

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

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Dolores Huerta International Academy 36 67710 0133371		SSC Approval Date: November 18, 2019
School Address	17777 Merrill Ave. Fontana, CA. 92335-8110		Local Governing Board Approval Date: _____
Name of Principal	Sandra Loudermilk	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum (909) 357-5070 Sandra.Loudermilk@fUSD.net
Name of SSC Chairperson	Esther Caballero	Phone # and Email	(909) 961-5111 Strcaballero@hotmail.com
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT
<input checked="" type="checkbox"/> SWP		<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds			<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)

## SCHOOL BACKGROUND

<p>VISION AND MISSION</p>	<p><i>Academic excellence and global compassion through innovative and multilingual education</i>  <i>La excelencia académica y compasión global a través de una educación innovadora y multilingüe</i></p> <p>Our students, parents and staff embrace the following CORE values:</p> <ul style="list-style-type: none"> <li>• <b>D</b>edication to Academic Excellence and high expectations for all</li> <li>• <b>H</b>armony through a safe, respectful learning environment that celebrates diversity with cooperation and equality within our community</li> <li>• <b>I</b>nnovation through technology that develops critical thinking and problem solving</li> <li>• <b>A</b>cademic <b>A</b>ctivism to mold confident, multilingual global thinkers who embrace multiculturalism</li> </ul> <p>As a school dedicated to creating a safe, respectful learning environment, we ensure equal access and opportunity for all with respect, tolerance and empathy; we celebrate the diversity of our community’s cultures; and we uphold accountability of our school community.</p> <p><b>“Every minute, a chance to change the world.” Dolores Huerta</b></p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p><b>Dolores Huerta International Academy (DHIA) opened in 2016-2017 with an enrollment of 330 scholars in Kindergarten through third grade. The school opened its doors as a K-1 Dual Language Immersion and a 2<sup>nd</sup>-3<sup>rd</sup> grade English Program. DHIA is in its candidacy phase of the International Baccalaureate Program. Our scholars are of diverse backgrounds, with 92% Hispanic, 4.5% African American and 3% Caucasian. Dolores Huerta International Academy is a district magnet school and holds a lottery every year to incoming kindergarten scholars. DHIA added 6<sup>th</sup> grade this year making us a K-6 magnet school. Currently, Dolores Huerta International Academy has an enrollment of 599 scholars in grades K-6.</b></p>

<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> <li>• English Language Arts and Math tutoring were provided to Third Grade Scholars to assist and support them for the California Assessment and Student Performance and Progress (CAASPP).</li> <li>• Scholars took the CAASPP in the Spring Of 2019 and 46.86% met or exceeded standards for ELA. In Math 40.09% scholars met or exceeded standards.</li> <li>• Scholars in grades 3-5 took the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). In ELA 70% of students met the expected target and 63% met their expected target in math. Targets were met in both areas.</li> <li>• Educators were provided release time through the use of substitutes to review student data, professional learning communities, lesson design, collaborative walks, International Baccalaureate unit planners and Dual Language best practices.</li> <li>• Technology hardware (Laptops and printers) were purchased to increase students' access to technology in the classroom.</li> <li>• Additional printing costs were allocated to allow for more Spanish resources to be duplicated for our educators and scholars due to lack of Spanish resources aligned to International Baccalaureate available.</li> </ul>
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> <li>• Improve technology as the need the for our school to get closer to a 1:1 ratio for scholars</li> <li>• Increase the printing allotment as our school continues to grow in enrollment.</li> <li>• Improve access to a third language through an extended learning day.</li> <li>• Increase access to Spanish software, books and supplemental materials.</li> <li>• Increase release time for educators for professional learning communities as the number of new teachers continues to grow.</li> <li>• Improve ELA, SLA and math intervention for scholars who need more support.</li> <li>• Provide paid hours for teachers to develop writing program.</li> </ul>
<p>MOONSHOT</p>	<ul style="list-style-type: none"> <li>• Dolores Huerta International Academy is in the candidacy phase of the International Baccalaureate (IB) program. We are focusing on completing our 6 IB units in the next two years in order to submit for authorization in 2021. Our community would also like to continue to teach our scholars a Third Language in 2019-2020 school year. School Site Council board decided on Mandarin. Our Moonshot is to become an authorized IB school.</li> </ul>

## 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: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	25.2	-7
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-1	-23.2
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	54%	70%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	55%	63%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	60%	35%

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. Purchase supplemental classroom literacy and math resources to increase literacy/math skills in both English and Spanish.	\$4,000	\$1,000	Our MAP data shows an increase in percentage of students meeting expected outcomes. In reading 70% of students met expected growth and in math 63% met expected outcomes. DHIA did not meet expected outcomes on SBAC for either ELA or Math. In ELA 46.86% of our scholars met or exceeded standards. In math 40.09% of scholars met or exceeded standards.	Continue
1B. Purchase technology, including, but not limited to hardware, software, printers, earphones.	<del>\$14,763.00</del> \$17,763.00	\$10,999.00	Existing technology needs to be replaced as it is becoming outdated, no longer works, or gets broken. Fifteen tablets were deemed unsafe for use. Earphones were broken or no longer working.	Continue

1C. Provide supplemental printing of CCCS resources in both languages to differentiate instruction.	\$9,000.00	<del>\$7,000.00</del> \$5,500.00	Our MAP data shows an increase in percentage of students meeting expected outcomes. In reading 70% of students met expected growth and in math 63% met expected outcomes. DHIA did not meet expected outcomes on SBAC for either ELA or Math. In ELA 46.86% of our scholars met or exceeded standards. In math 40.09% of scholars met or exceeded standards.	Continue
1D. Provide tutoring services in ELA/SLA and math to low-performing scholars identified through multiple measures.	\$2,000.00	\$4,000.00	Pre and Post assessment results are not available but will be maintained going forward. Approximately 110 students will receive this service.	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	≥12.6%	0.5%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	= 2018 Site EL DFS + 10 points – -45.4	= 2019 Site EL DFS -49.7
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	= 2018 Site EL DFS + 6 points -63.5	= 2019 Site EL DFS -47.8

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A Extended learning opportunity with additional tutoring to support language acquisition of English, Spanish and Mandarin through differentiated instruction, small group	\$2,000.00	\$2,000.00	Our MAP data shows an increase in percentage of students meeting expected outcomes. In reading 70% of students met expected growth and in math 63% met expected outcomes. DHIA	Continue

support, and/or but not limited to explicit direct instruction to scaffold learning, remediate skill gaps and accelerate learning.			did not meet expected outcomes on SBAC for either ELA or Math. In ELA 46.86% of our scholars met or exceeded standards. In math 40.09% of scholars met or exceeded standards. Pre and Post assessment results are not available but will be maintained going forward. Approximately 50 students will receive this service.	
2B. Purchase additional classroom books, library books, supplemental CCCS resources, literacy center resources, and technology-including, but limited to software, color printers and additional copies to support student learning and language acquisition.	\$4,000.00		See above	Continue
2C. Provide guest speakers and educational assemblies that promote multiculturalism and inclusive practices	<del>\$1,000.00</del> \$0		Guest speakers were not paid	Discontinue-Seek free resources

## 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 college and career readiness	7 activities	8 activities

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. Provide extended learning opportunities about but not limited to colleges, universities, and career colleges through field trips, speakers, and/or presentations by teachers/colleges and universities representatives, and/or other community members	\$2,000.00	Agendas Student feedback Parent/Community Feedback Students attended a field trip to the Claremont Colleges	Modify to include virtual field trips
3B. Provide extended learning opportunities through planning and hosting of a school wide Career Day, which includes but is not limited to motivational keynote speaker, other specialized guest speakers, instructional materials, hands-on opportunities, and certificates.	\$500.00	Agendas Student feedback was positive Parent/Community Feedback	Modify to include free resources
3C. Provide extended learning opportunities through planning and hosting of a school wide College Day, which includes, but is not limited to motivational keynote speakers, college and university representatives, instructional materials, and other specialized guest speakers.	\$500.00	Agendas Student feedback was positive Parent/Community Feedback	Modify to include free resources

## 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	2.5 <span style="color: red;">Proficient, Advanced</span>	2.2
Instructional Leadership Team Rating	3 <span style="color: red;">Proficient, Advanced</span>	2.7

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		
4A. Provide substitutes on teacher release days or hourly pay for teachers for IB Unit Planning-lesson design, lesson planning, development of lines of inquiry, summative and	\$8,074.00	\$7,550.00	Agendas Sign in sheets PLC Minutes	Continue

formative assessment, Data Analysis, reflective analysis of implementation of IB Unit Planner, and the use of best Dual Language Practices.			Teachers submitted grade level lesson plans and common assessments	
4B. Provide substitutes on teacher release days to conduct instructional rounds for Reflective Walk-Throughs, look for and learn from “best practices”, the implementation of our schools key instructional practice (Writing), language acquisition best practices (SLA, ELA, ELD), IB Unit Planner implementation within FUSD and outside FUSD.	<del>\$3,000.00</del> \$1,000.00		Walk through forms showed that teachers learned from visiting other classes According to feedback forms students are engaging in IB units of study based on teachers implementing their new knowledge from the IB training. Our MAP data shows an increase in percentage of students meeting expected outcomes. In reading 70% of students met expected growth and in math 63% met expected outcomes.	Continue
4C. Provide opportunities for teachers and administrations to attend professional conferences relevant to targeted instructional areas of IB (International Baccalaureate-Primary Years Program, Dual Language, Writing, Math, Science, Technology, Best Teaching Practices Strategies etc.....	<del>\$3,000.00</del> \$4,000.00		Feedback forms Teachers implemented new knowledge gained from attending conferences on IB	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		NA	NA
Suspension rate:	SW	0.3%	1.3%
	FY (homeless)	0%	0%
	Hisp	0.3%	1.2%
	ELL	0%	0.9%



	AA	0%	0%
	Sped	0.4%	4.4%
Expulsion rate		0%	0%
Attendance Rate		98%	97.71%
Chronic Absenteeism Rate		1.3%	3%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A. Provide print services for printing of tickets, certificates and rewards	\$1,000.00		Suspensions increased from by 3 from prior year Reported incidents doubled from 53 in 2017-2018 to 105 in 2018-2019 Attendance Rates remained the same from 97.3 in 2017-2018 and 97.2 in 2018-2019 PBIS data-TFI Gold recognition	Continue with and improved focus on attendance and referrals
5B. Purchase materials and rewards for monthly assemblies, classroom activities and assemblies to promote positive choices	<del>\$500.00</del> \$0		See above	Continue with and improved focus on attendance and referrals
5C. Provide supplemental materials for teachers to teach PBIS lessons	<del>\$500.00</del> \$0		See above	Continue with and improved focus on attendance and referrals

## 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	26	39
Parent Engagement and Local Climate Survey	25%	41%

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. Conduct parent workshops on variety of educational topics and needs based on parent survey such as but limited to College and Career Readiness, Bullying, Sexual Harassment, Discipline, Nutrition Classes, Understanding student Report cards, California State Testing, California Standards, Language Acquisition.	\$700.00		Parent surveys showed parents are interested in workshops presented based on 41% of surveys completed.  Workshops attended were on IB program, report cards, safety, and Policies and Procedures.	Continue
6B. Provide registration and other necessary fees for parents to attend conferences and extended their knowledge of the Dual Language Program/Model, International Baccalaureate-Primary Years Program, Language Acquisitions, Academic Language, California State Standards, and STEM.	\$2,000.00		Sign in sheets Some parents attended the CAFE Regional Conference, IB workshops, and CAFE Delight classes.	Continue
6C. Provide parents with light refreshments at all parent meetings (coffee, donuts, muffins, fresh fruit, cakes, cupcakes, vegetable tray, pastries, and/or other store-bought items)	\$500.00		Sign in sheets	Continue
6D. Provide childcare for parents to attend workshops.	\$500.00		Sign in sheets	Continue

## 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%	34.4%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A. DHIA will conduct monthly celebrations to reward scholars for PBIS tenets, Academic Achievement and Attendance.		\$800.00 \$2,300.00	Certificates	Continue

## 2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p><b>Describe how the evaluation was conducted:</b></p>	<p>The evaluation was conducted at a few school site council meetings where programs, activities, and events were discussed. Assessment results were shared by the principal. Members went through each goal and discussed each item to decide if it was something to continue that would benefit the goal.</p>
<p><b>Describe the conclusions drawn from the overall results:</b></p>	<p><b>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</b>          MAP results exceeded expected outcomes. We believe that the Standards Plus materials as well as tutoring offered by teachers benefitted students the most. Parent workshops were also conducted, and these activities benefitted students so that parents would be able to help their children with homework or projects.</p> <p><b>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</b>          SBAC goals were not met. The level of DOK questions asked was only 35% and needs to improve. We need to increase students' exposure to technology. Students did not meet the reclassification rate, we need to focus on the area of need for individual students learning English as a second language. Teachers will be provided release days for professional development and PLC meetings to further develop CCSS and IB units and assessments. The overall suspension rate increased, we need to provide more PBIS strategies to decrease the suspension rate.</p> <p><b>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?</b>          The biggest gaps in our SBAC data was for our students with disabilities, English Learners, and with our African American students for both ELA and Math. We believe this can be attributed to students learning a second language and to the fact that there was little exposure to technology.</p> <p><b>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)?</b>          We know that students are making progress from our MAP data but not ALL students are making one year's progress in one year's time. This year, teachers will focus on setting goals for all students that reflect one year's growth. Teachers in grades 3-6 will also expose students to the IAB assessments and will explore the embedded supports with students so they have access to these supports</p>

---

	when testing. We are also focusing on developing a strong writing program and creating prompts and rubrics as grade levels.
--	---

### 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 <i>(Change in Distance from Standard or DFS)</i>	-7	= 2019 Site DFS + 10 points =3
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-23.2	= 2019 Site DFS + 15 points = -8.2
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	70%	75%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	63%	68%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	35%	45%

<b>Identified Need(s):</b>	<p><b>Consider what teachers need to improve their instructional delivery.</b></p> <p><b>Consider what students need in order to learn.</b></p> <p><b>DHIA teachers need to have PLC time and/or Data Chats to review data and discuss results so they can plan next steps. Teachers also need to focus on Teacher Clarity and Teacher Efficacy this year to ensure students know what they are learning and how they will know when they learn it. Students need to have goals that will be reviewed periodically to check for growth.</b></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:	<b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b>	<b>TIMEFRAME(s)</b>
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Teachers will deliver IB units which incorporate the CCSS. All students will have access to learning targets and success criteria. Students will develop goals for improvement with their teachers.	Ongoing
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	The IB program provides an enriched curriculum which includes the tenets of a well-rounded education. Before and after school tutoring will also be offered for students who may need additional support with meeting the grade level expectations. Teachers are developing their IB units to reflect an enriched and accelerated curriculum.	September - March
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	Before and after school tutoring will be offered for at risk students who are having difficulty meeting the academic standards.	January through April

<b>2019-20 Evidence-based Actions/Services</b> Must address the Identified Needs	<b>Metric(s) for evaluating Action/Service</b> Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	<b>Pupils to be served</b>	<b>Person(s) Responsible</b>	<b>2019-20 Estimated Cost</b>
	<b>Title 1</b>			
1A. Provide Differentiated Instruction <ul style="list-style-type: none"> <li>Supplemental instructional literacy and math resources in English and in Spanish.</li> <li>Instructional Technology (hardware) laptops, headphones, and printers</li> <li>Instructional Software: Renaissance Learning, Raaz Kids, I-Station</li> <li>Supplemental Printing</li> </ul>	STAR and MAP results Raz Kids/I-Station	Grades K-6	Teachers Principal Assistant Principal Librarian	\$21,158.39
1B. Provide before or after school tutoring for at-promise students	Pre and Post tests	Approximately 110 students in Grades 1-6	Teachers Principal Assistant Principal	\$7,771.00
1C. Provide intervention during lunch recess for at-promise students	Pre and post data	Approximately 130 students in grades 1-6	Counselor Principal Teachers	0

<b>Total Estimated Cost for This Goal:</b>				\$28,929.39

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		≥12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-49.7	2019 Site EL DFS + 10 points -39.7
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-47.8	2019 Site EL DFS + 6 points -41.8

<b>Identified Need(s):</b>	<p style="color: green;"><b>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</b></p> <p style="color: green;"><b>Consider what English Learners need to improve their language proficiency and academics.</b></p> <p><b>Students need extended opportunities to develop, enhance, apply their learning through multiple resources such as books, supplemental resources, computer programs, hands-on activities, and educational field trips or other off campus opportunities.</b></p> <p><b>Additional English and Spanish instructional materials, technology-based resources, and tutorial services will be needed to differentiate instruction to address the needs of students requiring targeted assistance.</b></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
2A. Provide extended learning opportunities and/or tutoring to support language acquisition in English, Spanish, and Mandarin through differentiated instruction, small group support.	Teacher created assessments Pre and post tests for students served not available	Grades 2-6	Teachers Mandarin Teacher	\$1,000.00
2B. Purchase additional classroom books, library books, supplemental CCCS resources, literacy center resources, and technology (software and hardware) to support student learning and language acquisition.	STAR growth report MAP fall to spring Raz Kids/ I-Station	All students	Teachers Assistant Principal Principal	\$2,346.61
<b>Total Estimated Cost for This Goal:</b>				\$3,346.61

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase college and career readiness activities	8	10

<b>Identified Need(s):</b>	<b>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) Students need exposure to college and career opportunities. Scholars need to be exposed to a variety of college and career readiness activities. DHIA will promote college activities as well as incorporate projects that share a variety of career options.</b>
----------------------------	--

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	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1

	<b>attitudes and perceptions about college and careers)</b>			
3A. Provide extended learning opportunities about colleges, universities, and careers through field trips (virtual or actual), speakers and/or presentations.	Student surveys STAR Classroom visit data	All	Counselor Teachers Principal Assistant Principal	\$500.00
3B. Provide extended learning opportunities through planning and hosting a Career Day and a College Day.	Student Surveys STAR Classroom visit data	All	Counselor Teachers Principal Assistant Principal	\$500.00
<b>Total Estimated Cost for This Goal:</b>				\$1,000.00

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders <b>Sites to complete this table</b>		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	2.2	3 <b>Proficient, Advanced</b>
Instructional Leadership Team Rating	2.7	3 <b>Proficient, Advanced</b>

<b>Identified Need(s):</b>	<p><b>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</b></p> <p><b>Teachers need extended professional development, extended planning time, and PLC time to develop teacher clarity, IB units, and other best practices in teaching Dual Language Instruction.</b></p>
----------------------------	---

2019-20 Evidence-based Actions/Services <b>Must address the Identified Needs</b>	Metric(s) for evaluating Action/Service <b>Include metrics for monitoring progress (such as walk-throughs, PLC agendas)</b>	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A. Provide professional development on teacher clarity, writing, IB unit development, IAB implementation, mathematical practices, GLAD strategies, etc.	MAP Results Classroom Visit Data	Grades 3-6	Teachers Assistant Principal Principal	\$1,000.00

4B. Provide substitutes for teacher release days or hourly pay for IB unit planning, data analysis, Dual Language, writing program development, and instructional rounds.	MAP Results Writing Results PLC Agendas Sign in sheets Classroom Visit Data	Grades K-6	Teachers Assistant Principal Principal	\$2,000.00
4C. Provide opportunities for staff to attend professional conferences relevant to targeted instruction areas of IB, Dual Language, Writing, Math, Science, Technology, and Best Practices in Teaching.	MAP Results Evaluation sheets Conference agendas Classroom Visit Data	At Risk students	Teachers Assistant Principal Principal	\$4,000.00
<b>Total Estimated Cost for This Goal:</b>				\$7,000.00

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate			
Suspension rate:	SW	1.3%	0.3%
	FY (homeless)	0%	0%
	Hisp	1.2%	0.2%
	ELL	0.9)	0%
	AA	0%	0%
	Sped	4.4%	3.4%
Expulsion rate		0%	0%
Attendance Rate		97.71%	98%
Chronic Absenteeism		3%	2%

<b>Identified Need(s):</b>	<b>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</b> Teachers need to continue the implementation of PBIS school wide to ensure our scholars are engaged in their learning. Students need character building lessons that will provide a strong foundation and reduce the number of referrals.
----------------------------	--

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>Attendance supports and incentives are not allowable out of Title I.</i>
5A. Provide print services for printing of tickets, certificates and rewards.	Grades MAP Results	At promise students	Counselor Teachers Attendance Clerk	\$500.00
5B. Provide supplemental materials or other resources for character building lessons or other PBIS lessons.	Grades MAP Results	At promise students	Counselor Teachers Attendance Clerk	\$500.00
<b>Total Estimated Cost for This Goal:</b>				\$1,000.00

LEA/School GOAL 6: Strengthen Family and Community Engagement <b>Sites to complete this table</b>		
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	39	40
Parent Engagement and Local Climate Survey	41%	45%

<b>Identified Need(s):</b>	<b>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.</b> DHIA is committed to making sure our families and community members are informed about our educational programs and our many events and activities at our school. Staff needs to continue to foster this relationship with our community through informational meetings, classes, activities, and events.
----------------------------	---

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. Conduct informational meetings and parent workshops on a variety of educational topics and needs such as, but not limited to, Family Nights (teacher hourly pay), College and Career Readiness, Safety, Bullying, Student report cards, California State Testing, IB programs, Dual Language programs and Language Acquisition.	Parent Surveys Workshop evaluations	All Students	Bilingual Community Aide Assistant Principal Principal	\$600.00
6B. Provide registration and/or other necessary fees for parents to attend conferences and workshops to extend their knowledge of Dual Language programs, IB programs, or other topics related to DHIA's educational programs.	Parent surveys Sign in sheets	All Students	Bilingual Community Aide Assistant Principal Principal	\$631.00
6C. Provide childcare for parents to attend workshops or meetings.	Sign in sheets	All Students	Bilingual Community Aide Assistant Principal Principal	\$500.00
<b>Total Estimated Cost for This Goal:</b>				\$1,731.00

**Unfunded School Site Council Priorities**

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Additional computer carts for each grade level	All	\$110,000.00	Principal Secretary
Additional library books and classroom library books	All	\$100,000.00	Librarian
Multicultural assemblies	All	\$10,000.00	Assistant Principal Principal Counselor
Shade Structure	All	\$60,000	SSC Principal
Sports for Learning – extend for 10 weeks	Grades 1-6		

**Programs Included in this Plan** *Sites are not to edit this page.*

Federal Programs		Allocation
<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.	\$43,007.00
<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).	\$1,731.00
<b>Total amount of federal funds allocated to this school</b>		\$43,007.00

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.

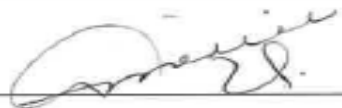
Name	Position	Length of Term	Term Expires	Minimum Numbers
Sandra Loudermilk	Principal	Not-Applicable	Not-Applicable	1
Janet Aguirre	Teacher	2 years	May 2021	1
Oralia Hernandez	Teacher	1 years	May 2020	1
Vanesa Martinez	Teacher	1 years	May 2020	1
Jenny Velasco	Other Staff Member (Specify):	1 years	May 2020	1
<b>Sub Total: 5</b>				
Sandra Gomez	Parent/Community Member	1 years	May 2020	1
Sandra Ayala	Parent/Community Member	2year	May 2021	1
Esther Caballero	Parent/Community Member	1 years	May 2020	1
Patricia Lopez	Parent/Community Member	2 year	May 2021	1
Barbara Chavez	Parent/Community Member	1 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  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: **10/14/19**.

Attested:

Sandra Loudermilk  
Typed name of School Principal

  
Signature of School Principal

10-14-19  
Date

Esther Caballero  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

10-15-19  
Date