

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

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code		Cypress Elementary 36 67710 6068761		SSC Approval Date: October 12, 2018	
School Address		9751 Cypress Ave. Fontana, CA. 92335-6500		Local Governing Board Approval Date: _____	
Name of Principal		Adam Andersen	Phone # and Email	(909) 357-5460 <a href="mailto:Adam.Andersen@fusd.net">Adam.Andersen@fusd.net</a>	
Name of SSC Chairperson		Lori Montigel	Phone # and Email	(951) 204-9976 <a href="mailto:MontLL@fusd.net">MontLL@fusd.net</a>	
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

Cypress Elementary School "is a community united to ensure every student is prepared for success in college, career and life." Our mission is to place all students on the "Road to Success." In addition, we support the mission of the Fontana Unified School District, "... to graduate all students prepared to succeed in a changing world." In support of our vision and mission, Cypress Elementary School is prepared to:

- Increase student academic achievement
- Provide a positive and safe learning environment
- Ensure students attend school daily and on time

<p style="text-align: center;"><b>SCHOOL AND COMMUNITY PROFILE</b></p>	<p>Cypress Elementary School serves approximately 748 students from preschool as well as kindergarten through fifth grade. The ethnicity of our k-5<sup>th</sup> grade student population is 89% Latino, 3% African American, 4% Caucasian, and 4% other. English Language Learners comprise 43% of the student population at Cypress Elementary School. All students receive free and reduced lunches and breakfasts.</p> <p>All Cypress families are encouraged to become actively involved in their child’s education. Coffee with the Principal (CWP) meetings are held monthly to provide parents with information about school, district, and community programs and resources. This is also an opportunity for parents to ask questions and share comments about the school. Before parents visit classrooms on Back to School Night, the principal holds a brief informational meeting with them. At the annual Title I parent meetings, information is shared about this program, including assessment data and how we plan to ensure all students achieve grade level standards. Throughout the year, parents are invited to attend workshops on a variety of topics and community events, performances, and beautification projects are completed on a regular basis. Parents are also encouraged to become involved in school decision-making by participating in the English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), School Site-Council (SSC), and Parenting Partner Workshops.</p> <p>Cypress will continue to implement supplemental programs during the school day and as part of extended learning opportunities to differentiate instruction for all students. Such programs are Read 180, Accelerated Reader (AR), LEXIA and United2Read (A2I) for grades K-2. Additional enrichment opportunities include music, choir, band, STEM and Student Congress. A forty-minute block of English Language Development (ELD) instruction is implemented daily in every classroom. Students who need assistance in mathematics are invited to attend after-school tutoring sessions when offered on a limited basis. An after-school class is provided to students identified through testing to participate in Gifted and Talented Education (GATE). The GATE class focuses on differentiated instruction in the form of enrichment opportunities to meet their unique needs. Our Visual and Performing Arts (VAPA) class is provided to students after-school as well. The program focuses on color theory, one point, and two-point perspective, composition arrangement, and the utilization of multiple mediums. The partnership between FUSD, Cypress, and the Fontana City After School Program is currently providing students with a structured and safe environment to complete homework, receive academic enrichment, participate in physical education activities, and receive nutritious snacks every day after school until 6:00 PM.</p>
<p style="text-align: center;"><b>SPSA HIGHLIGHTS (bullet points)</b></p>	<p>The following are the key features of this school year’s SPSA:</p> <ul style="list-style-type: none"> <li>• Tier 1-3 Positive Behavior Interventions and Supports (PBIS) maintained and developed by PBIS team <ul style="list-style-type: none"> <li>○ The number of Education Code violations decreased from 15 (2017-18) to 8 (2018-19)</li> <li>○ Data indicates zero suspensions for the 2018-19 school year</li> <li>○ Tiered Fidelity Inventory indicates that 100% of staff and students utilize components of the PBIS framework</li> <li>○ Cypress received Tier II Gold State recognition with 100% rating on TFI (2018-19)</li> </ul> </li> <li>• United2Read (A2I) program utilized in all kindergarten – first grade classrooms (2018-19). This year, A2i will encompass grades k-2</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning Walk data indicates 100% of teachers apply Write from the Beginning (WFTB) strategies and resources across content areas             <ul style="list-style-type: none"> <li>○ Preliminary Smarter Balanced Assessment (SBA) data shows the average percentage of students scoring at or above standard increased from 26.5% (2017-18) to 27.1% (2018-19) in English Language Arts (ELA)</li> </ul> </li> <li>• Three Cycles of Professional Learning were developed by the Instructional Leadership Team (ILT)             <ul style="list-style-type: none"> <li>○ One hundred percent of teachers participated in three Peer Visits and one Internal Walk</li> </ul> </li> <li>• Beautification projects and events completed throughout the year to increase community engagement             <ul style="list-style-type: none"> <li>○ Household completion rate of 65% on Parent Survey</li> </ul> </li> <li>• College and Career awareness promoted through the development of a “gig” economy school culture</li> </ul>
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> <li>• Development of Tier III PBIS framework to maintain a positive and safe learning environment for all students</li> <li>• PLC collaboration to increase student proficiency and strategic thinking through Teacher Clarity and Common Formative Assessment (CFA)</li> <li>• Employment of A2I program in grades k-2 to meet individual student needs through differentiated small group instruction</li> <li>• Review of Professional Learning Cycle during community events to include parents in the instructional decision-making process</li> <li>• Completion of “MAP Family Celebrations” to encourage student growth in both reading and mathematics</li> <li>• Development of math improvement plan to promote the CRA model as well as mathematical discourse in all classrooms</li> </ul>
<p>MOONSHOT</p>	<p>Cypress Moonshot Statement: To foster a “gig economy” school where all students want to learn in an environment that capitalizes on individual strengths, talents and interests</p>

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		
<b>1A – Supplemental Instructional Materials</b> Library books	\$2,984 \$2,151		<b>Invoice of texts/resources:</b> Purchased 114 high quality books for library, including medal award winners for student book club. 100% of teachers felt additional books were beneficial since approximately 60% were expository texts (i.e. capitalizing on instructional shifts in Common Core). All books purchased were used to expand the school's Accelerated Reader (AR) library.	Continue
<b>1B – Software Licenses</b> Computer Software and Related Supplies	\$8,720		<b>Weekly usage data:</b> AR data reflects an average of 74% weekly school wide usage during non-testing periods. 100% of teachers engaged in weekly data chats with librarian to monitor student progress towards meeting goals. The AR Committee celebrated individual student achievement with incentive program. 100% of teachers used Accelerated Reader/STAR software throughout the year.	Continue
<b>1C - Additional Teacher Hourly</b> <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Intervention/<b>Enrichment</b>/Technology</li> </ul>	\$7,625		<b>SBA Data:</b> Preliminary SBA data shows growth in ELA with a decrease in distance from standard (DFS) met, closing achievement gap from -59.7 points (2018) to -50.7 points (2019). Preliminary SBA data indicates a slight increase in DFS in Mathematics from -70.1 points (2018) to -71.1 points (2019).  <b>MAP Data:</b> The overall percentages of students in grades K-5 who met their projected growth targets from Fall 2018 to Fall 2019 are as follows:  Reading 42.36% Math 41.46%  <b>Final Projects:</b> Allocation allowed for after school math tutoring program at Cypress ES. The program consisted of one coordinator and five certificated teachers, who all utilized the blended learning model for instruction. Strengths & Needs Assessment data indicate that 100% of teachers felt the program encouraged student growth in mathematics. Tutoring program consisted of 63 students from 1 <sup>st</sup> through 5 <sup>th</sup> grade. Out of those students, 100% received small group differentiated instruction through structured center rotations. In addition, all students received an individualized	Continue

			education plan through the MobyMax online adaptive curriculum. Goal allocation also funded site-planning expenditures for Ed Tech teacher cohort as well as Ed Tech and Student Intervention Team (SIT) Coordinator.	
<b>1D – Supplemental Printing</b> Printing Encumbrance	\$8,370 <del>\$9,725</del> \$13,225	\$9,208 \$10,318	<b>Printing usage/invoice:</b> Allocation funded supplemental printing needs. Monthly invoices confirm an average expenditure of \$1,700 from Title I and SUPC.	Continue
<b>1E – Technology Equipment</b> Taggable Supplies – Student Computers	\$18,733	\$7,007 \$5,897	<b>SBA Data:</b> Preliminary SBA data shows growth in ELA with a decrease in distance from standard (DFS) met, closing achievement gap from -59.7 points (2018) to -50.7 points (2019). Preliminary SBA data indicates a slight increase in DFS in Mathematics from -70.1 points (2018) to -71.1 points (2019).  <b>MAP Data:</b> The overall percentages of students in grades K-5 who met their projected growth targets from Fall 2018 to Fall 2019 are as follows:  Reading 42.36% Math 41.46%  <b>Inventory log:</b> Allocation allowed for one replacement student computer in 5 <sup>th</sup> grade as well as two student computers in each kindergarten through 1st grade classroom. This allowed for five student computers in all 1 <sup>st</sup> grade classrooms and 5 out of the 6 kindergarten classrooms. The additional computers increased student opportunities to utilize LEXIA, Moby Max, Accelerated Reader, and the blended learning model during RTI. Allocation also allowed for one Ed Tech teacher laptop.	Continue
<b>1F – Student Academic Awards</b> Student Awards		\$216	<b>SBA Data:</b> Preliminary SBA data shows growth in ELA with a decrease in distance from standard (DFS) met, closing achievement gap from -59.7 points (2018) to -50.7 points (2019). Preliminary SBA data	Continue

			<p>indicates a slight increase in DFS in Mathematics from -70.1 points (2018) to -71.1 points (2019).</p> <p><b>MAP Data:</b> The overall percentages of students in grades K-5 who met their projected growth targets from Fall 2018 to Fall 2019 are as follows:</p> <p>Reading 42.36% Math 41.46%</p> <p><b>Student award roster:</b> Certificate paper distributed for Semester 1 and Semester 2 assemblies as well as Kindergarten and 5<sup>th</sup> grade promotion ceremonies.</p>	
--	--	--	--	--

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 1: Increase Proficiency and Strategic Thinking</b>		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	- 50	- 51
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	- 55	- 71
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	52%	42.36%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	52%	41.46%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	49%	51%

## 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%	2.4%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 89.4	- 76.9
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 93	- 85.7

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		
<b>2A – Extended Learning Opportunities for English Learners</b> <ul style="list-style-type: none"> <li>Tutoring – Additional Hourly for Classified or Certificated Staff Working with Students</li> <li>ELPAC – Additional Hourly for ELPAC Coordinator</li> </ul>		\$1,025	<b>EL Tutoring Pre/Post assessment data:</b> Five 4th grade students participated in a two-week tutoring program that focused on reading comprehension, ELPAC practice and small group instruction. Post assessment data indicates that 80% of students in program progressed to a four on WFTB scoring rubric.  <b>EL SBA Data:</b> Preliminary EL SBA data shows growth in ELA with a decrease in distance from standard (DFS) met, closing achievement gap from	Continue



			<p>-99.4 points (2018) to -76.9 points (2019). Preliminary SBA data also indicates a decrease in DFS in Mathematics from -99 points (2018) to -85.7 points (2019).</p> <p><b>English Learner Reclassification rate of 2.4%</b>          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 reduction in reclassification rates was directly related to the changes in the assessments and reclassification criteria.</p> <p><b>MAP Data:</b>          The overall percentages of students in grades K-5 who met their projected growth targets from Fall 2018 to Fall 2019 are as follows:</p> <p>Reading 42.36%          Math 41.46%</p>	
<p><b>2B – CABE Conference</b></p> <ul style="list-style-type: none"> <li>• Registration</li> <li>• Travel &amp; Hotel</li> </ul>	<p>\$1,600 \$970</p>		<p><b>CABE team’s turnaround training:</b>          Two staff members attended the California Association for Bilingual Education (CABE) conference in March of 2019. Staff members provided turnaround training to all teachers in April of 2019.</p>	<p>Continue</p>

## 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
Increase the number of college and career awareness activities.	16 activities	17

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		
<b>3A - College and Career Experiences</b> <ul style="list-style-type: none"> <li>Field trips</li> <li>Supplies</li> <li>Outside consultant - parent workshops</li> </ul>		\$1,000	<p><b>Field trip attendance rosters:</b> Two college field trip activities were completed in Winter of 2018. All 5<sup>th</sup> grade students were invited to attend field trip to Chaffey College.</p> <p><b>Student projects communicated in field trip request forms:</b> One hundred percent of 5<sup>th</sup> grade students who attended field trip to Chaffey College completed one follow-up writing assignment utilizing Thinking Maps and WFTB process.</p> <p><b>Invoice of supplies used during College &amp; Career Weeks:</b> One hundred percent of k-5 students received career incentives during the month of November. Six Career assemblies were completed in November and six college assemblies were completed in April. The online student led Ram Store began in Winter of 2018 and was utilized to provide incentives to all k-5 classrooms. The Anti-Bullying Club (ABC) interview activity was completed in Spring of 2019. School Counselor also met with all</p>	<p>Modify: Outside consultant for parent workshop is no longer needed due to this year's Parenting Partners initiative.</p>

			<p>5<sup>th</sup> grade students in Spring of 2019 to provide an overview of A-G requirements, seven-year plan, and college &amp; career readiness</p> <p><b>Parent Empowerment Workshop Provided:</b> College preparatory assistance workshop</p>
--	--	--	--

## 2018-2019 SPSA Annual Evaluation of Effectiveness

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

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		
<p><b>4A – Cycles of Professional Learning</b></p> <ul style="list-style-type: none"> <li>Substitute costs (PD, PLC/Collaboration Time, Intervention, Technology)</li> <li>Additional Teacher Hourly</li> </ul>	<p><del>\$9,750</del> \$6,250</p>		<p><b>Completion of Cycles of Professional Learning:</b> 100% of teachers participated in three Professional Learning Cycles. Within those cycles, 100% of teachers participated in two Peer Visits and one Internal Walk. Internal Walk data indicates that 100% of teachers are using Thinking Maps, WFTB, and Tier I PBIS framework within the classroom. Internal Walk and administrative walkthrough data suggest the average percentage of classrooms providing DOK level three instruction is forty-six percent.</p>	Continue

		<p><b>PLC agendas and Data Analysis:</b>          100% of grade level teams participated in professional development, planning and data analysis scheduled during contract day. All Kindergarten through fifth grade teachers participated in one full day of grade level planning. All members of ILT indicated the planning days were necessary for PLC development.</p> <p><b>Staff agendas and sign-in sheets:</b>          100% of teachers received professional development in Tier I and Tier II PBIS framework, Teacher Clarity, CFA backward planning &amp; data analysis, SIT process, and the Professional Learning Cycle.</p> <p><b>SIT meeting schedules:</b>          All meetings scheduled and facilitated by SIT Coordinator.</p> <p><b>Continuum Ratings</b>          Continuum ratings secured through 2018-19 Strengths and Needs Assessment with ILT and staff.</p>	
--	--	---	--

## 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	0.0%	0.0%
	FY (homeless)	0.0%	0.0%
	Hisp	0.0%	0.0%
	ELL	0.0%	0.0%
	AA	0.0%	0.0%
	Sped	0.0%	0.0%
Expulsion rate		0.0%	0.0%
Attendance Rate		96%	95.86%
Chronic Absenteeism Rate		8.3%	12.6%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A – Attendance Incentives		\$420	Tier I and II PBIS Framework: CA PBIS Coalition Silver recognition with 100% on Tiered Fidelity Inventory (TFI) (2017-18). CA PBIS Coalition Gold recognition	Modify

			<p>with 100% on TFI (2018-19). The number of Education Code violations decreased from 15 (2017-18) to 8 (2018-19). Data also indicates zero suspensions for the 2018-19 school year.</p> <p><b>Average Attendance Rate (Monthly and Annual)</b>  <b>Prize Patrol data</b>  <b>Weekly perfect attendance data:</b>  Attendance incentives allowed for weekly "Prize Patrol" visits by administration. 100% of teachers received weekly feedback with respect to attendance rates via Friday Memo. Classrooms with the best attendance were recognized with trophies on weekly basis. Cypress Elementary maintained an average attendance rate of 95.86% in the 2018-19 school year. The chronic absenteeism rate increased from 8.3% (2017-18) to 12.6% (2018-19).</p> <p><b>S1 and S2 perfect attendance data and awards:</b>  Allotment allowed for the completion of two attendance assemblies. All students with perfect attendance were recognized with certificates at each assembly and two students received bikes via perfect attendance raffles.</p>	<p>Incentives to encompass all components of the PBIS Framework</p>
<p><b>5B – After School Education &amp; Safety Program (ASES)</b></p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Supplies and Equipment</li> <li>• Consultant and Vendor Contracts</li> <li>• Transportation</li> <li>• Nutrition</li> </ul>	<p>N/A</p>	<p>N/A</p>	<p><b>Meeting minutes with Site Lead:</b>  Monthly meetings were held with site lead and administration</p>	<p>Continue</p>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

### LEA/School GOAL 6: Strengthen Family and Community Engagement

Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	12 events	19 events
Parent Engagement and Local Climate Survey	25%	68%

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		
<b>6A – Parent Groups (SSC, ELAC, CWP, SIT)</b> <ul style="list-style-type: none"> <li>• Child Care for Parent Meetings</li> <li>• Catering for Parent Meetings</li> </ul>		\$1,760 \$2,610	<b>Number of Events/Participants:</b> Parent participation continues to improve due to catering events/workshops. CWP sign-in data indicate an average of twenty-five participants at each event. Funding allowed for refreshments at ELAC and SSC. Childcare services provided to our parents throughout the year. Parent meetings, workshops and events promoted through flyer distribution, phone messages and Twitter. 100% of parent meetings & workshops had translation services provided. Parent Engagement and Local Climate Survey shows that 68% were completed by household.	Continue
<b>6B – Parent Workshops</b> <ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Childcare for Parent Meetings</li> <li>• Additional Teacher Hourly</li> </ul>	<del>\$3,880</del> \$3,985		<b>Number of Parent/Community Events:</b> <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• PBIS/Math Family Night</li> <li>• Three Parent Empowerment Workshops</li> <li>• Winter Language &amp; Literacy Night</li> <li>• SSC, ELAC, CWP, and PTA</li> <li>• Three beautification projects</li> </ul>	Continue

			<ul style="list-style-type: none"><li>• Cypress Science Fair &amp; Ed Tech Student Presentations</li><li>• Open House/Cypress Art Gallery/Library Mural Dedication</li><li>• Cypress Fall Festival</li><li>• Cypress Fall Community Dinner</li><li>• Two PBIS Parent Workshops</li><li>• Cypress Watch</li><li>• Volunteer Breakfast</li><li>• Cypress Art Gallery</li></ul> <p>Childcare services provided to parents throughout the year.</p>	
--	--	--	---	--



## 2018-2019 SPSA Annual Evaluation of Effectiveness

### LEA/School GOAL 7: Promote Healthy Environments

School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of <b>fifth/seventh/ninth</b> grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	40.9%	31.5%

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		
<b>7A – School Beautification</b> <ul style="list-style-type: none"> <li>• Garden Development</li> <li>• Gate beautification</li> <li>• Peaceful Playground</li> </ul>		\$1,750	<b>Projects Completed:</b> Allocation allowed for the completion of two gate beautification projects, front entrance garden update, United States map stencil activity, and Peaceful Playground painting day  <b>Community participation sign-in sheets:</b> A total of 24 parents participated in gate beautification project #1 (Sept 2018) and #2 (April 2019). Eleven parents and staff completed Peaceful Playground update and soccer goal installation in September of 2018. Fifty-seven parents and staff participated in the garden and map stencil painting activity in March of 2019.	Continue
<b>7B - Positive Behavior Intervention and Support</b> <ul style="list-style-type: none"> <li>• PBIS Family Workshops               <ul style="list-style-type: none"> <li>a. Additional Teacher Hourly</li> <li>b. Catering for Parent Workshops</li> <li>c. Child Care</li> </ul> </li> <li>• PBIS Celebrations</li> </ul>		<del>\$5,839</del> \$4,989	<b>Workshop sign-in sheets and surveys:</b> Data indicates an average of 34 participants at each workshop (2 total). Survey data shows 100% of attendees found the workshops informative with respect to the PBIS/SBA connection. Parent Engagement and Local Climate Survey shows that 68% were completed by household.	Continue

<ul style="list-style-type: none"> <li>PBIS Team Additional Hourly/substitute costs</li> </ul>			<p><b>Monthly PBIS celebration data:</b>            The number of Education Code violations decreased from 15 (2017-18) to 8 (2018-19). Data also indicates zero suspensions for the 2018-19 school year. 100% of teachers and students utilize components of the PBIS framework. Cypress received Tier 2 Gold recognition with 100% TFI rating.</p> <p><b>PBIS coordinator(s) time sheet/log:</b>            PBIS Coordinators provided training to all teachers at staff meetings and developed plan for PBIS Tier II and preliminary plan for Tier III framework. In addition, Coordinators developed two PBIS Parent Workshops.</p> <p><b>HFZ Data:</b>            Physical Fitness Test indicates that 31.5% of our 5<sup>th</sup> grade students met Healthy Fitness Zone (HFZ)</p>	
--	--	--	---	--

## 2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p><b>Describe how the evaluation was conducted:</b></p>	<p><b>School Site Council worked together to:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the school metrics/indicators</li> <li>• Discuss the actions/services as well as related expenditures</li> <li>• Complete a comparative analysis of expected outcomes in relation to actual outcomes</li> <li>• Develop a list indicating which goals were met/not met</li> <li>• Examine the list to determine whether to continue, modify, or discontinue each action/service</li> </ul>
<p><b>Describe the conclusions drawn from the overall results:</b></p>	<p><b>The following goals were met based on overall student/school performance:</b></p> <ul style="list-style-type: none"> <li>• SBAC ELA for English Learners: Change in average scaled score points from Meets Standards (exceeded goal by + 12.5 points)</li> <li>• SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards (exceeded goal by + 7.3 points)</li> <li>• College and career awareness activities (17)</li> <li>• Certificated Professional Development Rating (Proficient)</li> <li>• Instructional Leadership Team Rating (Advanced)</li> <li>• Suspension rate for all subgroups (0.0%)</li> <li>• Parent/community events (exceeded goal with 19 events)</li> <li>• Parent Engagement and Local Climate Survey (exceeded goal with 68%)</li> <li>• Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking (51%)</li> </ul> <p><b>The following actions/services were most effective in achieving those results:</b></p> <ul style="list-style-type: none"> <li>• Providing extended learning opportunities for English Learners</li> <li>• Completing three cycles of professional learning with ILT and staff</li> <li>• Maintaining effective school wide PBIS framework</li> <li>• Increasing the number of college and career awareness activities for all students</li> <li>• Providing parent/community events and workshops that communicate the school's Key Instructional Practices</li> </ul> <p><b>The following goals were not met based on overall student/school performance:</b></p> <ul style="list-style-type: none"> <li>• SBAC ELA (nearly met) and SBAC Math</li> <li>• MAP Reading (42.36%) and Math (41.46%)</li> <li>• Attendance (95.86%) and Chronic Absenteeism Rate (12.6%)</li> <li>• Healthy Fitness Zone (31.5%)</li> </ul>

	<p><b>The following actions/services were least effective:</b></p> <ul style="list-style-type: none"> <li>• Attendance incentives involving weekly “Prize Patrol” visits by administration</li> <li>• Goal seven did not include actions directly related to HFZ test preparation</li> </ul> <p><b>The goal areas that contained notable gaps in performance among specific student groups consist of the following:</b></p> <ul style="list-style-type: none"> <li>• Goal 1: SBAC assessment data indicates the following subgroups experienced an increase in Distance from Standard (DFS): <ul style="list-style-type: none"> <li>○ DFS for students with disabilities increased in Mathematics from -124.2 (2017-18) to -129.6 (2018-19)</li> <li>○ DFS for African American students increased in Mathematics from -110.9 (2017-18) to -115.4 (2018-19)</li> </ul> </li> <li>• Goal 2: English Learner Reclassification for the 2018-19 school year reflects 2.4%</li> </ul> <p><b>These results can be attributed to the following:</b></p> <ul style="list-style-type: none"> <li>• Goal 1: Students need increased access to small group differentiated instruction that incorporates the blended learning model in mathematics.</li> <li>• Goal 2: The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English language learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification that year. Because of these factors, reclassification rates cannot be compared from year to year during this transition period. The reduction in reclassification rates was directly related to the changes in the assessments and reclassification criteria.</li> </ul> <p><b>Conclusions:</b></p> <ul style="list-style-type: none"> <li>• Students need increased access to differentiated curriculum and instruction</li> <li>• Students need additional time and support to develop English Language Skills</li> <li>• Teachers need supplemental resources to increase student understanding of content through differentiated instruction</li> <li>• Teachers need support in developing differentiated instructional plans that capitalize on the blended learning model</li> <li>• Teachers need additional teacher hourly to provide students with intervention, tutoring, and technology enrichment</li> <li>• Teachers need professional development to use EL strategies during instruction</li> </ul>
--	---

### 2017-2020 Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

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

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	-51	-41
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	-71	- 56
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	42.36%	54%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	41.46%	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	51%	56%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Students need access to literature and nonfiction text.</li> <li>• Teachers need supplemental resources to increase student understanding of content through differentiated instruction.</li> <li>• Teachers need support in developing differentiated instructional plans.</li> <li>• Students need increased access to differentiated curriculum and instruction.</li> <li>• Teachers need additional teacher hourly to provide students with intervention, tutoring, and technology enrichment</li> </ul>
----------------------------	---

<p><b>SWP Requirements:</b> [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><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(S)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>The major areas of focus will be to provide the following:</p> <ul style="list-style-type: none"> <li>• Increased instructional differentiation through software, extended learning opportunities, and access to technology</li> <li>• Increased teacher access to professional development and Lesson Study in small group differentiated instruction</li> <li>• Increased teacher access to professional development in Write from the Beginning program to improve implementation of our key instructional practices across all content areas</li> <li>• Increased teacher access to professional development in Tier III Positive Behavior Interventions and Supports to ensure a safe and productive learning environment for all students</li> <li>• Improved implementation of Professional Learning Communities to support instructional planning at all levels through the completion of three Professional Learning Cycles</li> </ul>	<ul style="list-style-type: none"> <li>• PLC's will meet each month beginning in August of 2019 and monthly thereafter. Grade level planning days (K-5) will be scheduled within Professional Learning Cycles</li> <li>• Technology replacement and additions will begin in Fall of 2019 and continue into Winter of 2020</li> <li>• Online subscriptions will be purchased in August 2019 and will be valid for 365 days</li> <li>• Write from the Beginning Response to Text Part 1 training will take place in October 2019</li> <li>• Tier 1-3 PBIS teams will meet each month beginning in August of 2019 and monthly thereafter</li> <li>• Professional Development and Lesson Study on small group differentiated instruction will be scheduled in each Professional Learning Cycle</li> <li>• After school tutoring program will take place January 2020 - March 2020</li> </ul>
<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>By engaging in ongoing professional development and PLCs, teachers will improve their capacity to teach the core subjects at increasingly effective levels. By increasing student access to high quality instruction and intervention, including technology, teachers will ensure their ongoing engagement and deep learning in the core subject areas.</p>	<ul style="list-style-type: none"> <li>• PLC's will meet each month beginning in August of 2019 and monthly thereafter.</li> <li>• Grade level planning days (K-5) will be scheduled within Professional Learning Cycles</li> <li>• Administrative Directed Days will be scheduled bi-monthly beginning in August 2019</li> <li>• Response to Intervention (RTI) blocks will begin in August and weekly thereafter</li> <li>• Technology replacement and additions will begin in Fall of 2019 and continue into Winter of 2020</li> <li>• Administrative walkthrough and feedback cycle will begin in August 2019 and weekly thereafter</li> </ul>

<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>The major areas of focus will be to provide students with:</p> <ul style="list-style-type: none"> <li>• Access to literature and nonfiction text</li> <li>• Increased access to differentiated curriculum and instruction</li> <li>• Additional time and support to develop English Language Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Library book order will be placed in January 2020</li> <li>• School wide AR Program will begin in October 2019</li> <li>• Library will be available to all students throughout the academic year</li> <li>• Professional development in small group differentiated instruction as well as ELD strategies will be embedded within each cycle of professional learning (i.e. Three per year)</li> </ul>
---	---	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
<p>1A: Support Literacy Across Content Areas</p> <ul style="list-style-type: none"> <li>• Library books and magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly AR Usage</li> <li>• MAP Reading</li> </ul>	<p>All Students</p>	<p>Principal Librarian</p>	<p>\$1,000</p>
<p>1B: Deliver Small Group Differentiated Instruction in a Blended Learning Model</p> <ul style="list-style-type: none"> <li>• Computer Software and Related Supplies</li> <li>• Supplemental Printing</li> </ul>	<ul style="list-style-type: none"> <li>• MAP</li> <li>• Weekly AR Usage</li> <li>• Software Assessment Data</li> <li>• Walk Through Data</li> </ul>	<p>All Students</p>	<p>Teachers Principal Assistant Principal School Secretary Librarian AR Committee</p>	<p>\$17,485</p>

<p>1C: Provide Extended Learning Opportunities</p> <ul style="list-style-type: none"> <li>• Additional Hourly</li> <li>• Standards Based Tutoring</li> <li>• Academic Enrichment through Ed Tech Cohort Expansion</li> <li>• Student Intervention Team Collaboration and Development</li> </ul>	<ul style="list-style-type: none"> <li>• MAP</li> <li>• Pre/Post Assessment data</li> <li>• Final Projects</li> </ul>	<p>Students Identified Using Multiple Measures</p>	<p>Principal Teachers Instructional Support Teacher (IST) Ed Tech Cohort After School Tutoring Team</p>	<p>\$7,850</p>
<p><b>Total Estimated Cost for This Goal:</b></p>				<p>\$26,335</p>

<p><b>LEA/School GOAL 2: Promote Multilingualism and Multiculturalism</b></p>		
<p><b>Metrics/Indicators</b></p>	<p><b>2018-19 Outcomes</b></p>	<p><b>2019-20 Expected Outcomes</b></p>
<p>Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC</p>	<p>Pending anticipated CDE Update December 2019</p>	
<p>Maintain or increase English Learner Reclassification rate</p>	<p>2.4%</p>	<p>12.6%</p>
<p>SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards</p>	<p>-76.9</p>	<p>-66.9</p>
<p>SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards</p>	<p>-85.7</p>	<p>-79.7</p>



<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Students need additional time and support to develop English Language Skills</li> <li>• Teachers need professional development to use EL strategies during instruction</li> <li>• School Site needs to provide CAFE turnaround training to staff</li> </ul>
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A: Provide Professional Development in EL Strategies to Build Academic Vocabulary <ul style="list-style-type: none"> <li>• Supplemental Printing</li> <li>• Travel and Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthrough Data</li> <li>• Professional Development Rating</li> </ul>	EL Students	Principal EL TOA Teachers EL Site Monitor ELPAC Coordinator Bilingual Aides	\$2,000
<b>Total Estimated Cost for This Goal:</b>				\$2,000

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the number of college and career awareness activities.	17	18

<b>Identified Need(s):</b>	
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
(See the Supplemental Concentration Addendum)				
<b>Total Estimated Cost for This Goal:</b>				

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

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Teachers need three cycles of professional learning to complete the following:               <ul style="list-style-type: none"> <li>○ Professional development to design rigorous, engaging lessons that build upon differentiated instruction</li> <li>○ PLC time to address the four guiding questions</li> <li>○ PLC time to support Common Formative Assessments and instructional practices</li> </ul> </li> </ul>
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A: Professional Development <ul style="list-style-type: none"> <li>• WFTB Training: Response to Text               <ul style="list-style-type: none"> <li>○ Substitutes</li> <li>○ Additional Hourly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CFAs</li> <li>• MAP</li> <li>• Walkthrough Data</li> </ul>	All Students	Principal Assistant Principal  Teachers  TOA, IST, ILT	\$4,200
4B: Provide PLC Collaboration Time <ul style="list-style-type: none"> <li>• Substitutes</li> <li>• Supplemental Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Cycles of Professional Learning</li> <li>• CFAs</li> </ul>	All Students	Principal Assistant Principal	\$15,867

	<ul style="list-style-type: none"> <li>• MAP</li> <li>• PLC agendas</li> <li>• Continuum Ratings</li> </ul>		<p>TOA and ILT Teachers</p>	
<b>Total Estimated Cost for This Goal:</b>				\$20,067

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0.0%	0.0%
Suspension rate:	SW	0.0%	0.0%
	FY (homeless)	0.0%	0.0%
	Hisp	0.0%	0.0%
	ELL	0.0%	0.0%
	AA	0.0%	0.0%
	Sped	0.0%	0.0%
Expulsion rate		0.0%	0.0%
Attendance Rate		95.86%	96%
Chronic Absenteeism		12.6%	11.6%

<b>Identified Need(s):</b>	
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
(See the Supplemental Concentration Addendum)				
<b>Total Estimated Cost for This Goal:</b>				

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	19	19
Parent Engagement and Local Climate Survey	68%	25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Parents need workshops on strategies to support students at home</li> <li>• Parents need opportunities to attend school events</li> <li>• Teachers need additional teacher hourly to develop and facilitate community workshops/events</li> </ul>
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
6A: Parent Engagement and Involvement Additional Hourly, funding, Printing for the following <ul style="list-style-type: none"> <li>• Family Learning Events</li> <li>• Parent Workshops</li> <li>• Childcare</li> </ul>	PBIS Data  MAP  SBA  # of Events  Parent Surveys	All Students	Community Aide  Event Staff	\$4,300
<b>Total Estimated Cost for This Goal:</b>				\$4,300

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Taggable Supplies – Computers	All Students	Up to \$35,000	Principal
Additional Teacher Hourly (PBIS, Present Workshops for Parents, PLC/Collaboration Time, Professional Development Training, Tutoring)	All Students	Up to \$20,000	Principal
Computer/Technology Related Items	All Students	Up to \$30,000	Principal
Substitute Costs (PBIS, PD, PLC/Collaboration, intervention)	All Students	Up to \$20,000	Principal
Other Books	All Students	Up to \$3,000	Principal
Instructional Supplies	All Students	Up to 4,000	Principal
Computer Software and Related Supplies	All Students	Up to \$5,000	Principal
Office Supplies	All Students	Up to \$3,000	Principal
Taggable Supplies	All Students	Up to \$10,000	Principal
Travel and Conferences	All Students	Up to \$3,000	Principal
Printing Encumbrance	All Students	Up to \$10,000	Principal
Consultant Services	All Students	Up to \$4,000	Principal

---

Student Awards	All Students	Up to \$2,000	Principal
Classified Staff Additional Hourly (Tutoring, Child Care)	All Students	Up to \$5,000	Principal



**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation including carryover</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.	\$52,702.00
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,501.00
<b>Total amount of federal funds allocated to this school</b>		\$52,702.00

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

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

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

## School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Adam Andersen	Principal	Not-Applicable	Not-Applicable	1
Debbie Hernandez	Classroom Teacher	2 years	May 2020	1
Lori Montigel	Classroom Teacher	2 years	May 2020	1
Rosa Granados	Classroom Teacher	2 years	May 2020	1
Veronica Cortez	Other Staff Member (Specify): Noon Aide	2 years	May 2021	1
<b>Sub Total: 5</b>				
Valente Valenzuela	Parent/Community Member	2 years	May 2021	1
Linda Rodriguez	Parent/Community Member	2 years	May 2020	1
Rocio Flores	Parent/Community Member	2 years	May 2020	1
Guadalupe Erenas	Parent/Community Member	2 years	May 2020	1
Diego Galvan	Parent/Community Member	2 years	May 2020	1
<b>Sub Total: 5</b>				
				<b>Total: 10</b>

# RECOMMENDATIONS AND ASSURANCES

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

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

**Required:**

English Learner Advisory Committee \_\_\_\_\_ Gregory \_\_\_\_\_ Rocio Flores \_\_\_\_\_  
 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: 10/15/2019.

Attested:

Adam Andersen  
 Typed name of School Principal

[Signature]  
 Signature of School Principal

10/15/19  
 Date

Lori Montigel  
 Typed name of SSC Chairperson

[Signature]  
 Signature of SSC Chairperson

10/15/19  
 Date

