

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Hemlock Elementary 36 67710 6111173		SSC Approval Date: <u>10/16/2019</u>
School Address	15080 Miller Ave. Fontana, CA. 92336-2395		Local Governing Board Approval Date: _____
Name of Principal	Kelly Arena	Phone # and Email	(909) 357-5470 Kelly.Arena@fusd.net
Name of SSC Chairperson	Dr. Terry McCaffrey	Phone # and Email	909-260-7150 Ki6wmf@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 style="text-align: center;">VISION AND MISSION</p>	<p>At Hemlock Elementary School, students will receive a high-quality education in an environment that inspires perseverance, innovation, excellence and the development of self-efficacy needed to thrive in their journey towards college, career, and beyond. Hemlock recognizes that student achievement is increased when staff, students and parents work together as partners to support student learning.</p>
<p style="text-align: center;">SCHOOL AND COMMUNITY PROFILE</p>	<p>Hemlock Elementary is identified as a Title 1 school where all students receive free breakfast and lunch meals. Hemlock Elementary served a population of 416 students during the 2018-2019 school year. Data indicates that during this time, Hemlock's population was comprised of the following subgroups; Socioeconomically Disadvantaged (70.4%), English Language Learners (13.9%), Foster Youth (1.2%), McKinney-Vento (2.2%), and Students with Disabilities (8.4%).</p> <p>All staff are highly qualified and provide rigorous learning opportunities in the areas of English Language Arts (ELA), Math, Science, Social Studies, Physical Education (PE), and English Language Development (ELD). Staff use data to guide instruction and develop Response to Intervention (Rtl) and enrichment opportunities to best meet the needs of each student.</p>
<p style="text-align: center;">SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • Measurement of Academic Progress (MAP) data for the 2018-2019 school year shows that Hemlock students in grades K-2 met their expected growth targets. Schoolwide data shows the following; READING: 55.26% Met Expected Growth & MATH: 56.93% Met Expected Growth • SBAC data for the 2018-2019 school year shows that Hemlock students decreased their Distance from Standard (DFS) in both English Language Arts (ELA) and Math, thereby narrowing the achievement gap. Schoolwide data shows the following; ELA: -6 DFS from -7.6 DFS during the 2017-2018 school year & MATH: -34 DFS from -39.9 DFS during the 2017-2018 school year. • Parent Involvement opportunities increased at Hemlock to 22 events, strengthening the school's partnership with the community and culture. Parent survey results increased significantly, with 29% of parents participating in the parent survey, thereby exceeding our goal. • Staff participates in structured professional development (PD) opportunities where they are provided valued time to plan quality first instruction around common core state standards, develop high-quality assessments, analyze data and plan for Response to Intervention (Rtl) and Enrichment opportunities for acceleration. Staff has rated their Professional Development in the Proficient range according to the Certificated Professional Development Rating survey.

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> Recognizing a need for high-quality, first instruction, teaching staff was provided with six release day opportunities to for planning around common core state standards (CCSS), develop high-quality assessments, analyze data and plan for Response to Intervention (Rtl) and Enrichment opportunities for acceleration. Extended Learning opportunities were provided to identified English Learner (EL) students. Hemlock finds the extended learning opportunities beneficial, however, data reveals a need to target specific language skills.
<p>MOONSHOT</p>	<p>Currently, Hemlock is exploring the components of <i>The Leader in Me</i> program. Several schools in the Fontana Unified School District have begun implementing the tenants of the program, including Almeria Middle School, Hemlock’s feeder middle school. Hemlock is currently working with a Leader in Me consultant in order to set up visits to sites to observe the application of the program in exemplary schools. Hemlock will also collaborate with Almeria Middle School in order to create a pathway from elementary to middle school around the development of the Principles of Leadership.</p> <p>Paired with a rigorous curriculum, focused on common core state standards, <i>The Leader in Me</i> program is closely aligned with Hemlock’s Mission; Students will receive a high-quality education in an environment that inspires perseverance, innovation, excellence and the development of self-efficacy needed to thrive in their journey towards college, career, and beyond</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-8 = 2018 Site DFS + 10 points	-6 = 2019 Site DFS GOAL NOT MET
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-40 = 2018 Site DFS + 15 points	-34 = 2019 Site DFS GOAL NOT MET
NWEA MAP Reading: % of students who meet expected fall to fall growth	GOAL: 52%	ACTUAL: 55.26 GOAL MET
NWEA Math: % of students who meet expected fall to fall growth	GOAL: 52%	ACTUAL: 56.93 GOAL MET
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	GOAL: 65%	ACTUAL: 32% GOAL NOT MET

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		Discontinue
1A. Supplemental Printing <ul style="list-style-type: none"> • Quickprint/Print Requests 	\$5,300.00 \$2,641	\$5,697.00 \$3,871.13	SBAC ELA: -6 DFS MATH: -34 DFS MAP READING: 55.26% Met Expected Growth MATH: 56.93% Met Expected Growth	Discontinue SSC determined that a printing budget is necessary, however, this will continue and be funded through a different funding source.

<p>1C- Instructional Materials</p> <ul style="list-style-type: none"> Thinking Maps and Write From the Beginning and Beyond Supplemental Instructional Curriculum/Materials 	<p>\$248.00 \$625</p>		<p>SBAC ELA: -6 DFS MATH: -34 DFS</p> <p>MAP READING: 55.26% Met Expected Growth MATH: 56.93% Met Expected Growth</p>	<p>Continue with Modifications</p> <p>SSC determined that Instructional Materials are required in order to best meet the needs of the students, however, the cost for additional materials may increase for the 2019-2020 school year.</p>
<p>1D- Software Licenses and subscriptions</p> <ul style="list-style-type: none"> Renaissance Learning 	<p>\$5,255.00</p>		<p>SBAC ELA: -6 DFS MATH: -34 DFS</p> <p>MAP READING: 55.26% Met Expected Growth MATH: 56.93% Met Expected Growth</p> <p>PROGRAM USAGE 100% of staff utilized Renaissance Learning</p>	<p>Continue</p>
<p>1E- Instructional Technology</p> <ul style="list-style-type: none"> Technology Computer Supplies 	<p>\$3,100.00 \$5,382</p>	<p>\$6,823.00 \$8,648.87</p>	<p>SBAC ELA: -6 DFS MATH: -34 DFS</p> <p>MAP READING: 55.26% Met Expected Growth MATH: 56.93% Met Expected Growth</p>	<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%	ACTUAL: 1.7% <i>GOAL NOT MET</i>
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-70 = 2018 Site EL DFS + 10 points	-81.1 = 2019 Site EL DFS <i>GOAL NOT MET</i>
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-79.4 = 2018 Site EL DFS + 6 points	-82.1 = 2019 Site EL DFS <i>GOAL NOT MET</i>

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- Additional hourly <ul style="list-style-type: none"> Bilingual Aide Support Tutoring 		\$2,000.00	SBAC ELA: -81.1 DFS Math: -82.1 DFS ELPAC NA	Continue with Modifications SSC has accepted the decision to partially fund extended learning opportunities for EL students through Title 1.

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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
3A- Increase the number of college and career readiness activities	8	22

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3B- Student Reward/Incentive		\$1,000.00	Events	NA

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	Proficient, Advanced	Proficient
Instructional Leadership Team Rating	Proficient, Advanced	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- Professional Learning Community (PLCs) <ul style="list-style-type: none"> • Sub release time 	\$18,396.00		<p style="text-align: center;">Certificated Professional Development Rating Proficient</p> <p style="text-align: center;">Instructional Leadership Team Rating Proficient</p> <p style="text-align: center;">DOK Level in Classrooms 32%</p> <p style="text-align: center;">SBAC ELA: -6 DFS MATH: -34 DFS</p> <p style="text-align: center;">MAP READING: 55.26% Met Expected Growth MATH: 56.93% Met Expected Growth</p>	Continue
4B- Professional Learning Communities (PLCs) <ul style="list-style-type: none"> • Additional Hourly for Trainer of Trainers 	\$1,380.00		<p style="text-align: center;">Certificated Professional Development Rating Proficient</p> <p style="text-align: center;">Instructional Leadership Team Rating</p>	Discontinue SSC feels this is important in order to maintain targeted professional development, however, it

			<p>Proficient</p> <p>DOK Level in Classrooms 32%</p> <p>SBAC ELA: -6 DFS MATH: -34 DFS</p> <p>MAP READING: 55.26% Met Expected Growth MATH: 56.93% Met Expected Growth</p>	will be maintained through a different funding source.

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% <i>GOAL MET</i>
Suspension rate: SW	0%	0% <i>GOAL MET</i>
FY (homeless)	0%	0% <i>GOAL MET</i>
Hisp	0%	0% <i>GOAL MET</i>
ELL	0%	0% <i>GOAL MET</i>
AA	0%	0% <i>GOAL MET</i>
Sped	0%	0% <i>GOAL MET</i>
Expulsion rate	0%	0% <i>GOAL MET</i>
Attendance Rate	Greater than 96%	ACTUAL: 96.53% <i>GOAL MET</i>
Chronic Absenteeism Rate	Decrease by a minimum of 1% from 8.9%	ACTUAL: 9.2 % <i>GOAL NOT MET</i>

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- Student Awards/Incentives <ul style="list-style-type: none"> • Attendance Awards • PBS Awards 		\$1,000.00	Attendance rates increased slightly from 96.30% to 96.53% Hemlock's Chronic Absenteeism rate increased slightly from 8.9% to 9.2%	NA

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	8	22 <i>GOAL MET</i>
Parent Engagement and Local Climate Survey	25%	29% <i>GOAL MET</i>

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- Parent Workshops • Staff Hourly for Workshops				NA
6B- Community Newsletter	\$500.00		6 Newsletters were distributed during the 2018-2019 school year.	DISCONTINUE
6C- School to Home Connection • Folders and Agendas	\$600.00		29% of parents completed the Parent Survey	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 fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	NA	18.5%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A- Student Awards/Incentives		\$1,964.00	18.5% of students met the requirements of the Healthy Fitness Zone	NA
7B-Instructional Supplies		\$400.00	18.5% of students met the requirements of the Healthy Fitness Zone	NA

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>Goals were evaluated using the school/metric indicators for each action and service. Indicators included, schoolwide Smarter Balanced Assessment Consortium (SBAC) data for both Math and English Language Arts (ELA), SBAC student group reports, multi-year SBAC school reports, analysis of Distance from Standard Met (DFS), SBAC student report by achievement level, Depth of Knowledge (DOK) present in classrooms, Accelerated Reader (AR) data measuring reading growth, analysis of attendance and English Learner (EL) reclassification rate. In addition, Measurement of Academic Progress (MAP) results were analyzed to determine areas of strength, areas of challenge/need, including specific student groups in order to determine the narrowing or expansion of the achievement gap.</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> <ul style="list-style-type: none"> • Measurement of Academic Progress (MAP) data for the 2018-2019 school year shows that Hemlock students in grades K-2 met their expected growth targets. Schoolwide data shows the following; READING: 55.26% Met Expected Growth & MATH: 56.93% Met Expected Growth. • SBAC data for the 2018-2019 school year shows that Hemlock students decreased their Distance from Standard (DFS) in both ELA and Math, thereby narrowing the achievement gap. Schoolwide data shows the following; ELA: -6 DFS from -7.6 DFS during the 2017-2018 school year & MATH: -34 DFS from -39.9 DFS during the 2017-2018 school year. • Staff participates in structured professional development opportunities where they are provided valued time to plan quality first instruction around common core state standards, develop high-quality assessments, analyze data and plan for Response to Intervention (Rtl) and Enrichment opportunities for acceleration. • Administration serves as an instructional leader through the professional development process and provides consistent and regular feedback to staff around first instruction around the clarity and rigor of the standards, assessments, student performance data, and intervention (focus and implementation of). • Teaching staff is required to identify the following blocks; ELA, Math, (English Language Development) ELD, Rtl/Enrichment, Physical Education (PE) & Writing (Large amount of PD is in the area of writing using Write from the Beginning curriculum) <p>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</p> <ul style="list-style-type: none"> • Hemlock did not meet its Chronic Absenteeism goal, increasing slightly from 8.9% to 9.2%. • Hemlock’s EL population did not decrease the DFS in ELA, but remained stagnant.

- Although Hemlock did not meet the goals for SBAC in ELA & Math, overall, Hemlock is steadily decreasing the achievement gap or DFS in both areas.

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?

- The populations displaying the most notable gaps according to the data are; African American students, Foster Youth and Homeless students. Through structured professional development, specifically in the area of Teacher Clarity, it is anticipated that Hemlock will see an increase in overall student achievement results. In addition, when analyzing data and developing targeted interventions, students in the above-mentioned subgroups will be identified in each class in order to determine the best intervention to meet their needs and increase achievement through progress monitoring.

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)?

- Although Hemlock did not meet the goals for SBAC in ELA & Math, overall Hemlock is steadily decreasing the achievement gap or DFS in both areas. Through structured professional development, specifically in the area of Teacher Clarity, it is anticipated that Hemlock will see an increase in overall student achievement results.
- Extended Learning opportunities for EL students will remain in place, however, interventions will target language development within the common core curriculum.

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>	-6	+4= 2019 Site DFS + 10 points
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-34	-19= 2019 Site DFS + 15 points
NWEA MAP Reading: % of students who meet expected fall to fall growth	55.26%	57.26%
NWEA Math: % of students who meet expected fall to fall growth	56.93%	58.93%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	32%	39%

Identified Need(s):	<ul style="list-style-type: none"> Staff requires high quality, supplemental materials in order to plan and deliver instruction aligned with the rigor of the Common Core State Standards (CCSS). Students require consistent Response to Intervention (RtI), differentiated small group instruction and quality first instruction that is aligned with the rigor of the CCSS.
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SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Teaching staff will engage in the research based strategy of Teacher Clarity in order to develop rigorous Learning Targets and Success Criteria for quality first instruction, identify and/or create high quality assessments that are aligned to the standards, time to analyze data and plan for interventions and enrichment opportunities.	Provided weekly
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	Staff requires professional development in order plan and deliver high quality, first instruction that is aligned with the rigor of the Common Core State Standards (CCSS), analyze data, plan and deliver differentiated, small group instruction, Response to Intervention & Enrichment/Acceleration. By providing teachers with the resources necessary to implement effective instruction, their capacity to engage students in higher level thinking and instructional differentiation will increase.	Five release day opportunities PLC meeting opportunities monthly
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	Multiple opportunities for formative and summative assessments will be provided in order to analyze data and provide intervention and/or acceleration. Walk throughs will also be conducted to determine the DOK level students are engaged in during instruction and the student voice rubric for clarity will be used to document student understanding of the CCSS curriculum.	Formative Assessment-Six times yearly (3 ELA CFA & 3 Math CFA) MAP/IAB (minimum of 2 times yearly) Weekly class walk throughs.

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
1A- Deliver differentiated instruction <ul style="list-style-type: none"> • Supplemental instructional materials • Printing • Student Computers 	Common Formative Assessment Data Student Clarity Rubric Data MAP ELA MAP Math	Title 1	Principal Staff	9,685.00

Total Estimated Cost for This Goal:				9,685.00

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		
Maintain or increase English Learner Reclassification rate	1.7%	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-81.1	-71.1
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-82.1	-76.1

Identified Need(s):	Students need targeted, small group instruction through extended learning opportunities in order to develop and increase academic vocabulary and development.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A- Extended Learning Opportunity <ul style="list-style-type: none"> • Teacher Hourly 	MAP ELA MAP Math Pre/Post Assessment	EL	Principal Staff	500.00

Total Estimated Cost for This Goal:				500.00

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes

Identified Need(s):	<p style="color: green;">Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator.</p> <p>(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>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1

Total Estimated Cost for This Goal:	
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LEA/School GOAL 4: Cultivate Effective Teachers and Leaders **Sites to complete this table**

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

Identified Need(s):	<ul style="list-style-type: none"> Staff requires professional development in the area of Visible learning in order plan and deliver high quality, first instruction that is aligned with the rigor of the Common Core State Standards (CCSS), analyze data, plan and deliver differentiated, small group instruction, Response to Intervention & Enrichment/Acceleration.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A- Professional Learning Communities (PLCs) <ul style="list-style-type: none"> Substitute Release Time 	PLC Agenda Visible Learning Units of Study for each PLC Class Walk Through Data/Clarity Student Voice Rubric DOK Level MAP ELA MAP Math	Title 1	Principal Staff TOA	16,800.00

Total Estimated Cost for This Goal:	16,800.00
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LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate			
Suspension rate:	SW		
	FY (homeless)		
	Hisp		
	ELL		
	AA		
	Sped		
Expulsion rate			
Attendance Rate			
Chronic Absenteeism			

Identified Need(s):	Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.

	attendance/behavior reports)			
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	22	8
Parent Engagement and Local Climate Survey	29%	25%

Identified Need(s):	Parents and community members need opportunities to access technology and online resources in order to effectively participate as a partner in the instructional program.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A-School to Home Connection <ul style="list-style-type: none"> • Folders/Agendas 	Event Sign-In Sheets MAP ELA Performance MAP Math Performance CFA ELA Performance CFA Math Performance	Title 1	Principal Staff	685.00
6B-Technology <ul style="list-style-type: none"> • Laptop for parent use 	Parent Survey Q Parent Log In	Title 1	Principal Staff	745.00

			Community Liaison	
Total Estimated Cost for This Goal:				1,430.00

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Technology/Computer Services	All	\$50,000	Principal, Technology, Secretary, Clerk
Instructional Supplies	All	\$25,000	Principal, Secretary, Clerk
Additional Hourly (Certificated/Tutoring)	Students Performing Below Standard	\$10,000	Principal, Secretary, Clerk, Staff
Playground Equipment (structures, awnings, seating, etc)	All	\$50,000	Principal, Secretary, Clerk
Attendance Incentives	All	\$10,000	Principal, Secretary, Clerk
Security Cameras	All	\$25,000	Principal, Secretary, Clerk
Additional Hourly (Classified)	All	\$10,000	Principal, Secretary, Clerk
Additional Printing	All	\$20,000	Principal, Secretary, Clerk
Library Books	All	\$10,000	Principal, Secretary, Clerk, Librarian

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

Federal Programs		Allocation
<input checked="" type="checkbox"/>	<p>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.</p>	\$28,415.00
<input checked="" type="checkbox"/>	<p>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).</p>	\$1,128.00
Total amount of federal funds allocated to this school		\$28,415.00

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
Kelly Arena	Principal	Not-Applicable	Non-Applicable	1
Leslie Praisuwan	Classroom Teacher	1 Year	May 2020	1
Linda Flores	Classroom Teacher	2 Years	May 2021	1
Miroslava Zepeda	Classroom Teacher	2 Years	May 2021	1
Colleen Gerke	Other Staff Member: RSP	2 Years	May 2021	1
Sub Total: 5				
Lynda Akoto	Parent/Community Member	1 Year	May 2020	1
Maira Gutierrez	Parent/Community Member	2 Years	May 2021	1
Lakshmi Krishnaswamy	Parent/Community Member	1 Year	May 2020	1
Dr. Terry McCaffrey	Parent/Community Member	1 Year	May 2020	1
Farhat Ramakdawala	Parent/Community Member	1 Year	May 2020	1
Sub Total: 5				
				Total: 10

RECOMMENDATIONS AND ASSURANCES

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

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

Required:

English Learner Advisory Committee _____
Signature

Recommended:

Special Education Advisory Committee _____
Signature

Optional:

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/16/2019

Attested:

Kelly Arena
Typed name of School Principal



Signature of School Principal

12/5/19
Date

Dr. Terry McCaffrey
Typed name of SSC Chairperson



Signature of SSC Chairperson

12-5-19
Date