

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

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| School Name and School Code | Date Elementary 36 67710 6114052 | | SSC Approval Date: 09/27/2018 |
| School Address | 9011 Oleander Ave. Fontana, CA. 92335-4532 | | Local Governing Board Approval Date: _____ |
| Name of Principal | Robert Soriano | Phone # and Email | <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum |
| Name of SSC Chairperson | Lorena Avalos | Phone # and Email | (909) 357-5240 Robert.Soriano@fusd.net |
| | | Phone # and Email | (909) 609-4478 Lorena18@sbcglobal.net |
| SCHOOLWIDE PROGRAM (SWP) | TARGETED ASSISTANCE PROGRAM (TAS) | | SCHOOL IMPROVEMENT |
| <input checked="" type="checkbox"/> SWP | | | <input type="checkbox"/> Comprehensive Support and Improvement (CSI) |
| <input type="checkbox"/> SWP Consolidates Applicable Federal Funds | <input type="checkbox"/> Targeted Assistance Program (TAS) | | <input type="checkbox"/> Targeted Support and Improvement (TSI) |
| | | | <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI) |

SCHOOL BACKGROUND

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| VISION AND MISSION | <p>Our mission is to provide the physical, emotional, intellectual and moral foundation for students to be successful in a diverse community. Through innovative teaching we will foster responsibility, teamwork, and recognition of excellence and strive to provide a caring and safe environment. We hold all who enter Date Elementary School to the highest academic standards, quality work, a positive attitude, and exemplary effort to achieve their potential. It is our expectation that students at Date Elementary will be critical thinkers, problem solvers, and leaders in school and in the community.</p> |
| SCHOOL AND COMMUNITY PROFILE | <p>Since its opening in Fall of 1997, Date Elementary School has continued to make great strides in curricular programs, student achievement, staff development and parent involvement. Teaching and support staff are highly dedicated individuals, focused on promoting and developing instructional strategies to ensure students acquire mastery and proficiency in all subject areas.</p> <p>Date houses 24 general education classes, one SAI class, two moderate to severely handicapped classrooms, and two computer labs. Additionally, a state preschool program is available to eligible 3-5-year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth.</p> <p>All students participate in a rigorous curriculum as prescribed in the core curriculum for the Fontana Unified School District. State academic content standards form the foundation for teaching and learning. The staff works collaboratively to deliver the curriculum using a variety of effective instructional strategies. Teachers regularly evaluate each student's performance data to identify individual needs for intervention programs and to develop action plans. Instructional programs are modified based upon student learning levels, employing proven, research-based strategies focused on increasing proficiency in language arts and math and on closing the achievement gap.</p> |
| SPSA HIGHLIGHTS | <p>SBAC goals were met in both English Language Arts (ELA) and in math for all students. NWEA targets were not met in both ELA and Math. The target was also not met for classrooms demonstrating level 3 strategic thinking and depth of knowledge. School discipline, on the other hand, improved resulting in zero students being suspended throughout the 2018-19 school year, as well as, a decrease in overall referrals for behavior schoolwide.</p> <p>Increase technology until the student to device ratio is 1:1 in grades 1-5.</p> <p>Promote positive behavior, increased attendance and academic growth through a school-wide incentive system.</p> <p>Promote connections to community by participating in a variety of programs which will benefit others such as Pennies for Patients, Jump rope for Heart, etc.</p> |
| INCREASED OR IMPROVED SERVICES | <p>Increase technology and online use of available resources through district adopted curriculum for interventions and enrichment.</p> <p>Increase opportunities for Professional Learning Communities</p> |

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| MOONSHOT | Date Elementary will create a leadership academy, focused on providing all students with the necessary skills and tools to become leaders in school and in the community. Date Elementary will implement the Leader in Me program to help support student efforts in goal setting, community outreach projects, academic/social clubs, as well as student led initiatives. The goal will be to have students identify their inner genius and use those skills/talents to contribute to school and community culture. |
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2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 1: Increase Proficiency and Strategic Thinking | | |
|---|---------------------------|-------------------------|
| Elementary and Middle School Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i> | -40.4 | -38.7 |
| SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i> | -57 | -53.1 |
| NWEA MAP Reading: % of students who meet expected fall to fall growth | 53% | 46.91% |
| NWEA Math: % of students who meet expected fall to fall growth | 55% | 42.11% |
| Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking | 51 % | 48 % |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|------------------------|------|---|--|
| | Title 1 | SUPC | | |
| 1A – Provide after school interventions for two 6-week sessions Fund One teacher per grade level to provide after school tutoring 2X a week | \$6240.00 | \$0 | Pre/Post Test was used to evaluate student growth- 1 st Grade- (Session 1: 6 weeks) 15 students -ELA SIPPS Reading Program: 15/15 students increased letter recognition 13/15 students recognized all letters 5.8 % increase in high-frequency word recognition 7.5 % increase in fluency MAP Reading Avg :6.2% RIT increase 2 nd Grade- (Session 1: 6 weeks) 13 students -ELA Pre/Post High Frequency Word Test- 6.4% increase Pre/Post Fluency Test- 9.5% increase (Session 2: 4 weeks) 12 students-Math Pre/Post Regrouping- 3.7 % increase Pre/Post Math Fact Fluency- 4.8 % increase | Continue |

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| | | | <p>3rd Grade- (Session 1: 6 weeks) (Session 2: 4 weeks) 15 students- ELA DIBELS Fluency- 14.1 avg. word increase in fluency Pre/Post Reading Comprehension- 20 % increase in reading comprehension</p> <p>4th Grade- (Session 1: 6 weeks) 14 students-ELA Writing Pre/Post Writing Rubric- 19.6 % increase in writing proficiency</p> | |
| 1B – Supplemental Instructional materials - Purchase supplemental reading materials to support Close Reading key instructional practice | \$3,167.80 | \$0 | <p>K Mean RIT Fall – 135.4 K Mean RIT Spring- 149.3 = + 13.9 points</p> | Continue |
| 1C – Instructional Technology – Purchase, replace and expand current technology. | \$28,452.94 | \$44,516.18 | <p>MAP: (RIT)</p> <p>Kindergarten- Fall: 130.5/ Spring: 150.4 (Math) Fall: 135.4/ Spring: 149.3 (Reading)</p> <p>1st Grade Fall:150.6 / Spring: 174.8 (Math) Fall: 147.9/ Spring: 168.9 (Reading)</p> <p>2nd Grade – Fall: 164.4 / Spring: 179.7 (Math) Fall: 162.8/ Spring: 177.7 (Reading)</p> <p>3rd Grade- Fall: 181.8/ Spring: 191.3 (Math) Fall: 182/ Spring: 189.7 (Reading)</p> <p>4th Grade- Fall: 189.1/ Spring: 198.8 (Math) Fall: 188.6/ Spring:198.2 (Reading)</p> <p>5th Grade- Fall: 202.4 / Spring: 217.5 (Math) Fall: 200.5/ Spring: 211.7 (Reading)</p> <p>SBAC: Distance From Standard ELA: +11 Math: +19</p> <p>Lexia Usage: 11% increase in usage schoolwide</p> | Continue |
| 1D – Supplemental Computer software licenses and subscriptions | \$8,435.00 | \$0 | <p>Average Lexile of Books Read- 452</p> <p>Kinder-181 1st - 265 2nd - 396 3rd – 454 4th – 502 5th – 618</p> <p>Percentage of Students Considered “At Risk” – 57.5%</p> <p>Kinder – 66.7% 1st – 62.5% 2nd – 62.5% 3rd -59.5% 4th – 49.5% 5th – 51.4%</p> | Continue |

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| | | | <p>AR Participation Rate – 94% 32% passed AR tests with 85% (B) or better Kinder – 77% 1st – 47% 2nd – 24% 3rd – 19% 4th – 38% 5th – 39%</p> <p>16% passed AR Test with 90% (A-) or better Kinder - 40% 1st - 32% 2nd – 9% 3rd – 4% 4th - 17% 5th – 16%</p> <p>Number of students:562 Total quizzes: Passed: 35,158 Taken: 42,397 Total Points Earned: 24,072 % Read Independently: 85% % of Fiction/Non-Fiction 83% / 83% Total words Read: 106,549,748</p> | |
| <p>1E - Teacher hourly salary for Student Intervention Team (SIT) Coordinator</p> | <p>\$693.47</p> | <p>\$0</p> | <ul style="list-style-type: none"> - 43 SIT Team Meetings held - Number of students tracked through the SIT process by grade level: <ul style="list-style-type: none"> K: 21 1st: 37 2nd: 77 3rd: 68 4th: 52 5th: 55 - MAP (Reading) Out of 102 students serviced by the IST, 85% (87/102) showed growth. - 58% (59/102) of students made more than 10 pts. growth | <p>Continue</p> |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 2: Promote Multilingualism and Multiculturalism | | |
|--|---------------------------|---|
| Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC | | Pending anticipated CDE Update December 2019 |
| Maintain or increase English Learner Reclassification rate | ≥12.6% | 1.9% |
| SBAC ELA for English Learners: Change in average scaled score points from Meets Standards | -77.4 | -70.2 |
| SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards | -92.7 | -76.5 |

| 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 |
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| | Title 1 | SUPC | | |
| These goals are additionally addressed through actions 1A – 1E | \$0 | \$0 | | |
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2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 3: Increase Graduation and College & Career Readiness | | |
|--|----------------------------------|--------------------------------|
| School Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Increase the number of college and career awareness activities | N = 5 | N = 5 |
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| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|-------------------------------|-------------|--|--|
| | Title 1 | SUPC | | |
| 3A – College and Career Activities/Events | \$0 | \$1,000.00 | College Display Board- 98% of students in 4 th and 5 th grade participated in college fair presentations | Continue |
| 3B – Develop a course plan with students for meeting A – G Requirements by graduation from high school | \$0 | \$0 | Participation rates in 5 th grade- 100% of students participated in A-G requirement workshops/lessons | Continue |
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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 | Cycle Calendar & Implementation: Proficient High Quality Input Training: Proficient Safe Practice: Proficient Professional Reading: Proficient Peer Visit & Reflection: Proficient PLC Meetings: Proficient Instructional Rounds: Proficient | Cycle Calendar & Implementation: Proficient High Quality Input Training: Proficient Safe Practice: Proficient Professional Reading: Developing Peer Visit & Reflection: Developing PLC Meetings: Developing Instructional Rounds: Proficient |
| Instructional Leadership Team Rating | ILT Team Focus: Proficient CCSS Ownership: Proficient Composition: Proficient ILT Meeting Frequency: Proficient Shared Leadership: Advanced Data-Driven Discussion and Decision-Making: Proficient Staff & Teacher Teams Communication: Proficient | ILT Team Focus: Proficient CCSS Ownership: Proficient Composition: Proficient ILT Meeting Frequency: Proficient Shared Leadership: Advanced Data-Driven Discussion and Decision-Making: Proficient Staff & Teacher Teams Communication: Proficient |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|------------------------|----------|---|--|
| | Title 1 | SUPC | | |
| 4A - Purchase professional development materials to support key instructional practice | \$4,338.60 | \$767.82 | Write From The Beginning (Narrative) Materials- All Day August PD: Grades TK-5 th -SBAC (Writing)- 4% increase in students being Above Standard from 2018 to 2019 | Modify -Add hours for planning to our Write From The Beginning trainer of trainers (1 teacher) |
| 4B - Substitute costs for professional development and collaboration | \$6760.00 | \$0 | Teachers participated in grade level PLC's focusing on math and ELA data analysis, standards based lesson planning, aligning assessment data, and overall collaboration with the TOA, Kindergarten PLC= \$770.23 Sub Costs: 1 st - 4 th PLC = \$6,130.96 Total= \$6901.19 | Continue |

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| 4C – Registration costs for professional development opportunities | \$500 | \$500 | Staff members participated in, Emotional Poverty Conference \$199.22 | 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% |
| Suspension rate: | SW | 0% | 0% |
| | FY (homeless) | 0% | 0% |
| | Hisp | 0.1% | 0% |
| | ELL | 0.05% | 0% |
| | AA | 0% | 0% |
| | Sped | 0% | 0% |
| Expulsion rate | | 0% | 0% |
| Attendance Rate | | 96.75% | 96.27% |
| Chronic Absenteeism Rate | | 7% | 11% |

| 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, academic growth and positive behavior incentives | \$0 | \$1,500 | -Chronically Absenteeism declined 1.3 % from previous year -0 Suspensions YTD vs 0 LYTD Maintained - 18 referrals YTD vs 26 referrals LYTD -Decrease in BIS entries from 288 LYTD to 181 YTD -Additional awards added for demonstrating Respect, Responsibility, and Engagement | Continue |
| 5B – After School Education & Safety Program (ASES) • Staffing • Supplies and Equipment | N/A | N/A | N/A | N/A |

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| <ul style="list-style-type: none"> • Consultant and Vendor Contracts • Transportation • Nutrition | | | | |
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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 | N = 102 | N = 150 |
| Parent Engagement and Local Climate Survey | 25 % | 40% |

| 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 – Classified salaries for child care | \$2,112.00 | \$0 | Total Number of Trainings utilizing childcare: 63 Average # of events per week: 2 Average number of children receiving childcare: 4 Total paid to childcare provider: \$1,746.59 | Continue |
| 6B – Purchase refreshments for parent engagement opportunities | \$575.19 | \$0 | Refreshments: Average # of parents in attendance (total number of persons signed in per day divided by number of trainings): 24 Total paid on refreshments: \$169.21 | Discontinue – This action/service will be funded by Supplemental Concentration funds |
| 6C- Parent Field Trips to Universities and Colleges Transportation Costs, Refreshments, Materials, Supplies, and Copies (\$1,500.00) | \$1,500 | \$0 | University Parent Trip- 10 parents attended trip to the University of Riverside | Continue |
| 6D: Parent/Staff Participation in Local, Regional, & Statewide Trainings/Conferences (i.e. CABE) | \$2,000 | \$0 | Parents did not attend conference | Continue |

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| Registration, Materials, Transportation Costs, Food and Lodging Costs (if applicable) (\$2,000.00) | | | | |
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2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 7: Promote Healthy Environments | | |
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| School Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test | Aerobic Capacity: 52.8% Body Composition: 53.3% Abdominal Strength: 59.5% Trunk Extension Strength: 85.4% Upper Body Strength: 56.5% Flexibility: 71.8% | Aerobic Capacity: 34.1 Body Composition: 40.5% Abdominal Strength: 80.2% Trunk Extension Strength: 88.1% Upper Body Strength: 57.9% Flexibility: 73% % meeting HFZ: 51.9% |

| 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 | | |
| These goals are additionally addressed through actions 5A – 5B | N/A | N/A | Physical Fitness Test (See data table above) | |
| Date Elementary will leverage our district services for Physical Education and Student Services. | \$0 | \$0 | Physical Fitness Test (See data table above) | |
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2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

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| <p>Describe how the evaluation was conducted:</p> | <p>The evaluation was conducted with School Site Council and was presented at the September 26th meeting. During this meeting, all parties were updated on the progress towards meeting goals in all seven domains. School data was presented in the areas of increasing proficiency and strategic thinking, promoting multilingualism and multiculturalism, increase graduation and college and career readiness, cultivating effective teachers and leaders, engaging students and decreasing dropout rates, strengthening family and community engagement, and promoting healthy environments. School Site Council provided questions and comments throughout the evaluation process and the discussion of the evaluation was approved by all members present.</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>Date Elementary met the goal of reducing our distance from standard in both language arts and math on statewide assessments. In language arts we went from -50.4 to -38.7 DFS and in math we went from -72 to -53.1 DFS. One of the reasons for the increase in student performance on the state assessment was the increase in Professional Learning Community time for all grade levels (Action 4B). During this structured time, teachers were given time to analyze student data, lesson plan using these findings, create next steps, decompose the state standards being addressed, and address the achievement gaps. Another reason for the increase in student performance was the implementation of an afterschool tutoring program facilitated by teachers (Action 1A). Pre/post data analysis shows that students at promise increased their foundational skills in either/or language arts and math. Also, the increase in technology (Action 1C) allowed students to have more time for language arts programs such as Lexia, which helped support students in phonemic awareness, reading, and writing concepts. The increase in technological devices such as laptops, allowed Date Elementary students to participate in online core program components in My Math and Wonders. Increase access to technology provided greater opportunities for students in grades 3-5, to participate in Interim Assessment Blocks (IAB's) which helped students become familiar with the universal tools and format of the state assessment (SBAC). Teachers also received training in Write From the Beginning (Action 4A). The implementation of this writing curriculum also contributed to an increase in language arts standard scores on the SBAC.</p> <p>Date Elementary met the goal of increasing the number of college and career awareness activities. This goal was met through increasing student participation in the College Fair and an increase in 5th grade A-G requirement workshops/lessons facilitated by our counselor (3A, 3B).</p> <p>Date Elementary continued to promote positive behavior and character among students, which decreased the number of disciplinary referrals and resulted in the elimination of the need to suspend students from school.</p> <p>Date Elementary met the goal of hosting at least eight community events and surpassed the recommended participation rate on the school survey. This goal was met and exceeded through action 6A which allowed child care to be provided consistently at all community/school events. Some of the events that the school hosted were doughnuts with dad, ice cream with mom, English classes for adults, ELAC, Coffee with the Principal, SSC, Parent University, etc.</p> |

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

Date Elementary did not meet the Fall to Fall MAP assessment target in math or language arts (Goal 1).

Date Elementary did not meet the reclassification rate (Goal 2).

Date Elementary did not meet the attendance target (Goal 5).

Date will need to increase the reclassification rate for our English Language Learners. There is a need to identify and address specific learning gaps with our EL population. This can be improved upon by strengthening our designated ELD lesson planning and providing professional development to the staff on ways to address the domains of reading, writing, listening, and speaking. The actions that may need to be revised to support EL population include: Increasing access to technology, increasing PLC collaboration focused on ELD data analysis and lesson development, and offering increased opportunities for tutoring of our EL population

Date will need to increase attendance rates overall. Action 5A may need to be revised in order to select the proper attendance incentives that will produce positive results.

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?

Date will need to increase the number of students who are proficient on SBAC ELA and Math. Date will also focus on students in the subgroups who did not meet their target (African American, Foster Youth and SWD). There is a need to identify and address specific gaps in learning with our African American, Foster Youth and SWD populations to increase student achievement in the areas of math and language arts. The data shows that attendance is a relevant factor in these particular subgroups and could play a major factor in their achievement gap. These results will need to be addressed by providing these subgroups with more access to technology, greater resources with social/emotional support, implementing attendance interventions/incentives, academic interventions and providing staff with ongoing effective professional development.

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)?

A comprehensive analysis of the data demonstrated a need to continue providing intervention services for our students in the area of language arts and math. The data supporting the implementation of Tier II interventions provided by afterschool tutoring were proved effective as evidenced by gains in phonemic awareness, fluency, and RIT scores for MAP. Growth in reading levels at all grade levels were correlated with the usage of supplemental software/subscriptions for Reading (Accelerated Reader). SSC recognized the importance of STAR as another measure of academic progress and recommended that the school continue the purchase for the upcoming year. The increase in the number of devices made available for students to access Tier II intervention software, Lexia, resulted in an increase in participation, a decrease in the number of students in the SIT process and an increase in students meeting their targets. SSC determined that an increase in the technology available to students during the school day is needed to support implementation of Tier II interventions and to decrease the number of students at-risk as determined by achievement scores. SSC asked that these devices be used in the 3rd through 5th grade classes with the goal of pushing existing devices to the TK through 2nd grade classrooms. The implementation of Positive Behavior Interventions and Supports (PBIS) resulted in a decrease in the number of student disciplinary incidents and referrals. Additionally, incentives for attendance resulted in an increase in students recognized for perfect attendance each month and a decrease in chronically absenteeism overall. The School Site Council recommended that the number of incentives and interventions provided to students should be continue in the upcoming year. The provision of childcare at parent trainings, meetings and workshops, resulted in an increase in parental participation. The School Site Council also recommended that students be exposed to more college and career experiences by having representatives come to campus and meet with students more than one time in the year. The SSC recognizes

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| | <p>that behavior, achievement, attendance and parent participation are key indicators for student success and will implement the actions indicated by the Evaluation to ensure the improvement for these indicators.</p> |
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2017-2020 Planned Improvements in Student Performance

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

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> | -38.7 | -28.7 |
| SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i> | -53.1 | -38.1 |
| NWEA MAP Reading: % of students who meet expected fall to fall growth | 46.91% | 54% |
| NWEA Math: % of students who meet expected fall to fall growth | 42.11% | 54% |
| Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking | 48% | 55% |

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| Identified Need(s): | <p style="color: green; margin: 0;">Consider what teachers need to improve their instructional delivery.</p> <p style="color: green; margin: 0;">Consider what students need in order to learn.</p> <ul style="list-style-type: none"> Students need additional opportunities for small group, differentiated instruction for Reading and Mathematics based upon identified individual students' needs. Students need an increased access to online computer adaptive software to scaffold learning, remediate skill gaps and accelerate learning A site intervention coordinator is needed to develop/strengthen a systematic to offer a multi-tiered intervention support structure, where a coordinator may assess, monitor and evaluate the progress of student interventions and make recommendations for next steps. Teachers need additional supplemental materials to aid in the development of quality instruction. |
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| <p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p> | <p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p> | <p>TIMEFRAME(s)</p> |
|---|--|---|
| <p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p> | <p>Teachers will utilize district adopted curriculum and supplementary resources to prepare each student to attain mastery of the CCSS. Students will have an opportunity to receive differentiated instruction based on their needs during ELD, MTSS, Intervention with our ILT, and After School Tutoring.</p> | <p>After school Tutoring will be October through December (Session 1), January through March (Session 2), all other interventions are ongoing.</p> |
| <p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p> | <p>Teachers will receive professional development to support the implementation of the core instructional curriculum, to analyze data and to strengthen the use of instructional strategies. Teachers will also work with research-based interventions that meet the needs of students.</p> | <p>Ongoing- through grade level PLCs and staff meetings</p> |
| <p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p> | <p>Teachers will participate in Professional Learning Communities throughout the year that will help grade levels in analyzing data and appropriately planning to support students that are academically at-risk. The SIT coordinator will help in identifying at-risk students through the SIT process and develop a structured intervention plan designed to increase student academic growth. The Intervention Support Teacher will provide monthly updates of student progress to help identify the proper interventions for at-risk students.</p> | <p>Ongoing-1/2 day and full-day PLC's will be used for data analysis and planning throughout the school year. -SIT meetings (ongoing) are scheduled every month -SIT process is ongoing with teachers and SIT coordinator</p> |

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|--|--|----------------------------|---|-------------------------------|
| | Title 1 | | | |
| 1A -Provide students extended learning opportunities and differentiated instruction in English language arts and in mathematics <ul style="list-style-type: none"> • Tutoring • Supplemental Instructional Materials • Instructional technology • Supplemental Computer Software Licenses and Subscriptions • SIT Coordinator- (Teacher Hourly) | <ul style="list-style-type: none"> • NWEA MAP Assessment • Lexia Usage, Performance Predictor and/or Growth Data | ALL Students | Principal, teachers, IST, SIT Coordinator | \$26,056.90 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Estimated Cost for This Goal: | | | | \$26,056.90 |

| 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 | 1.9% | 15% |
| SBAC ELA for English Learners: Change in average scaled score points from Meets Standards | -70.2 | -60.2 |
| SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards | -76.5 | -70.5 |

| | |
|----------------------------|--|
| Identified Need(s): | <p>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</p> <p>Consider what English Learners need to improve their language proficiency and academics.</p> <ul style="list-style-type: none"> Students need additional designated English Language Development instructional support. Teachers need additional planning time to develop lesson plans utilizing core curriculum and supplemental resources |
|----------------------------|--|

| 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 additional opportunities for teachers to plan differentiated English Language Development <ul style="list-style-type: none"> Substitute costs for teachers Supplemental Printing | <ul style="list-style-type: none"> ELPAC Classroom Walkthroughs NWEA MAP Assessment-Reading | English Language Learners | Principal, Teachers | \$2,040 |
| Total Estimated Cost for This Goal: | | | | \$2,040 |

| 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 | N = 5 | N = 6 |

| | |
|----------------------------|--|
| Identified Need(s): | <p>Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator. (Elementary) – Consider what students need to be prepared to meet the requirements for college and career preparation that are not covered in Goals 1 and 2 (SBAC)</p> <ul style="list-style-type: none"> • Students need further exposure to colleges and universities • Students need access to graduation and college admission requirements • Students need access to possible careers • Students need greater access to college/university representatives |
|----------------------------|--|

| 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 |
| (See the Supplemental Concentration Addendum) | | | | |
| | | | | |
| Total Estimated Cost for This Goal: | | | | \$0 |

| 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 | Cycle Calendar & Implementation: Proficient High Quality Input Training: Proficient Safe Practice: Proficient Professional Reading: Developing Peer Visit & Reflection: Developing PLC Meetings: Developing Instructional Rounds: Proficient | Cycle Calendar & Implementation: Proficient High Quality Input Training: Proficient Safe Practice: Proficient Professional Reading: Proficient Peer Visit & Reflection: Proficient PLC Meetings: Proficient Instructional Rounds: Proficient |
| Instructional Leadership Team Rating | ILT Team Focus: Proficient CCSS Ownership: Proficient Composition: Proficient ILT Meeting Frequency: Proficient Shared Leadership: Advanced Data-Driven Discussion and Decision-Making: Proficient Staff & Teacher Teams Communication: Proficient | ILT Team Focus: Proficient CCSS Ownership: Proficient Composition: Proficient ILT Meeting Frequency: Proficient Shared Leadership: Advanced Data-Driven Discussion and Decision-Making: Advanced Staff & Teacher Teams Communication: Advanced |

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|----------------------------|--|
| Identified Need(s): | <p>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</p> <ul style="list-style-type: none"> • Teachers need increased time to support Common Formative Assessments and instructional practices • Teachers need professional development on Write From The Beginning to better support high quality language arts instruction • Teachers need more professional development on using CCSS curriculum and unwrapping the standards to help with lesson planning • Teacher teams need increased opportunities to function as a PLC addressing the four guiding questions |
|----------------------------|--|

| 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 Write From The Beginning <ul style="list-style-type: none"> Materials Hours for trainer of trainer (teacher) to prep for professional development presentations | <ul style="list-style-type: none"> Classroom Walkthroughs Writing Samples | ALL Students | Principal, Assistant Principal, Teachers, ILT Members | \$2,687.10 |
| 4B- Cultivate Effective Professional Learning Communities (PLC's) <ul style="list-style-type: none"> Substitute costs for teachers | <ul style="list-style-type: none"> Classroom Walkthroughs PLC agendas NWEA MAP Assessments | ALL Students | Principal, Assistant Principal, Teachers, TOA's | \$16,320 |
| 4C- Professional development opportunities focused on improving student achievement <ul style="list-style-type: none"> Registration costs Materials | <ul style="list-style-type: none"> Classroom Walkthroughs NWEA MAP Assessments | ALL Students | Principal, Assistant Principal, Teachers, TOA's | \$500 |
| Total Estimated Cost for This Goal: | | | | \$19,507.10 |

| 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% | 0% |
| | FY (homeless) | 0% | 0% |
| | Hisp | 0% | 0% |
| | ELL | 0% | 0% |
| | AA | 0% | 0% |
| | Sped | 0% | 0% |
| Expulsion rate | | 0% | 0% |
| Attendance Rate | | 96.27% | 96.75% |
| Chronic Absenteeism | | 11% | 8% |

| | |
|----------------------------|---|
| Identified Need(s): | <p>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</p> <ul style="list-style-type: none"> Teachers need professional development on schoolwide PBIS practices and social/emotional learning instruction Students need an incentive system for growth and achievement in the areas of behavior and academics |
|----------------------------|---|

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|--|--|---------------------|-----------------------|---|
| | | | | Title 1 Attendance supports and incentives are not allowable out of Title I. |
| (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 | N=150 | N=160 |
| Parent Engagement and Local Climate Survey | 40% | 45% |

| | |
|----------------------------|---|
| Identified Need(s): | <p>For Title I, consider what is needed to implement the site’s Title I parent and family engagement policy. Title I, Part A, of the ESEA, reauthorized as the Every Student Succeeds Act (ESSA), ensures that districts and schools provide parents and families of Title I students with the information they need to make well-informed choices for their children including more effectively sharing responsibility for their child’s success, and helping their children’s schools develop effective and successful programs.</p> <ul style="list-style-type: none"> • There is a need to provide parent learning opportunities • There is a need to provide workshops/programs designed to increase access and information to the school system • There is a need to provide childcare at engagement opportunities, in order to remove barriers for parent attendance at meetings |
|----------------------------|---|

| 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- Parent Engagement and Involvement Additional Hourly for the following: <ul style="list-style-type: none"> • Childcare | <ul style="list-style-type: none"> • Sign-in Sheets | ALL Students | Principal, Assistant Principal, Community Aide | \$2,000 |
| 6B- Access to Parent Involvement Programs and Conferences <ul style="list-style-type: none"> • Universities and Colleges • Local, Regional, & Statewide Trainings/Conferences (i.e. CAFE) • Transportation costs • Registration Fees • Lodging • Materials • Supplies • Copies | <ul style="list-style-type: none"> • Sign-in Sheets • Pre/Post Evaluations from Workshops | ALL Students | Principal, Assistant Principal, Community Aide | \$3,000 |
| | | | | |

| | |
|--|---------|
| Total Estimated Cost for This Goal: | \$5,000 |
|--|---------|

Unfunded School Site Council Priorities

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|--|---------------------|----------------|-----------------------|
| Classified Staff Additional Hourly (Tutoring, Child Care) | All Students | \$4,000 | Principal |
| Consultant Services | All Students | \$12,000 | Principal |
| Student Awards | All Students | \$3,000 | Principal |
| Printing Encumbrance | All Students | \$10,000 | Principal |
| Conferences and Travel | All Students | \$5,000 | Principal |
| School Supplies | All Students | \$5,000 | Principal |
| Computer Software and Service | All Students | \$7,000 | Principal |
| Instructional Supplies | All Students | \$5,000 | Principal |
| Additional Books for Library | All Students | \$5,000 | Principal |
| Substitute Costs (PLC Collaboration, SIT, PBIS, Professional Development) | All Students | \$25,000 | Principal |
| Computer/Technology Items | All Students | \$6,000 | Principal |
| Additional Teacher Hourly (PLC Collaboration, PBIS, Workshops, Tutoring, Professional Development) | All Students | \$25,000 | Principal |
| Taggable Supplies- Computers/Laptops | All Students | \$45,000 | Principal |

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. | \$52,604.00 |
| <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). | \$2,326.00 |
| Total amount of state and federal funds allocated to this school | | \$52,604.00 |

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

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

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

School Site Council Membership

The SSC shall be composed of

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



| Name | Position | Length of Term | Term Expires | Minimum Numbers |
|-----------------------|-------------------------|----------------|----------------|------------------|
| Robert Soriano | Principal | Not-Applicable | Not-Applicable | 1 |
| Aaron Des Combes | Classroom Teacher | 2 Years | 05/24/2021 | 1 |
| Shonte Crump | Classroom Teacher | 2 Years | 05/24/2020 | 1 |
| Diana Esparza | Classroom Teacher | 2 Years | 05/24/2021 | 1 |
| Lorena Avalos | Librarian | 2 Years | 05/24/2020 | 1 |
| Sub Total: 5 | | | | |
| Maria Martinez | Parent/Community Member | 2 Years | 05/24/2021 | 1 |
| Irineo Barba Gonzalez | Parent/Community Member | 1 Year | 05/24/2020 | 1 |
| Gladys De Santiago | Parent/Community Member | 1 Year | 05/24/2020 | 1 |
| Adriana Delgadillo | Parent/Community Member | 2 Years | 05/24/2021 | 1 |
| Jennifer Moreno | Parent/Community Member | 2 Years | 05/24/2021 | 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 _____
 _____
 _____
 Signature

Recommended:

Special Education Advisory Committee _____

 Signature

Optional:

Other committees established by the school or district (specify) _____

 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/17/2019.

Attested: Robert Soriano



 Robert Soriano



 Signature of School Principal

10-17-19

 Date



 Lorena Avalos



 Signature of SSC Chairperson

10-17-19

 Date