled at:</p> <ul style="list-style-type: none"> • Collaborating to increase student achievement; • Increasing student engagement, such as through use of Kagan cooperative learning strategies; • Integrating current best practices, to include the tenets of <i>Visible Learning</i> (Hattie, 2009); and • Integrating curriculum and technology as part of our Code to the Future (CTTF) affiliation. <p>Please note that with regard to CTTF, our professional development needs were included when the district entered into an agreement with the Code to the Future foundation. Our CTTF coach provides Chaparral with weekly in-class coaching and ongoing professional development with regard to coding, robotics, and how to integrate core subject matter into each student project. Current research demonstrates that students who code gain valuable academic skills, to include problem-solving, sequencing, and creative thinking.</p>
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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: Conferences and related travel expenses for educators	Increased DOK/engagement levels as measured by classroom visit data; increased student achievement as measured by test scores; teacher survey	K-5th	Principal and teachers	\$8,000

Total Estimated Cost for This Goal:	\$8,000
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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	1.1%	0%
	FY (homeless)	0%	0%
	Hisp	0.9%	0%
	ELL	0.7%	0%
	AA	0%	0%
	Sped	2%	0%
Expulsion rate		0%	0%
Attendance Rate		96.2%	98%
Chronic Absenteeism		8.2%	3%

Identified Need(s):	Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful. At Chaparral, we will continue to utilize our counselor and district-supported counseling services to support students with behavioral needs. With regard to improving attendance during SY 2019-2020, we are utilizing PTA funds to provide students with weekly and monthly attendance incentives.
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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.
This goal area is addressed using PTA funds for attendance awards.	Attendance reports; number of discipline referrals; suspension data	K-5 th	Principal	N/A
				N/A

Total Estimated Cost for This Goal:	N/A
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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	19 Community Events (Groundhog Day, Coffee with the Principal, Code to the Future Epic Build Showcases, Muffins with Moms, Donuts with Dads, 100 Mile Club Fun Run, Back to School Night, Fall Festival, Spaghetti with Santa, Family Math Night, Family STEM Night, Family Literacy Night)	20 events
Parent Engagement and Local Climate Survey	22% participation	25% participation

Identified Need(s):	<p style="color: green;">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> <p>At Chaparral, we plan to increase parent engagement by: hosting a wide variety of daytime and evening events to showcase students’ achievements; keeping parents well-informed about pertinent topics; soliciting their input; and planning events that promote school-wide celebrations. In order to increase parent awareness of events, we recently added a large electronic marquee to our school, which is highly visible in our drop-off/pick-up area. This was paid for using General Funds as well as a generous donation from our PTA. We also send home a monthly calendar, flyers, PeachJar notices, and phone dialer calls to ensure good home-school communication. At this time, our need is to continue to offer parents many options for participation and to ensure that parents are kept well-informed through multiple channels of communication. Based on parent feedback at events such as Coffee with the Principal and School Site Council, parents have also expressed their own needs to stay informed about current parenting topics/issues. To that end, our SSC voted to start a Parent Library with books that will address pertinent home-school topics such as bullying, raising students in the digital age, helping students with the Common Core standards, and other titles that will promote parent involvement and student academic and socio-emotional success.</p>
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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	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>

	students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)			
6A: Parent Library Books (this will be its own section in our campus library)	Parent check-out rates, parent feedback	K-5 th	Principal, library media specialist	\$1,050.00
Parent/community events (Groundhog Day, Code to the Future Epic Build showcases, Spaghetti with Santa, Coffee with the Principal, etc.)	Number of parent participants (as demonstrated on sign-in sheets)	K-5 th	Principal, teachers	\$0 (any associated costs are paid by other school funds or the PTA)
Family academic workshop events (STEM and math nights)	Number of parent participants (as demonstrated on sign-in sheets)	K-5 th	Principal, teachers	\$0 (all personnel and materials costs are paid by district)
Total Estimated Cost for This Goal:				\$1,050.00

LEA/School GOAL 7: Promote Healthy Environments		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	29.6% of our 5 th grade students met or exceeded the standard	35% of our 5 th grade students will meet or exceed the standard

Identified Need(s):	Currently, we need to improve students' overall health/fitness levels. Being physically fit should enhance their focus/engagement during the school day. It will also prepare them better for middle school, where they will have a daily PE class. Please note: this goal area is addressed in the Supplemental Concentration Addendum.
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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>
This goal area is addressed in the Supplemental Concentration Addendum.	See SUPC Addendum			\$0
Total Estimated Cost for This Goal:				\$0

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Classroom flexible furniture (desks, tables, chairs/seating options, rugs, lap desks, etc.)	K-5	\$10,000	Principal/Teachers
Additional supplemental instructional materials for teachers	K-5	\$10,000	Principal/Teachers
Additional library books for all reading levels	K-5	\$5,000	Principal/Teachers
Additional technology for classrooms (student laptops, document cameras and projectors to assist with instruction, SmartBoards, CD players/listening centers for reading activities)	K-5	\$10,000	Principal/Teachers
Additional LEGO robotics materials (the initial materials were purchased by the district, but we may need replacements as time goes on)	K-5	\$5,000	Principal/Teachers
Additional professional development/conference opportunities (conference fees, mileage reimbursement, travel/hotel/food expenses, substitute coverage costs) for teachers/principal in the area of cooperative learning, technology, leadership, social-emotional learning, best practices for student achievement, and other topics relevant to creating a highly effective school	K-5	\$10,000	Principal/Teachers
Access to subscription-based online learning tools for all students	K-5	\$2,000	Principal/Teachers
Additional materials for the teachers' professional library	K-5	\$2,000	Principal/Teachers

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.		\$26,044.00
<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).	\$1,043.00	
Total amount of federal funds allocated to this school			\$26,044.00

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.

Note: Katrina Lopez

Staff Member Assigned to Upload SSC Documents to SharePoint

2 years

Name	Position	Length of Term	Term Expires	Minimum Numbers
Dr. Andrea McClain	Principal	Not Applicable	Not Applicable	1
Mayra Brooks	Chairperson/Classroom Teacher	2 years	May 2020	1
Marisa Twogood	Secretary/Classroom Teacher	2 years	May 2020	1
Lindsey Powers	Classified Member	2 years	May 2020	1
Cynthia Au	Vice-Chairperson/Classroom Teacher	2 years	May 2020	1
Sub Total: 5				
Socorro Bogarin	Parent/Community Member	2 years	May 2020	1
Vacant (election results pending Friday, Oct. 25 th)	Parent/Community Member	2 years	May 2019	1
Desiree Montanez	Parent/Community Member	2 years	May 2020	1
Vacant (election results pending Friday, Oct. 25 th)	Parent/Community Member	2 years	May 2020	1

Teresita Larios-Ortega	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 10/17/19.

Attested:

Andrea McClain
Typed name of School Principal



Signature of School Principal

10/17/19
Date

Mayra Brooks
Typed name of SSC Chairperson



Signature of SSC Chairperson

10/17/19
Date

