

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Citrus Elementary 36 67710 6115984		SSC Approval Date: <u>October 23, 2019</u>
School Address	16041 Randall Ave. Fontana, CA. 92335-2033		Local Governing Board Approval Date: _____
Name of Principal	Michael McGirr	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum (909) 357-5140 michael.mcgirr@fusd.net
Name of SSC Chairperson	Jennifer Mahl	Phone # and Email	(909) 357-5140 mahlja@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

VISION AND MISSION	<p>To equip all students with the skills they need for college and career success, and to ensure that no one falls through the cracks.</p>
SCHOOL AND COMMUNITY PROFILE	<ul style="list-style-type: none"> • According to the California School Dashboard, Citrus had an enrollment of 783 reported in 2018. This overall population consisted of 89.7% socio-economically disadvantaged, 38.3% English Learners, 0.1% Foster Youth, 1.1% Homeless, and 11% Students with Disabilities. • Citrus provides free and reduced lunch to all students and designates its Title 1 funds to serve the entire student population. In addition, Citrus hosts a monthly food bank staffed by parent volunteers to provide free groceries to the community. • Citrus Elementary supports students Academically through the following: <ul style="list-style-type: none"> ○ Teachers work in grade-level based Professional Learning Communities to plan for student learning ○ Advancement Via Individual Determination (AVID) Elementary is implemented schoolwide ○ United 2 Read is implemented in grades K-2 to help students read at grade level ○ Teachers utilize Blended Learning Instruction in Reading and Math to support student learning ○ Teachers incorporate use of technology into student learning throughout the day ○ Teachers progress monitor all students throughout the year to identify students requiring additional learning support and provide targeted instruction • Citrus Elementary supports students Behaviorally through the following: <ul style="list-style-type: none"> ○ PBIS Tier 1, Tier 2, and Tier 3 interventions are provided to all students ○ Citrus is recognized by the CA PBIS Coalition as a Platinum school • Citrus Elementary supports students Social-Emotionally through the following: <ul style="list-style-type: none"> ○ Teachers provide Morning Meetings daily to build classroom community ○ Teachers provide Second Steps lessons weekly to develop social-emotional skills ○ Teachers have attended training in Restorative Practices and implement Circles when appropriate ○ Counselor provides topic-based group counseling to students based on identified needs
SPSA HIGHLIGHTS (bullet points)	<ul style="list-style-type: none"> • Partially met Goal 1 in terms of MAPS Reading. Citrus students grew by 16.26%. • Did not meet Goal 1 in terms of SBAC ELA and SBAC MATH. In ELA, Citrus students decreased by 11 points in DFS, and in MATH they decreased by 6 points. • Did not meet Goal 2. However, English Learners grew by 26.7 in DFS on the SBAC ELA and 16.9 points in SBAC MATH. • Fully met Goal 3. The Fontana Unified School District funded our Moonshot by supporting all costs for our first year of AVID Elementary implementation. A team of ten Citrus administrators and teachers went to the AVID Summer Institute to learn AVID foundations. All Citrus students received all AVID related school supplies for free. • Fully met Goal 4. Our teachers met six times throughout the school year to plan the next few weeks of instruction in their PLC teams. During these meetings, they analyzed SBAC Assessment Targets and Item Specifications to help develop clear Learning Intentions and Success Criteria to guide their instruction. • Fully met Goal 5. Our schoolwide suspension rate was less than 1%. We implemented all three tiers of PBIS and were recognize by the CA PBIS Coalition as a Platinum PBIS school. • Fully met Goal 6. We had 66 parent events and 82% of Citrus families responded to the FUSD parent survey, with over 90% favorable ratings in most indicators.

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Integrate SBAC preparedness for all students by reviewing accessibility features (universal and designated) and giving practice on SBAC question types via SBAC IABs and IO throughout the year. • Teach all students Writing Inquiry Collaboration Organization Reading (WICOR) strategies by focusing on the O (Organization). Teach students to keep their time organized by using agendas or calendars in a developmentally appropriate way. Teach all students to keep their tools organized by using table caddies or three-ring binders. Teach all students to keep their thoughts organized by using 3-column notes and Thinking Maps. Provide all students with the AVID tools they need for free. • Implement a Learning Center approach for Special Education. Collaborate with Sped Ex consulting to develop a model that maximizes inclusion for all students with IEPs while providing them the additional support they require. • Use Universal Screening tools for academics, behavior, and social-emotional needs to identify students who require additional interventions. Provide all students with the support they require in a tiered format. Use data to measure the efficacy of the interventions.
<p>MOONSHOT</p>	<p>Citrus Elementary's Moonshot is to fully implement AVID Elementary and the P21 Framework for 21st Century Learning into one integrated system that prepares students for college and career readiness. AVID Elementary prepares students for College and Career Readiness by training them in Writing Inquiry Collaboration Organization Reading (WICOR) strategies. 21st Century Learning prepares students for College and Career Readiness by teaching them 21st Century skills, including content knowledge, technology skills, life and career skills, and "the 4Cs": creativity, critical thinking, communication, and collaboration. Additionally, the 21st Century Learning framework involves educators developing the systems that support effective teaching and learning. The skills emphasized in both AVID Elementary and the 21st Century Learning framework are complementary and, when combined into one cohesive whole, will ensure Citrus students are prepared for college and career success.</p> <p>Key strategies that will help us achieve our Moonshot are:</p> <ul style="list-style-type: none"> • Develop and implement an AVID Elementary Site Plan that trains students in WICOR strategies • Teach technology skills based on the California Scope and Sequence for Technology and provide opportunities for students to apply these technology skills in their lessons • Plan for instructional activities that allow students to demonstrate "the 4Cs" • Collaborate in Professional Learning Communities to... <ul style="list-style-type: none"> ○ Plan for instruction aligned to the Common Core State Standards ○ Develop common formative assessments aligned to the SBAC ○ Analyze results of common formative assessments to identify students for reteach or enrichment ○ Analyze results of common formative assessments for teachers to reflect on their own instructional skills • Provide differentiated instruction using the Blended Learning Station Rotation model <ul style="list-style-type: none"> ○ Following whole group instruction, teachers will divide students into groups based on progress-monitoring ○ Develop stations where 1) students receive small group instruction from the teacher, 2) students work independently from the teacher (either individually or in small groups), 3) students use technology to provide targeted instruction or to enrich their learning goals

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking

Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-33.4	-50
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-54.2	-72
NWEA MAP Reading: % of students who meet expected fall to fall growth	52%	52.86%
NWEA Math: % of students who meet expected fall to fall growth	52%	44.21%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	34%	32%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A – Supplemental instructional materials	\$18,701	\$3,568	<ul style="list-style-type: none"> Spent \$8,424 on Scholastic Magazines Spent \$16,360 cents on printing/copying Decreased 11 points in ELA DFS Decreased 6 points in Math DFS Increased by 16.26% on MAPS Reading Increased by 1.11% on MAPS Math 	Continue
1B – Computers/Computer Equipment	\$30,812	\$0	<ul style="list-style-type: none"> Spent \$1,028 on a laptop cart Spent \$28,876 on laptops Spent \$3,532 on headphones Decreased 11 points in ELA DFS Decreased 6 points in Math DFS Increased by 16.26% on MAPS Reading Increased by 1.11% on MAPS Math 	Continue with modifications <ul style="list-style-type: none"> Purchase additional headphones Purchase big screen TVs in lieu of projectors No longer purchase computers, as the district is providing these
1C – SBAC After-school Tutoring	0	\$7,400	<ul style="list-style-type: none"> Spent \$7,341 on tutoring 132 students enrolled in tutoring Decreased 11 points in ELA DFS Decreased 6 points in Math DFS Increased by 16.26% on MAPS Reading Increased by 1.11% on MAPS Math 	Discontinue <ul style="list-style-type: none"> Afterschool tutoring has focused on providing students SBAC item practice using the IABs. The SSC has determined this is something all students should receive in the general

				<p>education classroom. Therefore, it is no longer necessary to offer after school tutoring since not all students benefit from it.</p>
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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%	2.0%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-46.6	-86.8
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-70.5	-106.6

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		
2A – ELPAC After-school Tutoring	\$0	\$3,800	<ul style="list-style-type: none"> Spent \$3,776 on afterschool tutoring Decreased 27.8% in EL Reclassification rate Increased 26.7 points in ELA DFS Increased 16.9 points in Math DFS 	Discontinue <ul style="list-style-type: none"> Afterschool tutoring has focused on providing students ELPAC item practice. The SSC with the advisement of ELAC has determined this is something all students should receive this during ELD instruction in the general education classroom. Therefore, it is no longer necessary to offer after school tutoring since not all students benefit from it.

2018-2019 SPSA Annual Evaluation of Effectiveness

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

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3A – AVID Elementary	\$0	\$10,000	<ul style="list-style-type: none"> Received a Moonshot grant from FUSD which paid for 1) 8 teachers and 2 administrators to attend the AVID Summer Institute and 2) supplies to provide students schoolwide with AVID materials 	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Avg. rating 3.5 out of 4	Avg. rating 3.6 out of 4
Instructional Leadership Team Rating	Avg. rating 3.5 out of 4	Avg. rating 3.6 out of 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		
4A – Professional Learning Communities	\$31,000	\$0	<ul style="list-style-type: none"> Spent \$2,700 on substitute teachers providing time for Student Intervention Team (SIT) meetings to be held Spent \$26,550 on substitute teachers providing time for grade-level PLCs to plan for each cycle of instruction K-5th grade teams met for a full day on 6 different occasions over the school year to identify the standards and assessment targets to be taught and plan for instruction 6th grade and Read 180 teachers met for a full day on 4 different occasions over the school year to identify the standards and assessments targets to be taught and plan for instruction Decreased 11 points in ELA DFS Decreased 6 points in Math DFS Increased by 16.26% on MAPS Reading Increased by 1.11% on MAPS Math 	Continue

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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%	0.0%
Suspension rate:	SW	<1%	0.3%
	FY (homeless)	0%	0.0%
	Hisp	<1%	0.3%
	ELL	<1%	0.0%
	AA	2.6%	3.3%
	Sped	<1%	2.9%
Expulsion rate		0.0%	0.0%
Attendance Rate		96%	96.07%
Chronic Absenteeism Rate		10%	10.4%

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		
5A – Additional Hourly Pay	\$0	\$8,322	<ul style="list-style-type: none"> Spent \$8,354 on providing additional hourly for PBIS team members to attend meetings and complete PBIS tasks 	Continue

			<ul style="list-style-type: none"> • Implemented PBIS Tier1, Tier 2, and Tier 3 interventions schoolwide • Achieved a 100% for all tiers on the end of year PBIS Tiered Fidelity Inventory (TFI) • Received a Platinum rating from the CA PBIS Coalition • Maintained a schoolwide suspension rate of less than 1% • Maintained a schoolwide attendance rate of greater than 96% • Decreased chronic absenteeism rate from 11% to 10.4% 	
5B – Substitute Release Time	\$0	\$6,539	<ul style="list-style-type: none"> • Spent \$1,800 on providing substitute release time for teachers to facilitate Community Building Circles • Spent \$2,700 on providing substitute release time for PBIS team to participate in TFI walkthroughs • Held Community Building Circles for 2nd-6th grade students once a week during the 1st semester • Conducted three TFI walkthroughs • Implemented PBIS Tier1, Tier 2, and Tier 3 interventions schoolwide • Achieved a 100% for all tiers on the end of year PBIS Tiered Fidelity Inventory (TFI) • Received a Platinum rating from the CA PBIS Coalition • Maintained a schoolwide suspension rate of less than 1% • Maintained a schoolwide attendance rate of greater than 96% • Decreased chronic absenteeism rate from 11% to 10.4% 	Continue
5C – Software	\$0	\$6,250	<ul style="list-style-type: none"> • Spent \$2,250 on PBIS Rewards • Used PBIS Rewards schoolwide to provide Sun Points for students • Allowed students to spend their Sun Points once a week in the Sun Store • Used PBIS Rewards data in PBIS meetings to measure our implementation of Tier 1 interventions • Implemented PBIS Tier1, Tier 2, and Tier 3 interventions schoolwide • Achieved a 100% for all tiers on the end of year PBIS Tiered Fidelity Inventory (TFI) • Received a Platinum rating from the CA PBIS Coalition • Maintained a schoolwide suspension rate of less than 1% • Maintained a schoolwide attendance rate of greater than 96% • Decreased chronic absenteeism rate from 11% to 10.4% 	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table

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	52	66
Parent Engagement and Local Climate Survey	25%	82%

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 – Additional Hourly Pay	\$458	\$0	<ul style="list-style-type: none"> • Spent \$458 on providing bilingual translation during parent conferences • Increased number of families completing parent survey by 419 • 91% of families agreed we involved parents • 93% of families agreed we had an academic orientation • 89% of families agreed we had learning supports • 91% of families agreed we had opportunities for student participation • 91% of families agreed we had respect and cultural sensitivity • 65% of families agreed we student risk behavior was not a concern • 96% of families agreed we had effective discipline • 95% of families agreed we had good facilities • 85% of families agreed we had good nutrition 	Continue

6B – Consultant for Parents	\$1,613	\$0	<ul style="list-style-type: none"> • Did not hire a consultant to provide parent workshops 	Discontinue <ul style="list-style-type: none"> • The SSC and Citrus administrators have not identified a relevant consultant that can present on information that would attract the interest of our parents
6C – Refreshments for Parent Workshops	\$650	\$0	<ul style="list-style-type: none"> • Spent \$45 on refreshments for parent workshops • Increased number of families completing parent survey by 419 • 91% of families agreed we involved parents • 93% of families agreed we had an academic orientation • 89% of families agreed we had learning supports • 91% of families agreed we had opportunities for student participation • 91% of families agreed we had respect and cultural sensitivity • 65% of families agreed we student risk behavior was not a concern • 96% of families agreed we had effective discipline • 95% of families agreed we had good facilities • 85% of families agreed we had good nutrition 	Continue

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The School Site Council met on Wednesday, September 25 to review the 2018-19 expected outcomes and actual outcomes. For each action/service, the SSC reviewed the related data and made decisions whether to continue, modify, or discontinue the action/service. Admin provided general progress data regarding specific student groups, and the SSC discussed each of the following questions. The principal summarized their discussions below. This summary was shared with the SSC at the Wednesday, October 16 meeting to ensure its accuracy.</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 - We partially met our goal of increasing proficiency and strategic thinking.</p> <ul style="list-style-type: none"> • <i>Our students met their MAPS Reading goal. Unlike the SBAC, which only looks at grades 3-6, the MAPS assessment looks at students in grades K-6. We believe the implementation of United 2 Read in the 18-19 school year helped with this increase in scores. Our provision of 1A supplemental instructional resources and 1B computers/computer equipment helped generate this increase, as all grade levels received appropriate resources and technology to help improve learning.</i> <p>Goal 3 - We met our goal of increasing our college and career readiness.</p> <ul style="list-style-type: none"> • <i>Although elementary schools have no specific metric for measuring college and career readiness, Citrus Elementary feels we meet this goal because we successfully received a grant from the district for the implementation of AVID Elementary. Through this grant, we were able to send a team of 10 educators to the AVID Summer Institute in San Diego. This team received AVID Foundations training and were able to develop a site plan for year one implementation of AVID strategies. Our 3A action in implementing AVID Elementary assisted with this goal.</i> <p>Goal 4 - We met our goal of cultivating effective teacher and leaders.</p> <ul style="list-style-type: none"> • <i>We met this goal in that our ILT's measurement on the Instructional Leader Team Rating rubric maintained a high score (3.6 out of 4). We were able to meet this through our use of substitute teachers to provide time for teachers to collaborate in professional learning communities during the instructional day, as referenced in action 4A.</i> <p>Goal 5 - We met our goal of engaging students and decreasing dropout rates.</p>

- *We met this goal in terms of maintaining our overall suspension rate (less than 1%) and maintaining our overall attendance rate (over 96%). Although we did not meet our goal for chronic absenteeism rate, we did reduce it. Additionally, Citrus Elementary was one of two schools in FUSD who received a Platinum rating for its PBIS implementation from the CA PBIS Coalition. We believe this was due to our use of Action 5A to provide of additional hourly pay to pay for teachers to participate in PBIS meetings and implementation, action 5B to provide substitute teachers to support our TFI walkthroughs, and action 5C to provide of online resources, including PBIS Rewards.*

Goal 6 – We met our goal of strengthening family and community engagement.

- *We met our goal in terms of providing parent and community events (66) and percentage of families completing the FUSD parent survey (82%, the highest in the district). We believe our use of additional hourly pay to provide translation services (Action 6A) and provision of refreshments at parent meetings (Action 6B) helped contribute to this growth.*

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

Goal 1 - We partially did not meet our goal of increasing proficiency and strategic thinking.

- *Our students did not meet their goals in terms of growth on the SBAC in the areas of Reading or Math. We believe that our afterschool tutoring (Action 1C) did not provide the impact we hoped as it was limited to 100 students who were able to stay after school to participate. Because the ability to stay after school and have transportation home was a requirement, we were unable to target those who were most in need.*
- *We did not meet our goal regarding increasing levels of strategic thinking. During administrative walkthroughs, we observed DOK 3 or higher during 32% of visits, rather than 34%.*

Goal 2 - We did not meet our goal of improving multilingualism and multiculturalism.

- *We did not meet our goal of improving our EL Reclassification rate. The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English language learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification that year. Because of these factors, reclassification rates cannot be compared from year to year during this transition period. The drop in reclassification rates was directly related to the changes in the assessments and reclassification criteria.*
- *We did not meet our goal of increasing our EL performance on the SBAC Reading and SBAC Math assessments. However, we still showed significant improvement. Our English Learners grew by 26.7 points on the SBAC Reading assessments and 16.9 points on the SBAC Math assessment.*

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?

EL Students

- *There was a gap in academic achievement for EL students. Overall, 27% of students met or exceeded the standard in ELA and 21% in MATH. For EL, 9.4% of students met or exceeded the standard in ELA and 11.3% in MATH. It should be noted, that our EL students still showed significant growth. Our English learners moved up by 26.7 points on the SBAC Reading assessments and 16.9 points on the SBAC Math assessments. Therefore, we believe that while the gap remains an area of concern, our current focus of collaborating in PLCs and providing necessary instructional materials will enable us to continue diminishing this gap.*

African American Students

- *There was a gap in academic achievement for African American students. Overall, 27% of students met or exceeded the standard in ELA and 21% in MATH. For African American students, 16.7% of students met or exceeded the standard in ELA and 16.7% in MATH. While this gap is of a concern, it was noted that it was decreased by 4.2% in ELA and 4.2% in MATH. Therefore, we believe that while the gap remains an area of concern, our current focus of collaborating in PLCs and providing necessary instructional materials will enable us to continue diminishing this gap.*

Students with Disabilities

- *There was a gap in academic achievement for Students with Disabilities. Overall, 27% of students met or exceeded the standard in ELA and 21% in MATH. For Students with Disabilities, 7.3% of students met or exceeded the standard in ELA and 3.6% in MATH.*

Foster Youth

- *There was a gap in academic achievement for Foster Youth. Overall, 21% of students met or exceeded the standard in MATH. For Foster Youth, 0% met or exceeded the standard. It's difficult to draw general conclusions to explain this gap, because there were only 7 Foster Youth identified in 2018-19. Rather than addressing them as a group, we believe using the SIT process to provide individualized interventions would be the most appropriate approach.*

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

- We need to improve in decreasing the overall academic achievement gap. Overall as a school, we decreased in our distance from standard as measured by the SBAC ELA and SBAC MATH (it should be noted, that some grade levels and student groups showed improvement). We need to continue to rely upon the PLC process to help our students demonstrate improvement.
- Our implementation of Professional Learning Communities was successful. This provided teachers the time they needed to plan for student learning. In 2018-19, they focused primarily on planning around what students needed to learn. While this helped close the achievement gap for different groups, but we were unable to decrease the overall academic achievement gap. To help address this issue, we need to provide time and support for teachers to gather targeted data, identify who learned and who needs more support, and provide relevant reteach or enrichment.
- Our implantation of PBIS was successful. It helped us maintain a low schoolwide suspension rate (less than 1%) and high attendance rates (over 96%). We need to continue implementing and refining our PBIS Tier 1, Tier 2, and Tier 3 interventions.

	<ul style="list-style-type: none">• Our chronic absenteeism rate remains high (10.4%), even though it decreased. We need to identify who our chronically absent students are and provide appropriate interventions to help reduce their absences.• There remains a gap in the English Learners, African American students, and Foster Youth compared to our overall school population. We need to continue to utilize the PLC process. Particularly, we need to improve in our use data to identify students needing additional support and providing targeted support during the instructional day.
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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 <i>(Change in Distance from Standard or DFS)</i>	-50.2	-40.2
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-72.2	-57.2
NWEA MAP Reading: % of students who meet expected fall to fall growth	52.86%	55%
NWEA Math: % of students who meet expected fall to fall growth	44.21%	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	32%	39%

Identified Need(s):	<ul style="list-style-type: none"> Students need ELA and Math lessons designed with Teacher clarity that are based on Common Core State Standards and informed by SBAC question types. Students need differentiated, blended learning instruction provided in a flexible learning environment. Students need targeted interventions to help them close the achievement gap.
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SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Teachers will collaborate in grade-level PLC teams to... <ul style="list-style-type: none"> • Identify what Common Core State Standards to teach • Unpack the related SBAC Assessment Target and Item Specification • Develop Learning Intentions and Success Criteria • Discuss how they will teach the concept • Identify a common assessment • Analyze the results, including how subgroups performed • Provide reteach or enrichment as appropriate. 	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	Teachers will provide small group differentiated instruction to all students based on the Common Core State Standards in a blended learning format for ELA and Math.	August 2019 – 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	<ol style="list-style-type: none"> 1. Teachers will screen students using the MAPS assessments and follow up screeners, including Wonders Diagnostics and Mobymax Math Placement. 2. Teachers will use this data to identify students who require additional support. Targeted interventions will be given individually via the SIT process or in groups during Reading and Math Intervention times. 3. Special Education teachers will work with SpedEx Consulting to develop a Learning Center model to provide support to students with disabilities. 	<ol style="list-style-type: none"> 1. August 2019, December 2019, May 2020 2. August 2019 – May 2020 3. October 2019, November 2019, January 2020, February 2020, March 2020, May 2020

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 Effective Common Core Based Instruction with Teacher Clarity (0.75 effect size) <ul style="list-style-type: none"> • Supplemental instructional materials • Substitute teachers for PLC collaboration 	<ul style="list-style-type: none"> • Informal Administrative Walkthrough Data • MAPS assessments 	All Students	Administrators, Classroom Teachers	\$18,106

<p>1B – Provide Small Group Differentiated Instruction in a Blended Learning Model as Response to Intervention Tiers 1 and 2 (1.29 effect size)</p> <ul style="list-style-type: none"> • Instructional printing • Instructional supplies • Student headphones • Student computers • Computer equipment • Flexible seating 	<ul style="list-style-type: none"> • Informal Administrative Walkthrough Data • MAPS assessments 	All Students	Administrators, Classroom Teachers	\$5,000
<p>1C – Provide Interventions for Students with Learning Needs (0.77 effect size)</p> <ul style="list-style-type: none"> • Supplemental instructional materials • Additional Hourly Pay for planning, data analysis, and collaboration • Substitute Teachers for SIT planning and meetings 	<ul style="list-style-type: none"> • Student SIT Documentation • MAPS assessments 	All Students	Administrators, Classroom Teachers	\$5,000
Total Estimated Cost for This Goal:				\$28,106

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	2%	12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-86.8	-76.8
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-106.6	-100.6

Identified Need(s):	<ul style="list-style-type: none"> • English Learners need differentiated instruction targeting their English Learner needs • English Learners preparation in ELPAC formatted prompts and questions • English Learners need support from bilingual aides
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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 Effective Designated and Integrated ELD with Teacher Clarity (0.75 effect size) <ul style="list-style-type: none"> • Supplemental instructional materials • Instructional printing • Instructional supplies 	Wonders Diagnostics. District Common Formative Assessments, MAPS Assessments	English Learners	Administrators, Teachers	\$1,000
Total Estimated Cost for This Goal:				\$1,000

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase college and career readiness activities and events.	10	12

Identified Need(s):	<ul style="list-style-type: none"> Students need training in student skills that are not explicitly taught as part of the traditional curriculum, such as note taking, and organization. Students need exposure and excitement around the idea of going to college. Teachers need training in AVID Elementary foundations so they can provide WICOR based instruction.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
3A – Implement AVID Elementary WICOR strategies: Writing-to-learn, Inquiry, Collaboration, Organization, Reading-to-learn <ul style="list-style-type: none"> Travel and Conference Supplemental Instructional Resources 	AVID Coaching and Certification Instrument (CCI), MAPS	All Students, AVID Students	Administrator AVID Teachers, All Teachers	\$11,000
Total Estimated Cost for This Goal:				\$11,000

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

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Proficient
Instructional Leadership Team Rating	Proficient	Proficient

Identified Need(s):	<ul style="list-style-type: none"> Teachers need time to meet in their grade-level teams and conduct the work of Professional Learning Communities. Teachers need professional development in Teacher Clarity.
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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 – Implement Professional Learning Communities (1.57 effect size) <ul style="list-style-type: none"> Substitute Teachers for PLC collaboration time Additional Hourly Pay for planning, data analysis, and collaboration 	<ul style="list-style-type: none"> Grade-Level PLC Planning Tools PLC CFA Analysis Tools Informal Administrator Walkthrough Data MAPS District Common Formative Assessments 	All Students	Administrators, Classroom Teachers	\$21,000
Total Estimated Cost for This Goal:				\$21,000

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	0.3%	<1%
	FY (homeless)	0%	0%
	Hisp	0.3%	<1%
	ELL	0%	0%
	AA	3.3%	<1%
	Sped	2.9%	<1%
Expulsion rate		0%	0%
Attendance Rate		96.07%	96.10%
Chronic Absenteeism		10.4%	9.4%

Identified Need(s):	<ul style="list-style-type: none"> Students need to access a learning environment that is physically and emotionally safe. This includes providing Tier 1, Tier 2, and Tier 3 interventions that support behavioral and social-emotional needs.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>Attendance supports and incentives are not allowable out of Title I.</i>
See the Supplemental Concentration Addendum				
Total Estimated Cost for This Goal:				

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
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	66 events	>60 events
Parent Engagement and Local Climate Survey	82%	>75%

Identified Need(s):	<ul style="list-style-type: none"> • Our parents need to be more involved in school activities and their children’s learning. • Many of our parents require education in how to speak and understand the English Language to actively participate in their children’s education. • Parents require childcare so they can receive training in English. • Our parents require translation so they can meet with our teachers to discuss their child’s progress.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A – Increase Parent Involvement by Advertising for Parent Events, Providing Translation, and Providing childcare (0.5 effect size) <ul style="list-style-type: none"> • Supplementary printing for parent communication • Additional hourly pay for childcare for adult English parent classes 	<ul style="list-style-type: none"> • Number of Parent Surveys completed • Number of parents passing English classes 	All Students	Administrators, Classroom Teachers	\$2,762
Total Estimated Cost for This Goal:				\$2,762

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Provide Effective Common Core Based Instruction with Teacher Clarity (0.75 effect size) <ul style="list-style-type: none"> • Supplemental instructional materials • Instructional printing • Instructional supplies • Student computers • Computer equipment • Substitute teachers for PLC collaboration 	All	\$40,000	Administrators, Teachers
Provide Small Group Differentiated Instruction in a Blended Learning Model as Response to Intervention Tiers 1 and 2 (1.29 effect size) <ul style="list-style-type: none"> • Supplemental instructional materials • Instructional printing • Instructional supplies • Student headphones • Student computers • Computer equipment • Flexible seating 	All	\$40,000	Administrators, Teachers
Implement AVID Elementary WICOR strategies: Writing-to-learn, Inquiry, Collaboration, Organization, Reading-to-learn <ul style="list-style-type: none"> • Travel and Conference • Supplemental Instructional Resources 	All	\$40,000	Administrators, 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.	\$63,868.00
<input checked="" type="checkbox"/>	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,762.00
Total amount of federal funds allocated to this school		\$63,868.00

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

<p>Goal 4</p>	<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
<p>Goal 5</p>	<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
<p>Goal 6</p>	<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
<p>Goal 7</p>	<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
Mike McGirr	Principal	Not-Applicable	Not-Applicable	1
Jennifer Mahl	Classroom Teacher	2 years	May 24, 2020	1
Sweeta Bahramand	Classroom Teacher	2 years	May 24, 2020	1
Nenita Angio	Classroom Teacher	2 years	May 24, 2020	1
Gabrielle Ruiz	Other Staff Member (Specify): Clerk	2 years	May 24, 2020	1
Sub Total: 5				
Ana Diaz	Parent/Community Member	2 years	May 24, 2021	1
Lauren Moore	Parent/Community Member	2 years	May 24, 2021	1
Britny Sanchez	Parent/Community Member	2 years	May 24, 2021	1
Cynthia Rodriguez	Parent/Community Member	2 years	May 24, 2021	1
Elvira Hernandez	Parent/Community Member	2 years	May 24, 2021	1
Sub Total: 5				
				Total: 10

RECOMMENDATIONS AND ASSURANCES

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

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

Required:

English Learner Advisory Committee Veronica Proiz 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: 10/18/19.

Attested:

Mike McGirr
Typed name of School Principal

[Signature]
Signature of School Principal

10-18-19
Date

Jennifer Mahl
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

10-18-19
Date