2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

☐ 2017-18   ☐ 2018-19   ☒ 2019-20

School Name and School Code	Juniper Elementary 36 67710 6035794	SSC Approval Date: 10/22/2019 Local Governing Board Approval Date: _____ ☒ Original ☐ Addendum
School Address	7655 Juniper Avenue Fontana, CA. 92336-2025	
Name of Principal	Tammy Fleming	Phone # and Email
		(909) 357-5480 Tammy.Fleming@fusd.net
Name of SSC Chairperson	Chairperson: Tammy Fleming Vice Chairperson: Julie Magallanes	Phone # and Email
		(909) 357-5480 Tammy.Fleming@fusd.net MagaJM@fusd.net

SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT
☒ SWP	☐ Targeted Assistance Program (TAS)	☐ Comprehensive Support and Improvement (CSI)
☐ SWP Consolidates Applicable Federal Funds		☐ Targeted Support and Improvement (TSI) ☐ Additional Targeted Support and Improvement (ATSI)

SCHOOL BACKGROUND

VISION AND MISSION	At Juniper Elementary School, we recognize that parents, educators, and the community are integral parts of a child's educational experience. It is our collective responsibility to support learners as they strive to fulfill their potential in an atmosphere of acceptance, respect, and high academic expectations. Our daily mission is to create and sustain a learning environment in which students are RESPECTFUL, RESPONSIBLE and SAFE, and that they persevere to meet their academic, social and emotional goals.
SCHOOL AND COMMUNITY PROFILE	Juniper Elementary School is a Title I school that serves a diverse population. Cumulative enrollment data indicates that during the 2018-19 school year Juniper Elementary School served 507 K-5 students, 75% (n=379) of whom were identified as Socio-Economically Disadvantaged (SED). Our student population was further characterized as being 43% (n= 216) English Learners (EL), 0.4% (n=2) Gifted and Talented Students GATE), 9% (n= 43) Students With Disabilities (SWD), 3% (n= 12) McKinney-Vento Students, and 2% (n=10) Foster Youth. Additionally, we served 26 Early Childhood Students (EC), all of whom received Special Education Services, as well as 81 State Preschool Students. We commit to offering our students a comprehensive instructional program that is intentionally designed to meet their academic, social and emotional needs. We will continuously reflect on our actions and make the necessary refinements to ensure students are best served in their current learning environment. We will model life-long learning by engaging in ongoing professional development and implement both relevant and innovative research-based strategies to promote optimal learning opportunities. We will be diligent in our efforts to meet the needs of _every_ child entrusted to our care, and we will hold ourselves accountable for student performance and the attainment of our stated goals.
SPSA HIGHLIGHTS (bullet points)	**PBIS (Positive Behavioral Intervention & Supports) –** The school will continue focusing on establishing school-wide behavior expectations and an acknowledgement/response system to promote positive academic and social/behavior outcomes. This is an extension of our No Excuses University endorsement. **Supporting Data Statement:** Although there was a decrease in suspensions and maintenance of attendance rates, there needs to be a continued effort to promote behavioral supports and interventions that appropriately engage students and sustain a healthy school environment. **Quality First Instruction and Targeted Intervention/Enrichment Opportunities –** Each teacher will provide a quality core program that fully addresses grade level content area standards. The school will engage in the analysis of multiple metrics to identify students whose needs are not being fully met by the core instructional program. Intervention and enrichment opportunities will be offered to students within and beyond the school day. **Supporting Data Statement:** State (CAASPP) and local (MAP Growth) data suggests that students are making gains in English Language Arts and Mathematics; however, fourth grade students continue to struggle to meet the demands of the Common Core State Standards (CCSS). This calls for early intervention in K-2, so students build capacity over time and are adequately prepared to access skills and concepts with appropriate grade level rigor. Additionally, English Learners remain stagnant in their reclassification rates. Although this can be partially attributed to changes in reclassification criteria and procedures, we need to be aware of this trend and to provide quality instructional opportunities for designated and integrated English Language Development (ELD) instruction each day to ensure equitable access to all content areas. **Professional Development –** The school will provide opportunities for professional development to ensure all staff are well prepared to fulfill their roles and responsibilities.

	Supporting Data Statement: Teacher survey data indicates that they are working toward collective efficacy through the Professional Learning Community (PLC) process. Over the course of three years, they have demonstrated increased confidence with implementing cycles of professional learning and leveraging shared leadership practices. They have self-identified areas for improvement: professional reading, peer visit/reflection, shared lesson planning, CCSS ownership, data driven decision-making, and PLC communication. • **Parent Involvement –** The school will promote parent involvement by offering learning opportunities, family events, community resources and communication assistance. **Supporting Data Statement:** There has been a marked increase in parent engagement opportunities during the 2018-19 school year. Many of the engagement opportunities were aligned to VAPA performances, thus suggesting that there is support for the programs we are offering to our students within and beyond the school day. Juniper continues to offer the community weekly English as a Second Language (ESL) classes, recognizing that empowering parents supports student achievement.
INCREASED OR IMPROVED SERVICES (bullet points)	**For our most at-risk populations, a sense of school connectedness is critical to achieving long-term educational goals. When students have a purpose to attend school and find the experience rewarding, the likelihood of being college and career ready increases exponentially. It is imperative that we offer students a myriad of educational experiences within and beyond the core curriculum to ensure that we are providing a balanced educational program that will engage all learners. Juniper Elementary School will <u>continue</u> to address school connectedness by offering:** • **PBIS (Positive Behavioral Intervention & Supports) –** The school will focus on establishing school-wide behavior expectations, and an acknowledgement/response system to promote positive academic and social/behavior outcomes. This is an extension of our No Excuses University endorsement. • **Quality First Instruction and Targeted Intervention/Enrichment Opportunities** – Each teacher will provide a quality core program that fully addresses grade level content area standards. The school will engage in the analysis of multiple metrics to identify students whose needs are not being fully met by the core instructional program. Intervention and enrichment opportunities will be offered to students within and beyond the school day.
MOONSHOT	<u>**Juniper Elementary School of the Arts**</u> Juniper Elementary School has partnered with our community high school to form the Dance Collaborative Pipeline, as outlined in the Local Control Accountability Plan (LCAP). This pathway offers all Early Childhood/Preschool through Grade 12 students the opportunity to use weekly dance classes as a means for exploring, expressing, and externalizing aesthetic experience. It is a powerful means of communication through movement, and expression of tradition and culture. The pipeline ends at Fontana A.B. Miller High School whose Conservatory of Dance program is recognized statewide as an exemplary standards-based program. The successful implementation of this program has been instrumental in spearheading additional Visual and Performing Arts (VAPA) programs at Juniper Elementary School that focus on each of the four disciplines of art: dance, theater, visual arts, and music. The Visual and Performing Arts have had a significant and lasting impact on students, as they have become collaborative problem solvers who are confident and can think creatively. At this time, Juniper Elementary School would like to expand our program to become a comprehensive Elementary School of the Arts. By implementing a Visual and Performing Arts program, we will offer a variety of creative opportunities to students while maintaining and emphasis on core academics. The program will include visual arts, dance, theatre, music, technology and media arts. Students will develop communication, collaboration, creativity and critical thinking by participating in activities such as plays, art exhibits, and major drama and musical productions. We believe that such skills are critical for ensuring students' success and preparing them for the challenges in college and career. Industries in California's creative economy supported more than 1.6 million direct, indirect and induced jobs, and generated $406.5 billion in economic output according to the Otis report on the Creative Economy of California. In addition to the direct benefits of arts programming, studies show that students benefit in students in other ways:

1. An interest in visual and performing art leads to a high state of motivation that produces the sustained attention necessary to improve performance and the training of attention that leads to improvement in other domains of cognition.

2. Specific links exist between high levels of music training and the ability to manipulate information in both working and long-term memory; these links extend beyond the domain of music training.

3. In children, there appear to be specific links between the practice of music and skills in geometrical representation.

4. Correlations exist between music training and both reading acquisition and sequence learning. One of the central predictors of early literacy, phonological awareness, is correlated with both music training and the development of a specific brain pathway.

5. Training in acting appears to lead to memory improvement through the learning of general skills for manipulating semantic information.

6. Learning to dance by effective observation is closely related to learning by physical practice, both in the level of achievement and the neural substrates that support the organization of complex actions. Effective observational learning may transfer to other cognitive skills.

In conclusion, the study of the arts is important for advancing the physical and mental development of students – specifically, the arts greatly enhance a student's academic prowess by cultivating their visual and performing arts discipline. Therefore, Juniper Elementary School of the Arts will not only seek to foster outstanding, professional artists and musicians, but also academically inclined individuals who will positively impact their neighborhoods, communities, and the world.

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	**GOAL:** -41.5 DFS + 10: -31.5 DFS	**2019 Site DFS:** -40 GOAL NOT MET
SBAC Math for Grades 3-8: **Change** in average scaled score points from Meets Standards	**GOAL:** -51.6 DFS + 15: -36.6 DFS	**2019 Site DFS:** -45 GOAL NOT MET
NWEA MAP Reading: % of students who meet expected **fall to fall growth**	**GOAL:** 52%	**ACTUAL:** 54.99% GOAL MET
NWEA Math: % of students who meet expected **fall to fall growth**	**GOAL:** 52%	**ACTUAL:** 49.46% GOAL NOT MET
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	**GOAL:** 30%	**ACTUAL:** 28% 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**		
1A – Supplemental Instructional Materials • Instructional Supplies ($7,813.44)	$5,000	$2,813.44	**MAP Reading and Mathematics** MAP Reading: 54.99% met projected growth (goal met) MAP Math: 49.46% met projected growth (goal not met) All (100%) teachers and students had access to supplemental materials to support core instruction. All (100%) K-3 teachers used SIPPS four times per week during our intervention block period; 100% students made progress toward their phonological awareness goals.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA. The SSC identified this action/service as a priority, particularly to provide materials for extended learning opportunities within and beyond the school day.

			All (100%) students who participate in the Resource Specialist Program (RSP) program, continue to make growth toward their individual goals using the READ WELL program. All (100%) teachers utilized Write From the Beginning materials to support writing across the curriculum. The school continues to have a focus on College and Career readiness; the presence of college paraphernalia is a daily reminder to put forth one's best effort and that post-secondary success is attainable.	
1B – Software Licenses • Computer Software and Related Supplies ($7,094.50) • Additional Teacher Hourly for Program Implementation & Evaluation ($910)	$8,004.50	$0	**Student usage and performance indicators as reported by Renaissance Learning** All (100%) all classrooms utilized Accelerated Reader to motivate and provide opportunities to students to engage in wide reading; Juniper achieved and overall participation rate of 95%. The 5% non-participation rate represents the Kindergarten students who are not yet able to access text; STAR reading assessment data indicates that all students are making growth toward their reading goals**.**	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA. SSC recommended that funding be increased for this action to meet the needs of students in the area of Mathematics.
1C – Supplemental Printing • Printing Encumbrance ($1,320.71)	$1,320.71	$0	**MAP Reading and Mathematics** MAP Reading 54.99% met projected growth (goal met) MAP Math 49.46% met projected growth (goal not met) All (100%) teachers accessed supplemental printing services to fully utilize core and supplemental ELA/Math instructional materials.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.
1D – Duplo Supplies & Maintenance Agreement • Instructional Supplies ($2,035.43) • Maintenance Agreement ($950)	$0	$2,985.43	**MAP Reading and Mathematics** MAP Reading 54.99% met projected growth (goal met) MAP Math 49.46% met projected growth (goal not met) All (100%) teachers utilized the Duplo to prepare for instruction, common formative assessments, and home-school communication.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.

1E – Technology Equipment • Computers/User Fees/Technology Related Services and Supplies [Taggable & Non-Taggable] ($19,710.20)	$13,400	$6,310.20	**Student usage and performance indicators as reported by Lexia, Moby Max, Accelerated Reader, NWEA** All (100%) teachers/staff/students had access to functioning technology in the classroom and computer labs. All (100%) all classrooms utilized Accelerated Reader to motivate and provide opportunities to students to engage in wide reading; Juniper achieved and overall participation rate of 95%. STAR reading assessment data indicates that all students are making growth toward their reading goals. All (100%) classrooms accessed Lexia to provide additional literacy support. 64% of students are meeting usage requirements. Limitations of usage include accessibility to technology and professional development. All (100%) classrooms had access to Moby Max; however, a very limited number of students accessed the resource. Limitations of usage include accessibility to technology and professional development. All (100%) of students utilized MAP assessment from NWEA to inform instructional program and to measure academic progress over the course of the school year.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA. The SSC recommended that funding be decreased for this goal as the district will be implementing their comprehensive technology plan that will provide students with 1:1 access to devices.
1F – Student Academic Awards • Student Awards ($1,097.29)	$1,097.29	$0	**MAP Reading and Mathematics** MAP Reading 54.99% met projected growth (goal met) MAP Math 49.46% met projected growth (goal not met) **CAASPP** CAASPP ELA % of students who met or exceeded standard: Grade 3: 32% (+8%) Grade 4: 25% (-6%) Grade 5: 44% (+7%) CAASPP Math % of students who met or exceeded standard: Grade 3: 39% (+9%) Grade 4: 21% (-8%) Grade 5: 23% (+3%)	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.

			During the 2018-19 school year, 736 academic awards were offered to students who met established criteria. This promoted a culture of academic achievement within the school setting. Students with perfect attendance were recognized monthly, along with Semester celebrations. Each month 44 students were recognized for demonstrating pillars of character. Students who participated in extra-curricular activities were also honored for their participation.	
1G – GATE, Enrichment and Intervention Opportunities • Additional Teacher Hourly • Additional Classified Hourly • Instructional Supplies ($855.50)	$855.50 Teaching and Learning	Teaching and Learning	**MAP Reading and Mathematics** **CAASPP** MAP Reading 53.2% met projected growth (+13.4%) MAP Math 51.3% met projected growth (+10.1%) CAASPP ELA % of students who met or exceeded standard: Grade 3: 23.7% (+1.7%) Grade 4: 31.0% (+3.4%) Grade 5: 37.7% (+4.7%) CAASPP Math % of students who met or exceeded standard: Grade 3: 24.7% (-0.9%) Grade 4: 28.6% (+3.6%) Grade 5: 19.8% (+5.9%) GATE students were provided with 8 enrichment opportunities over the course of the 2018-19 school year. Students who were identified as high achievers in Mathematics in grades 3-5 were selected to participate in the District Math Field Day. All students were provided remediation or enrichment opportunities four times per week based on their individual learning goals.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.

1H – Dance Collaborative	Teaching and Learning	Teaching and Learning	**Qualitative surveys completed by students, teachers, administration**	**Continue**
- Additional Teacher Hourly - Additional Classified Hourly - Substitute Hourly - Instructional Supplies			Students were offered dance instruction weekly from September to May. They were exposed to the grade level VAPA standards as articulated by the State of California. Grade levels performed in a culminating activity at AB Miller HS. Students, teachers and administration believe that the dance program has increased student confidence, cooperation, communication, presentation and risk-taking skills. Teachers (66%) expressed the need for more professional development to integrate the arts into the core curriculum. 98% of stakeholders surveyed believed that they would like to see the Arts program expand at the school site.	The SSC determined that this action/service should be included in the 2019-2020 SPSA. The SSC identified this action/service as a priority.

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	**GOAL:** 14.6% or higher	**ACTUAL:** 1% GOAL NOT MET The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English language learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification that year. Because of these factors, reclassification rates cannot be compared from year to year during this transition period. The reduction in reclassification rates was directly related to the changes in the assessments and reclassification criteria.
SBAC ELA for English Learners: **Change** in average scaled score points from Meets Standards	**GOAL:** -75.5 DFS + 10: -65.5 DFS	**2019 Site DFS:** -55.4 GOAL MET
SBAC Mathematics for English Learners: **Change** in average scaled score points from Meets Standards	**GOAL:** -71.0 DFS + 6: -65.0 DFS	**2019 Site DFS:** -54.0 GOAL 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		
2A – Extended Learning Opportunities for English Learners • Tutoring – Additional Hourly for Classified Staff Working With Students ($500)	$0	$500	**ELPAC** The EL and MAP data was disaggregated to identify students who required additional support to meet reclassification criteria. Thirty-four (42) students were identified for extended learning opportunities and received services in Semester 1 and 2. Of those who received services 89% of the students were on track to meet or exceed projected growth targets.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.
2B – Support for ELPAC Testing (English Language Proficiency Assessments for California) • Classified Hourly ($250) • Substitute Hourly ($1,560)	$0	$1,810	**ELPAC** Group ELPAC testing was completed in three days for Grades 2-5; individual testing was completed in two weeks for Grades K-5. By providing substitutes for testing coordinators and additional hourly wages to classified staff, impact on instruction was minimized for all learners.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.
2C – Supplemental Instructional Materials • Instructional Supplies	$0	$0	**ELPAC** Identified L1-L3 English Learners were serviced by the Bilingual Aide in the Learning Center. All (100%) identified students had access to supplemental materials.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.

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.	**GOAL:** 40	**ACTUAL:** 45 GOAL 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**		
3A – No Excuses University Connect • Annual Subscription ($129)	$129	$0	**Monthly newsletters** 10 monthly newsletters were distributed. **Daily announcements** In addition to our Monday Morning Meetings whereby one class per week takes ownership of the morning announcements, conducts their college chant, and offers a mission for the week, a leadership student conducts morning announcements each day that includes character building and college/career readiness messages. **Parent workshop agendas** Weekly ESL classes were conducted in addition to three academic workshops. Parents were encouraged to bring ELA, Math and Science into the home using the tools provided. Furthermore, ELAC, SSC and CWTP meetings were regularly scheduled to include educational components that promote a positive and productive home-school connection. As a requirement to participate in the NEU network, schools must purchase a NEU Connect subscription, which is a resource website for school staff. This resource promotes college and career readiness and offers school ideas and tools to implement to promote academic achievement and college preparedness. Juniper utilized tools/strategies such as Goal Setting, Career Pathways, College Fair, and Career Day.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders

Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Cycle of Professional Learning Continuum Rating **Cycle Calendar & Implementation:** Proficient **High Quality Input Training:** Proficient **Safe Practice:** Proficient **Professional Reading:** Proficient **Peer Visit & Reflection**: Developing **PLC Meetings**: Proficient **Instructional Rounds:** Developing	**GOAL:** Proficient in 7/7 elements	**ACTUAL:** Proficient in 5/7 elements GOAL NOT MET
Conditions of Instructional Leadership Team Success Rating **ILT Team Focus:** Proficient **CCSS Ownership:** Developing **Composition:** Proficient **ILT Meeting Frequency:** Proficient **Shared Leadership:** Proficient **Data-Driven Discussions and Decision-Making:** Proficient **Staff & Teacher Teams Communication:** Developing	**GOAL:** Proficient in 7/7 elements	**ACTUAL:** Proficient in 5/7 elements GOAL NOT MET
Teacher Team Continuum Rating **Norms & Trust:** Developing **Agenda & Use of Time:** Proficient **Action Items:** Proficient **Process for Monitoring Action Items:** Developing **Conditions for Team Teacher Success:** Proficient **Meeting Frequency:** Proficient **Teacher Team Focus:** Proficient **Data Driven Instruction:** Proficient	**GOAL:** Proficient in 8/8 elements	**ACUTAL:** Proficient in 6/8 elements 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		
4A – Cycles of Professional Learning • Substitute Hourly ($6,370) • Additional Teacher Hourly ($4,381.17)	$10,751.17	$0	**Cycle of Professional Learning Continuum Rating** Goal Not Met Growth from 4/7 to 5/7 criteria **Conditions of Instructional Leadership Team Success Rating** Goal Not Met Growth from 5/7 to 6/7 criteria **Teacher Team Continuum Rating** Goal Not Met Growth from 3/8 to 6/8 criteria All (100%) teachers participated in cycles of professional learning. Our site ILT led professional development and lesson design. Teachers had the opportunity to visit peer classrooms and examine student work. The result was improved instructional outcomes for students.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA. The SSC identified this action/service as a priority. The SSC recognized that ongoing professional development and teacher collaboration is critical to improving student achievement. The SSC recommends allocating additional funds to this goal area to ensure all staff members can engage in professional learning on a consistent basis.
4B – Travel and Conferences • Substitute Hourly ($260) • Travel and conference expenses ($3,193.82)	$3,453.82	$0	**Professional development agendas that reflect content derived from conference(s)** To maintain membership in the No Excuses University (NEU) network, schools are required to attend the NEU National Convention every other year. As a result of attending the conference this year, our school was able to refine processes pertaining to collaboration, data collection/analysis and climate/culture.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.

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		GOAL: 0%	ACTUAL: 0% GOAL MET
Suspension rate:	SW	GOAL: 0.5%	ACTUAL: 1.3% GOAL NOT MET
	FY (homeless)	GOAL: 0%	ACTUAL: 0% GOAL MET
	Hisp	GOAL: 0.4%	ACTUAL: 1.0% GOAL NOT MET
	ELL	GOAL: 0%	ACTUAL: 1.4% GOAL NOT MET
	AA	GOAL: 0.56%	ACTUAL: 4.2% GOAL NOT MET
	Sped	GOAL: 0%	ACTUAL: 0% GOAL MET
Expulsion rate		GOAL: 0%	ACTUAL: 0% GOAL MET
Attendance Rate		GOAL: 97.82%	ACTUAL: 96.4% GOAL NOT MET
Chronic Absenteeism Rate		GOAL: 2.27%	ACTUAL: 10% 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		
5A – Attendance Incentives • Student Awards ($500)	$0	$500	**MAAR reports** Attendance goal was not met. Juniper's attendance rate was 96.4%, which is comparable to 2017-2018. The school needs to continue to decrease the current chronic absenteeism rate. Although we are showing a marked improvement in this area, we recognize the impact of good attendance on student achievement.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.

			26% of the student population received awards for monthly and semester awards for perfect attendance.	
5B – Assemblies/Field Trips • Transition Activity ($700)	$0	$700	**Qualitative surveys completed by students, teachers, administration** Assembly was provided to Preschool and Kindergarten students as a transition activity; 100% of the classes participated in the assembly. Per State requirements, the Preschool, EC and Kindergarten students engaged in transition activities to prepare students for entry into the elementary school setting. All students participated, and qualitative survey results indicate that stakeholders felt that is was beneficial for students to engage in such activities. The teachers also felt that expanding the transition plan to include classroom visits and collaborative lessons would be beneficial for students.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.
5C – VAPA/Enrichment After School Programs • Additional Teacher Hourly ($600) • Additional Classified Hourly • Instructional Supplies	$600 Teaching and Learning Foundation of Hope	Teaching and Learning Foundation of Hope	**Qualitative surveys completed by students, teachers, administration** During Semester 1, three visual arts sessions, one dance, and two STEM enrichment programs were offered after school. During Semester 2, four visual arts, one theater, one music, and two STEM enrichment programs were offered after school. Data indicates that the students felt a greater sense of connectedness to the school and were more attentive in their studies when they knew their participation in the program was contingent upon their best efforts within the core program. Teachers and parents have been very supportive of the program offerings and stated that they strongly agree that the enrichment opportunities were essential component of their students' education. 96% of stakeholders surveyed believed that they would like to see the program offerings expanded at the school site.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA. The SSC identified this action/service as a priority
5D – After School Education & Safety Program (ASES) • Staffing • Supplies and Equipment • Consultant and Vendor Contracts • Transportation • Nutrition	N/A	N/A	**TBD by provider**	**Discontinue** The SSC determined that this action/service should be discontinued as the school site does not provide oversite nor input to the program.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	**2018-19 Expected Outcomes**	**2018-19 Actual Outcomes**
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	**GOAL:** 8 events	2 ESL classes per week 4 VAPA events 7 parent events GOAL MET
Parent Engagement and Local Climate Survey	**GOAL:** 25% participation	**ACTUAL:** 57% GOAL 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**		
6A – Parent Groups (SSC, ELAC, CWTP, Parent Conferences, SIT) • Child Care for Parent Meetings • Translation for Parent Meetings ($4,145) • Refreshments for Parent Meetings	$0	$4,145	**Qualitative surveys completed by parents** **Agendas/Sign-Ins** Monthly SSC, English Learner Advisory Committee (ELAC), Coffee with the Principal were scheduled. Childcare was provided during each meeting, as was translation services. Parent conferences and Student Intervention Team (SIT) meetings were held throughout the year to discuss student progress. Translation services were provided as needed. Parent surveys indicated that they would like to continue learning strategies to help their students at home and to access community resources. 95% of all parents participated in Parent-Teacher conferences.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA. The SSC identified this action/service as a priority. The SSC recommended that the school continue to provide opportunities for parents to participate in school activities as parent involvement continues to be a challenge at the school.
6B – Parent Workshops • Child Care for Parent Meetings ($2,952.72) • Additional Teacher Hourly ($947.28)	$3,900	$0	**Qualitative surveys completed by parents** **Agendas/Sign-Ins** Weekly ESL classes were conducted in addition to three academic workshops. Parents were encouraged to bring ELA, Math and Science into the home using the tools provided. Survey data indicated that parents found the workshops to be worthwhile. They preferred the hands-on with materials to take home to use with their children.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA. The SSC identified this action/service as a priority. The SSC recommended that the school continue to provide opportunities for parents to participate in school activities as parent involvement continues to be a challenge at the school.

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	n/a different metric was required	45.6%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	**SUPC**		
7A – Character Counts Coalition Membership & Supplemental Materials • Site Membership ($200) • Instructional Supplies ($435.56)	$635.56	$0	**Suspension and Expulsion rates** **Discipline Referrals** **Qualitative surveys completed by students, staff, parents** Suspension Rate goal has not been met. The current rate is 1.3%. Although it has decreased from last school year (-0.1%), we did not meet the 0.5% threshold. Of the 10 school suspensions, 1 student was White, 5 students were African America, and 4 were Hispanic. 9/10 of the students who were issued suspensions were male. Of the school suspension, the following behaviors incidences were noted: 5 physical injuries, 1 caused/attempted damage to school/private property, 1 engaged in act of bullying, 3 possessed/sold/furnished ant firearm/knife, explosive or dangerous object. Expulsion Rate goal has been met. There have been no expulsions.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA. The SSC identified this action/service as a priority. SSC discussed the importance of building and sustaining a climate that is respectful, responsible and safe.
7B – PBIS (Positive Behavioral Interventions and Supports) • Additional Teacher Hourly ($2,629.56) • Additional Classified Hourly	$4,880.45 OS & SE-LC	$2,654.93 OS & SE-LC	**Suspension and Expulsion rates** **Discipline Referrals** **Qualitative surveys completed by students, staff, parents**	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA. The SSC identified this action/service as a

• Instructional Supplies/ Incentives ($4,905.82)			Suspension Rate goal has not been met. The current rate is 1.3%. Although it has decreased from last school year (-0.1%), we did not meet the 0.5% threshold. Of the 10 school suspensions, 1 student was White, 5 students were African America, and 4 were Hispanic. 9/10 of the students who were issued suspensions were male. Of the school suspension, the following behaviors incidences were noted: 5 physical injuries, 1 Caused/attempted damage to school/private property, 1engaged in act of bullying, 3 possessed/sold/furnished ant firearm/knife, explosive or dangerous object. Expulsion Rate goal has been met. There have been no expulsions. The data is suggesting that the school continue to build positive character traits and peaceful problem-solving skills. The implementation of PBIS and school-wide expectations will be key to addressing the signs of childhood trauma demonstrated by some students on campus. Juniper was awarded a Silver Medal for the implementation practices associated with PBIS.	priority. The SSC discussed the importance of providing appropriate and timely interventions for students who are experiencing social-emotional and behavioral difficulties.
7C – Juniper Leadership Academy • Additional Teacher Hourly – Teachers Working with Students • Tutoring – Classified Staff Working with Students • Instructional Supplies	Foundation of Hope	Foundation of Hope	**Qualitative surveys completed by students, staff, parents** Surveys indicated that students feel a deeper connection to and responsibility for their school environment. Both parents and teachers indicated that the students who participated in the Leadership Academy were more academically inclined and able to self-regulate their behavior.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.
7D – School Beautification Project • Other Supplies	$0	$0	**Quantitative survey competed by administration** Juniper completed school modernization projects. Next steps include creating a beautification schedule, posting Character Pillar/PBIS expectations, creating water wise gardens and painting playground surfaces.	**Continue** The SSC determined that this action/service should be included in the 2019-2020 SPSA.

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

Describe how the evaluation was conducted:	The 2018-2019 SPSA Annual Evaluation of Effectiveness was conducted during the 9/24/2019 SSC Meeting. Each goal and their respective actions/services were evaluated based on the data rendered from local metrics. The SSC members determined whether actions/services would be continued, modified, or discontinued based on level of impact, implementation of district initiatives, and changes to funding allocations. Input was solicited from our ELAC members to address Goal 2.
Describe the conclusions drawn from the overall results:	**Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?** **Goal 1:** Although the expected outcomes were not met, students are making consistent growth toward meeting grade level expectations in both English Language Arts and Mathematics. Distance From Standard (DFS) is decreasing each school year. Critical to improving student outcomes was providing supplemental instructional materials and software licenses that provided practice opportunities for students to master learning objectives. Differentiated learning must be provided to students to ensure their unique learning needs are met. **Goal 2:** English Learners met expected outcomes and are making growth toward meeting grade level expectations in both English Language Arts and Mathematics. English Learner Reclassification rates do not represent student performance; decreased rates can be attributed to changes in the State assessment and reclassification criteria. Extended learning opportunities for English Learners provided the support necessary for them to acquire the social/academic forms and functions of the English language. **Goal 3:** College and career readiness is emphasized daily at Juniper Elementary School. Our goal of increasing awareness activities was exceeded. Continued effort needs to be made to ensure students are connected to school and are adequately prepared to meet the demands of post-secondary education/workforce. Our membership in the No Excuses University network provides staff and students access to tools that foster the intended outcomes. **Goal 4:** Although staff members are not proficient in all areas of the rating measures, they are making gains in acquiring the collective efficacy and leadership skills necessary for professional growth. It will be important to provide professional opportunities for all staff members to build job-related skills and expertise. **Goal 5:** There many metrics used to evaluate the attainment of this goal. Although we strive to continuously improve, our data indicates that attendance rates are higher than the State and County averages. Our chronic absenteeism rate remains higher than the district average; this is an area of focus and continued attention. Suspension rates continue to be low. Building a sense of community and school connectedness through incentives and enrichment programs has promoted positive behavior and increased attendance at our school. **Goal 6:** Strengthening family and community engagement continues to be a priority for Juniper Elementary School. Although all metrics indicate that expected outcomes were met, there is room for improvement. Parent groups and workshops were tailored to meet the needs of families; however, we will need to be strategic with our outreach to ensure more parents participate in school-wide events and decision-making forums. **Goal 7:** Promoting healthy environments was a priority for parents, students and staff. The implementation of PBIS and the school's Leadership Academy have been pivotal in creating a school environment that is respectful, responsible and safe. **Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?**

Given positive gains in student/school performance, all goals were met to varying degrees. The least effective actions/services were those that did not receive funding:

Goal 2: Supplemental Instructional Supplies for EL Students
Goal 7: School Beautification Project

Since the plan was intended to be a comprehensive 3-year plan, all actions/services remained constant. Funding for the action/services was contingent upon data results, SSC prioritization, and fiscal allocations.

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?

Goal 1: Students identified with disabilities were noted to make greater gains in both English Language Arts and Mathematics than their general education peers. This can be attributed to the individualized instruction and support services provided as delineated in their Individual Education Plans (IEPs). Our homeless population did not perform as well as other sub-groups; transiency and unstable living accommodations impacted students' attendance and access to a guaranteed viable curriculum. Furthermore, it was noted that our African American population struggled to make gains in both English Language Arts and Mathematics. Disaggregated data from this subgroup suggests stark discrepancies within the subgroup itself, showing students performing in either the Exceeding Standard or the Standard Not Met ranges in both content areas. There is no known cause for such discrepancies; however, this data suggests that our beliefs and practices should be analyzed to ensure all students benefit from the instructional program offered within and beyond the instructional day.
Goal 5: Although suspension rates are low, data indicates that male African American students had more incidents that result in suspension than their peers. This calls for the implementation of PBIS Tier 2&3 strategies to support students and their families with reducing behavior incidences associated with physical injury and bullying.

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)?

For our most at-risk populations, a sense of school connectedness is critical to achieving long-term educational goals. When students have a purpose to attend school and find the experience rewarding, the likelihood of being college and career ready increases exponentially. It is imperative that we offer students a myriad of educational experiences within and beyond the core curriculum to ensure that we are providing a balanced educational program that will engage all learners. Juniper Elementary School will continue to address school connectedness by offering:

- **PBIS (Positive Behavioral Intervention & Supports) –** The school will focus on establishing school-wide behavior expectations, and an acknowledgement/response system to promote positive academic and social/behavior outcomes. This is an extension of our No Excuses University endorsement.
- **Quality First Instruction and Targeted Intervention/Enrichment Opportunities** – Each teacher will provide a quality core program that fully addresses grade level content area standards. The school will engage in the analysis of multiple metrics to identify students whose needs are not being fully met by the core instructional program. Differentiated intervention and enrichment opportunities will be offered to students within and beyond the school day.

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	**2019 DFS:** -40	**GOAL:** -40 DFS + 10: -30 DFS
SBAC Math for Grades 3-8: **Change** in average scaled score points from Meets Standards	**2019 DFS:** -45	**GOAL:** -45 DFS + 10: -30 DFS
NWEA MAP Reading: % of students who meet expected **fall to fall growth**	54.99%	**GOAL:** 56.99%
NWEA Math: % of students who meet expected **fall to fall growth**	49.46%	**GOAL:** 54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	28%	**GOAL:** 39%

Identified Need(s):	• Teachers need to provide rigorous, purposeful and differentiated first instruction to increase the likelihood of student academic success. They need access to core and supplementary instructional materials to best meet the needs of our students. Two target subgroups that are at-risk for academic struggle include our African American students as well as our Homeless population. Progress monitoring data will be used to monitor and ensure students in these subgroups are on-track for annual growth and the attainment of the Common Core State Standards. Timely and intensive interventions will be provided to those who have been identified as not meeting anticipated growth target in English Language Arts and Mathematics. • Teachers need to provide early intervention for K-2 students who are not meeting grade level expectations in both English Language Arts and Mathematics so that learning difficulties can be addressed as soon as possible and access to the curriculum can be guaranteed. • Teachers need to provide intervention for Grades 3-5 students who are not meeting grade level expectations in both English Language Arts and Mathematics as soon as they are identified so that learning gaps are closed, and students are well prepared for the academic challenges of secondary school. • Teachers need to provide enrichment opportunities for students who are meeting and exceeding grade level expectations, as well as identified GATE students, so that they have an opportunity to extend their learning and meet their unique needs as an advanced learner. • Teachers and administration need to increase students' access to technology and online computer adaptive software to scaffold learning, remediate skill gaps and accelerate learning. It will be critical to provide opportunities for differentiated learning and progress monitoring for both ELA and Mathematics. Additionally, it will be essential to provide program oversight and management by a lead teacher to ensure and maintain the efficacy of the programs.

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	To best understand and address students' learning needs, teachers and administration will engage in timely assessment and data analysis. Students will be provided access to quality differentiated instruction and intervention/enrichment opportunities. A school-wide multi-tiered system of supports has been established to ensure students receive such supports within the school day based on their identified area(s) of need. This year our school will continue to build on their knowledge of *Thinking Maps* to implement *Write from the Beginning*. Students will be taught to systematically organize their thinking and transfer their thought processes into cohesive and coherent writing; students will be taught process and on-demand writing techniques that will aide them in communicating their ideas in a variety of settings and across all content areas. In addition, teachers will be introduced to *Teacher Clarity* whereby academic standards are dissected, learning targets created, learning progressions developed and success criteria established. Moreover, students will learn to be fluent in understanding learning expectations and have the capability of evaluating their own learning.	Actions and services for students will begin August 7, 2019 and will continue through May 28, 2020. It is an expectation that a quality instructional program be offered 180 days per year, with bell-to-bell instruction occurring.
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	In order to provide students with a well-rounded education, we will focus our efforts on providing a quality instructional program (English Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, English Language Development) using our district adopted core curriculum. Visual and Performing Arts Standards will be addressed through our PreK-5 Dance Collaborative, as well as our mandatory enrichment classes offered each Friday. In addition, after-school enrichment opportunities will be provided to students, including identified GATE students, to promote the attainment of State academic standards.	Actions will begin August 7, 2019 and will continue through May 28, 2020. • Dance Collaborative will service students starting 9/3/19. • Enrichment classes will begin on 9/6/19. • GATE enrichment will begin 10/15/19. • Extended Learning Opportunities will begin on 10/15/19.
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	As a site, we will utilize SIPPS, Lexia, Read Well, 180/System 44, Accelerated Reader, Number Talks, A2i, and Moby Max as supplemental intervention materials to assist struggling learners with meeting the expectations of the Common Core State Standards. To ensure all students are provided access to an equitable education, we are committed to providing daily intervention/enrichment opportunities for all students based on their individual needs. Students will receive differentiated instruction during the designated intervention/enrichment blocks. Intensive intervention will be provided by our RSP teacher for students with identified disabilities. Students who are identified as at-risk for reading failure will be serviced by our Instructional Support teacher in the Learning Center. All other students will be provided support within grade level teams. Three target subgroups that are at-risk for academic struggle include our English Learners, African American students as well as our Homeless population. Progress monitoring data will be used to monitor and ensure students in these subgroups are on-track	In addition to the core instructional program, we will provide supplemental services to enhance student learning: • RSP will service students starting 8/7/19. • Learning Center will service students starting 8/19/19. • Extended Learning Opportunities for EL

for annual growth and attainment of the Common Core State Standards. Timely and intensive interventions will be provided to those who have been identified as not meeting anticipated growth target in English Language Arts and Mathematics.	students will begin 1/13/20.

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
1A – Provide Differentiated Instruction • Supplemental Instructional Supplies • Software Licenses • Additional Teacher Hourly • Printing Encumbrance • Computers/User Fees/Technology Related Services and Supplies • Additional Classified Hourly	MAP Growth – Reading and Mathematics STAR Reading Growth Reports STAR Math Growth Reports Accelerated Reader Usage Reports Accelerated Math Usage Reports Lexia Units Completed Reports Pre/Post Tests for ELOs	All Students GATE Students Homeless Students African American Students	Site Administration Teachers Lead Teachers GATE Coordinator	$14,380
Total Estimated Cost for This Goal:				$14,380.00

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	Pending Anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	1.0%	**GOAL:** 12.6%
SBAC ELA for English Learners: **Change** in average scaled score points from Meets Standards	**2019 DFS:** -55.4	**GOAL:** -55.4 DFS + 10: -45.4
SBAC Mathematics for English Learners: **Change** in average scaled score points from Meets Standards	**2019 DFS:** -54.0	**GOAL:** -54.0 DFS + 6: -48

Identified Need(s):	• English Learners need to receive focused instruction on acquiring academic language and developing an understanding of both the forms and functions of the English language.

2019-20 Evidence-based Actions/Services	**Metric(s) for evaluating Action/Service**	**Pupils to be served**	**Person(s) Responsible**	**2019-20 Estimated Cost**
				Title 1
2A – Extended Learning Opportunities for English Learners • Tutoring – Additional Hourly for Classified Staff Working With Students (Level 3 students focusing on academic language, forms/functions of English language) • Supplemental Instructional Supplies	Pre/Post Assessment MAP Growth – Reading and Mathematics	Level 3 EL Students	Site Administration EL Site Monitor Bilingual Aide	$236.45
Total Estimated Cost for This Goal:				$236.45

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.	45	**GOAL:** 46

Identified Need(s):	• Students need opportunities to see correlations between their daily learning and college and career readiness to best prepare them for the challenges of post-secondary education and the demands of the workforce. Teachers and staff members require resources to promote college and career readiness in the classroom and during school-wide events such as Career Day, College Day, District College Fair, etc.

2019-20 Evidence-based Actions/Services	**Metric(s) for evaluating Action/Service**	**Pupils to be served**	**Person(s) Responsible**	**2019-20 Estimated Cost**
				Title 1
			Total Estimated Cost for This Goal:	$0

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	**2018-19 Outcomes**	**2019-20 Expected Outcomes**
Certificated Professional Development Rating	**Cycle Calendar & Implementation:** Proficient **High Quality Input Training:** Proficient **Safe Practice:** Developing **Professional Reading:** Developing **Peer Visit & Reflection**: Developing **PLC Meetings**: Developing **Instructional Rounds:** Developing	**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:** Developing **Composition:** Proficient **ILT Meeting Frequency:** Developing **Shared Leadership:** Developing **Data-Driven Discussions and Decision-Making:** Developing **Staff & Teacher Teams Communication:** Developing	**ILT Team Focus:** Proficient **CCSS Ownership:** Proficient **Composition:** Proficient **ILT Meeting Frequency:** Proficient **Shared Leadership:** Proficient **Data-Driven Discussions and Decision-Making:** Proficient **Staff & Teacher Teams Communication:** Proficient

Identified Need(s):	• Administration needs to provide staff with professional development opportunities to enhance their understanding of current research-based practices. This year our school will continue to build on their knowledge of *Thinking Maps* to implement and *Write from the Beginning*. Students will be taught to systematically organize their thinking and transfer their thought processes into cohesive and coherent writing; students will be taught process and on-demand writing techniques that will aide them in communicating their ideas in a variety of settings and across all content areas. In addition, teachers will be introduced to *Teacher Clarity* whereby academic standards are dissected, learning targets created, learning progressions developed and success criteria established. Moreover, students will learn to be fluent in understanding learning expectations and have the capability of evaluating their own learning. This coincides with our K-2 *United 2 Read* initiative that promotes the efficient use of instructional time to ensure students have access to small group reading instruction.

- Administration needs to engage teachers in Cycles of Professional Learning to further develop their understanding and implementation of effective teaching strategies. Teachers will be provided with the opportunity to collaborate with their grade level colleagues during their workday to design rigorous, standards-based lessons and organizing effective instruction. Teams will have the opportunity to observe lessons/classroom routines and engage in reflection and refinement based on their observations.
- Administration need to empower teachers to lead professional development within and beyond their grade level PLCs so that teachers take ownership of their learning. Instructional Leadership Team, Write From the Beginning Trainers, and the PBIS team will provide professional development and PLC guidance with the professional development initiatives. Each of the teams will meet monthly to plan professional development opportunities and to calibrate the work within and across grade levels.

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A – Cycles of Professional Learning • Substitute Hourly for PLC meetings and professional development • Additional Teacher Hourly for staff members who serve on leadership teams and United 2 Read grade level PLC • Travel and conferences	Cycle of Professional Learning Continuum Rating Conditions of Instructional Leadership Team Success Rating Administrative Observation/Walk-Throughs Professional development agendas that reflect content derived from conference(s)	All Students At-Risk Students	Site Administration ILT Members WFTB Team U2R Teachers TOAs	$24,546.55 *includes $3,293 for 2018-19 overages for substitute hourly
Total Estimated Cost for This Goal:				$24,546.55

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		**2018-19 Outcomes**	**2019-20 Expected Outcomes**
Dropout rate		0.0%	**GOAL:** 0.0%
Suspension rate:	SW	1.3%	**GOAL:** 0.3%
	FY (homeless)	0.0%	**GOAL:** 0.0%
	Hisp	1.0%	**GOAL:** 0.0%
	ELL	1.4%	**GOAL:** 0.4%
	AA	4.2%	**GOAL:** 3.2%
	Sped	0.0%	**GOAL:** 0.0%
Expulsion rate		0.0%	**GOAL:** 0.0%
Attendance Rate		96.4%	**GOAL:** ≥96%
Chronic Absenteeism		10.0%	**GOAL:** 9.0%

Identified Need(s):	• All students need access to a positive and engaging learning environment within and beyond the school day; students are more likely to make academic gains when they feel connected to and have a vested interest in their learning environment. • Preschool/Early Childhood/Kindergarten students need engaging transition activities to promote a sense of community and continuity within the school.

2019-20 Evidence-based Actions/Services	**Metric(s) for evaluating Action/Service**	**Pupils to be served**	**Person(s) Responsible**	**2019-20 Estimated Cost** **Title 1**
Total Estimated Cost for This Goal:				$0

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	**2018-19 Outcomes**	**2019-20 Expected Outcomes**
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	2 ESL classes per week 4 VAPA events 7 parent events	**GOAL:** 2 ESL classes per week 4 VAPA events 7 parent events
Parent Engagement and Local Climate Survey	57%	**District Goal:** ≥25%

Identified Need(s):	**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.**
	• Administration needs to provide parent education opportunities on Common Core State Standards, demands of SBAC assessments, strategies to support students at home, EL programs, reclassification of English Learners so that parents can support their students at home.
	• Administration needs to promote parent engagement though parent council groups, workshops, and school events; parent engagement is positively correlated to student academic achievement.
	• Parents need ESL classes to actively participate in their child's learning.
	• Stakeholders need translation and childcare services to actively participate in school parent groups/education classes/workshops/events.

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
6A – Parent Education Classes/Workshops • Child Care • Translation • Printing • Additional Teacher Hourly • Additional Classified Hourly	Qualitative surveys completed by parents Agendas/Sign-Ins	All Students Homeless Foster Youth EL Students	Site Administration Support Staff Teachers	$1951.00
Total Estimated Cost for This Goal:				$1951.00

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Other Books/Instructional Supplies	All Students	Up to $30,000	Principal
School Beautification Projects	All Students	Up to $5,000	Principal
Computer Software and Related Supplies	All Students	Up to $20,000	Principal
Taggable Supplies	All Students	Up to $50,000	Principal
Taggable Supplies – Computers	All Students	Up to $50,000	Principal
Travel and Conferences	All Students	Up to $25,000	Principal
Printing Encumbrance	All Students	Up to $10,000	Principal
Computer/Technology Related Services and Supplies	All Students	Up to $30,000	Principal
Consultant Services	All Students	Up to $20,000	Principal
Student Awards	All Students	Up to $4,500	Principal
Additional Teacher Hourly (Present Workshops for Parents, PLC/Collaboration Time, Professional Development, Tutoring)	All Students	Up to $50,000	Principal
Additional Classified Staff Hourly (Tutoring/Enrichment, Translation, Professional Development)	All Students	Up to $15,000	Principal

Programs Included in this Plan

Federal Programs		Allocation
☒	**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.	$41,114.00
☒	**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). $1,951.00	
Total amount of federal funds allocated to this school		$41,114.00

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

LCAP/LEAP Goal	Description of Supports
Goal 1	• 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	• 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	• 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	- 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	- 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	- 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	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
Tammy Fleming	Principal	Not Applicable	Not Applicable	1
Richelle Halbrook-Puente	Classroom Teacher	2 years	May 2020	1
Julie Magallanes	Classroom Teacher	2 years	May 2020	1
Lori Martin	Classroom Teacher	2 years	May 2020	1
Christy Smeins	Other Staff Member	2 years	May 2021	1
				Sub Total: 5
Patricia Aguirre	Parent/Community Member	2 years	May 2021	1
Yadira Alonzo	Parent/Community Member	2 years	May 2021	1
Elizabeth DeLeon	Parent/Community Member	2 years	May 2020	1
Janet Figueroa	Parent/Community Member	2 years	May 2021	1
Imelda Pulido	Parent/Community Member	2 years	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:**10/22/2019**.

Attested:

Tammy Fleming _____ _____ 10·22·19
Typed name of School Principal   Signature of School Principal   Date

Julie Magallanes _____ _____ 10|22|19
Typed name of SSC Vice-Chairperson   Signature of SSC Vice-Chairperson   Date