

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18
 2018-19
 2019-20

School Name and School Code	Locust Elementary 36 67710 6106470		SSC Approval Date: <u>October 9, 2018</u>
School Address	7420 Locust Ave. Fontana, CA. 92336-2307		Local Governing Board Approval Date: _____
Name of Principal	Amanda Colon	Phone # and Email	(909) 357-5650 Amanda.colon@fUSD.net
Name of SSC Chairperson	Vance Hackel	Phone # and Email	(909) 357-5650 hackva@fUSD.net
SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP	<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

SCHOOL BACKGROUND

<p>VISION AND MISSION</p>	<p>The mission of Locust Elementary School is to provide all students with an equitable and high-quality education thereby developing the foundation for them to become compassionate, responsible and successful members of society.</p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Locust Elementary School runs on a traditional school calendar. The school is proud of its experienced group of teaching professionals dedicated to improving school programs to meet the individual needs of its students. Parents are a welcome resource and collaborate effectively in supporting school staff, instruction, and programs.</p> <p>Locust's Demographics: Black or African American 2.2% Asian 0.7% Filipino 0.4% Hispanic or Latino 92.2% White 3.6% Two or More Races 0.7% EL Students 32.7% Socioeconomically Disadvantaged 86.9% Students with Disabilities 11.6% Foster Youth 2.4%</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • % of students who meet expected fall to fall growth in Reading increased by 9.75% as measured by the MAP test. • % of students who meet expected fall to fall growth in math increase by 13.81% as measured by the MAP test. • The percent of students at or above grade level in math as measured by the MAP test increased by 9% from fall to spring. • Although the DFS for ELs in Reading increased by 3 points, the DFS for ELs in Math decreased by 17.8 points. • The percentage of EL students meeting their MAP Growth Goals increased by 2% in reading and 18% in math. • The EL mean RIT score on the MAP increased by 4.3 points in reading and 6.5 points in math. • Overall, the percentage of students scoring at or above grade level on the MAP Reading test decreased from Fall to Spring by 7%. • The percentage of students scoring average on the MAP Reading test maintained 17%.

	<ul style="list-style-type: none"> • Overall, the percentage of students scoring at or above grade level on the MAP Math test increased from Fall to Spring by 9%. • Overall, the percentage of students scoring at or above grade level on the district Math CFA test increased from CFA #1 to CFA #2 by 1.9%. • Both 3rd and 4th grades increased the percentage of students scoring at or above on the math CFA; 3rd grade increased significantly by 32.7% and 4th grade increased by 6.3%. • The number of college and career events increased from 3 to 4. • Although the chronic absenteeism rate decreased slightly by 0.1%, the attendance rate increased by 0.45%. • In 8 out of 10 months, we had significant improvement in our SW attendance percentage ranging from 0.24% to 0.47%. • In 8 out of 10 months we had significant improvement in our district ranking for SW attendance percentage. • We ranked in the top 10 of the district in October and November and top 15 in December, January, February, March, April and May. • Our goal was to hold 20 parent events and we held 50, which exceeded our goal by 30 events. • Our goal was to have at least 25% of our parents participate in the district parent survey and we had 35% of our parents participate. We exceeded our goal by 10%. • Teachers attended 2 PBIS professional development sessions in 2018-2019. • School Site Aides attended 3 professional development sessions in 2018-2019. • The PBIS Team held 5 meetings in 2018-2019: October, January, February, April and May. • Although the SW suspension rate increased by 1.2%, the percent of ELs and SPED students suspended decreased to 0% for both groups. • Teachers have met the target of "Proficient" for Goal #4.
<p>INCREASED OR IMPROVED SERVICES</p>	<ul style="list-style-type: none"> • Increase monitoring of student progress of all students and subgroups through the implementation of common assessments and data analysis. • Increase monitoring of reading achievement using tools such as MAP data, Accelerated Reader, Lexia and reading incentive programs. • Continue implementation of Site Based Instructional Leadership Team. • Continue to develop strong Professional Learning Communities (PLC) Collaboration through release time for data analysis, lesson planning, coaching support from district Teachers on Assignment (TOAs), etc. • Develop and implement a professional development plan focused on addressing the needs of our students in reading and math. • Continue and strengthen implementation of Thinking Maps. • Continue and strengthen implementation of Write from the Beginning. • Continue and strengthen implementation of Wonders curriculum for English Language Arts. • Continue and strengthen implementation of My Math. • Continue implementation of Kagan Cooperative Learning strategies to increase student engagement. • Focus on aligning our curriculum, instruction and assessments to maximize student achievement. • Continue implementation of Visible Learning strategies (Learning Intentions, Success Criteria and Learning Progressions). • Increase the rigor and frequency of DOK level 3 & 4 instruction. • Provide targeted instructional for all students during RTI Time.

	<ul style="list-style-type: none"> • Continue to focus on improving student attendance. • Continue implementation of our school wide Positive Behavior Intervention and Supports (PBIS) plan.
MOONSHOT	<ul style="list-style-type: none"> • During the 2018-2019 school year the Instructional Leadership Team met regularly throughout the year to begin developing and planning our Moonshot. We are currently implementing the first phase of our plan and continuing to develop our complete 3-5 year plan. Our plan is a work in progress and we are continually revising and updating our plan to make improvements. • Our current mission is, "All Locust students will be introduced to critical thinking, rigorous academic curriculum and activities, which will enable them to successfully compete globally in their future job endeavors." • We plan to do this through the implementation of the following: <ul style="list-style-type: none"> ○ Use of AVID strategies and a SW focus on college & career readiness to learn note-taking and organizational skills. ○ Development of a STEAM Pathways to My World & My Future Program to allow students to explore and a variety of STEAM experiences to help students identify their interests, passions and talents in areas that will prepare them for middle school, high school, college and or career. ○ Providing systematic & comprehensive Response to Intervention Program to monitor all students' progress to ensure all students are making academic progress. • Use of AVID strategies <ul style="list-style-type: none"> ○ Use of a daily (4th-6th) or weekly planner (K-3rd) ○ Use of a binder (4th-6th) or folder (K-3rd) ○ Developing a SW college atmosphere • Pathways to My World & My Future <ul style="list-style-type: none"> ○ Each teacher has selected a pathway to teach ○ 1st-6th grade students will select their top 3 pathways and be placed into a pathway ○ Every Wednesday (September-April) ○ Students will create a Pathway Portfolio to showcase what they've learned during their time at Locust, 1st through 6th grade ○ Pathway sessions will be between 4-7 weeks long ○ Current Pathways being offered: <ol style="list-style-type: none"> 1. Robotics 2. Typing 3. Communications- Website Design 4. Yearbook 5. Engineering 6. Painting 7. Drawing 8. Safari Art 9. Sewing 10. Theater- Acting

11. Theater- Set Design
12. Kindness Club- Adopt a Nursing Home/Crafts
13. Kindness Club- Painting Kindness Rocks
14. Games from Around the World
15. Chess
16. Checkers

- Systematic & Comprehensive Response to Intervention Program

- Our goal is to ensure that every student makes academic progress regardless of where they are starting.
- Currently, students have been grouped based on screener and diagnostic assessment data.
- Students receive targeted instruction based on the assessment data to meet their specific needs.
- We are starting with 2 sessions per week for 30 minutes each.
- Our Special Education teachers, Special Education instructional aides, Intervention Support Teacher, and Bilingual Aide have all been strategically placed to use their expertise to support student growth.
- In 1st-3rd grades, the RTI time is focused on ELA.
- In 4th-6th grades, students either attend an ELA or math RTI group based on their individual need.
- The intensive classes have 5-8 students in a group; the strategic, on level and above level classes have 20-25 students in a group.
- RTI sessions will run for at least 6 weeks on instruction and then all students will be re-assessed to determine growth and placement in a new group for the next RTI session.
- Our goal is to run 3-4 RTI sessions over the course of the year.
- Teacher are provided PLC time to analyze assessment data and plan instruction with their colleagues.

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	-35.8 points	-45 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>	-61.3 points	-70 points
NWEA MAP Reading: % of students who meet expected fall to fall growth	≥52% AND an increase of ≥2% from previous year (fall 2017 to fall 2018)	39.45%
NWEA Math: % of students who meet expected fall to fall growth	≥52% AND an increase of ≥2% from previous year (fall 2017 to fall 2018)	42.21%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	≥34% AND Increase of ≥5% from previous year	26%

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 After School Tutoring <ul style="list-style-type: none"> • Teacher Additional Hourly • Instructional Materials 	\$11,000		<p><u>MAP Data</u></p> <ul style="list-style-type: none"> • % of students who met expected fall to fall growth in Reading increased by 9.75% as measured by the MAP test. • % of students who met expected fall to fall growth in math increase by 13.81% as measured by the MAP test. <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>READING MAP Achievement Level</th> <th>% of Ss Fall</th> <th>% of Ss Winter</th> <th>% of Ss Spring</th> <th>Change Fall to Spring</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>11%</td> <td>6%</td> <td>7%</td> <td>-4%</td> </tr> <tr> <td>High Average</td> <td>15%</td> <td>12%</td> <td>12%</td> <td>-3%</td> </tr> <tr> <td>Average</td> <td>17%</td> <td>18%</td> <td>17%</td> <td>0%</td> </tr> <tr> <td>Low Average</td> <td>26%</td> <td>24%</td> <td>22%</td> <td>-4%</td> </tr> <tr> <td>Low</td> <td>31%</td> <td>42%</td> <td>42%</td> <td>+11%</td> </tr> </tbody> </table>	READING MAP Achievement Level	% of Ss Fall	% of Ss Winter	% of Ss Spring	Change Fall to Spring	High	11%	6%	7%	-4%	High Average	15%	12%	12%	-3%	Average	17%	18%	17%	0%	Low Average	26%	24%	22%	-4%	Low	31%	42%	42%	+11%	<p>Continue w/Modification</p> <ul style="list-style-type: none"> • The teachers and SSC members both agreed to continue providing after school tutoring. • The teachers and SSC members agreed that students who are not meeting standards on SBAC in ELA and math shall be considered for participation in the after-school tutoring program. For the 2018-2019 school year, only students who were close to meeting standards were invited. • The teachers and SSC members discussed that the number of students
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MATH MAP Achievement Level	% of Ss Fall	% of Ss Winter	% of Ss Spring	Change Fall to Spring
High	4%	3%	11%	+7%
High Average	13%	8%	15%	+2%
Average	19%	18%	17%	-2%
Low Average	26%	26%	26%	0%
Low	38%	48%	32%	-6%

MAP Results Comparison Fall 2018 to Spring 2019			
Subject	At or Above Grade Level Fall	At or Above Grade Level Spring	Change
Reading	26%	19%	-7%
Math	17%	26%	+9%

- Overall, the percentage of students scoring at or above grade level on the MAP Reading test decreased from Fall to Spring by 7%.
- The percentage of students scoring average on the MAP Reading test maintained 17%.
- Overall, the percentage of students scoring at or above grade level on the MAP Math test increased from Fall to Spring by 9%.

After School Tutoring MAP Data					
	# Ss Participated	% of Ss Improved MAP RIT Scores	% of Ss Improved RIT on MAP by 3-14.9 points	% of Ss Improved RIT on MAP by 15+ points	% of Ss Moved Up from Below Grade Level to On Grade Level on MAP
ELA	20	75%	35%	30%	30%
Math	19	100%	57%	37%	21%

- 75% of students who participated in the ELA tutoring program improved their ELA MAP scores.
- 100% of students who participated in the math tutoring program improved their Math MAP scores.
- 30% or more of students participating in the ELA & math

participating in the program is directly related to the number of teachers that are available to teach, while keeping the tutoring groups small to ensure that students are benefiting from services.

- For 2019-2020 the teachers and SSC members agreed that there needs to be systematic data collection for students participating in the after-school tutoring program to monitor student progress and program effectiveness.

tutoring program improved their RIT scores significantly.

- 20% or more students participating in the ELA and math tutoring program moved up from below grade level to on grade level on the MAP test.

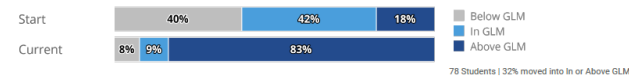
SBAC Data

After School Tutoring SBAC Data					
	# Ss Participated	% of Ss Met/Exceeded Standards on SBAC	% of Ss Improved DFS on SBAC by 3-14.9 points	% of Ss Improved DFS on SBAC by 15+ points	% of Ss Improved DFS on SBAC
ELA	30	33%	10%	40%	50%
Math	36	25%	11%	25%	36%

- 33% of students participating in the ELA After School Tutoring Program met or exceeded standards on the ELA SBAC.
- 50% of students participating in the ELA After School Tutoring Program improved their DFS on the ELA SBAC.
- 25% of students participating in the Math After School Tutoring Program met or exceeded standards on the math SBAC.
- 36% of students participating in the Math After School Tutoring Program improved their DFS on the math SBAC.

Lexia Data

Students by Grade Level of Material (GLM) from Sep 1, 2018–Jun 25, 2019



- 32% of students using Lexia in K-6th grade moved into on grade level or above grade level as measured by Lexia.

% of Ss Using Lexia that Met Usage Minutes	
Grade	Percentage
Kinder	67%
1 st	100%

			<table border="1" data-bbox="1158 293 1403 423"> <tr><td>2nd</td><td>100%</td></tr> <tr><td>3rd</td><td>100%</td></tr> <tr><td>4th</td><td>77%</td></tr> <tr><td>5th</td><td>67%</td></tr> <tr><td>6th</td><td>63%</td></tr> </table> <ul data-bbox="1005 451 1596 678" style="list-style-type: none"> • 100% of the students using Lexia in 1st, 2nd and 3rd grade met their usage minutes. • 60% or more of the students using Lexia in Kinder, 4th, 5th and 6th grades met their usage minutes. • Moby Max and AR data not available. • Pre & Post Test Results were not collected consistently. • Writing Samples were not collected from tutoring students. 	2 nd	100%	3 rd	100%	4 th	77%	5 th	67%	6 th	63%																																																			
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<p>1B Supplemental Printing</p> <ul data-bbox="118 732 537 784" style="list-style-type: none"> • Instructional Materials/Printing (\$3,304) • Scholastic News (\$700) 	\$3,700	\$304	<p>MAP Data</p> <ul data-bbox="1005 732 1596 862" style="list-style-type: none"> • % of students who met expected fall to fall growth in Reading increased by 9.75% as measured by the MAP test. • % of students who met expected fall to fall growth in math increase by 13.81% as measured by the MAP test. <table border="1" data-bbox="997 886 1564 1084"> <thead> <tr> <th>READING MAP Achievement Level</th> <th>% of Ss Fall</th> <th>% of Ss Winter</th> <th>% of Ss Spring</th> <th>Change Fall to Spring</th> </tr> </thead> <tbody> <tr><td>High</td><td>11%</td><td>6%</td><td>7%</td><td>-4%</td></tr> <tr><td>High Average</td><td>15%</td><td>12%</td><td>12%</td><td>-3%</td></tr> <tr><td>Average</td><td>17%</td><td>18%</td><td>17%</td><td>0%</td></tr> <tr><td>Low Average</td><td>26%</td><td>24%</td><td>22%</td><td>-4%</td></tr> <tr><td>Low</td><td>31%</td><td>42%</td><td>42%</td><td>+11%</td></tr> </tbody> </table> <table border="1" data-bbox="997 1109 1564 1307"> <thead> <tr> <th>MATH MAP Achievement Level</th> <th>% of Ss Fall</th> <th>% of Ss Winter</th> <th>% of Ss Spring</th> <th>Change Fall to Spring</th> </tr> </thead> <tbody> <tr><td>High</td><td>4%</td><td>3%</td><td>11%</td><td>+7%</td></tr> <tr><td>High Average</td><td>13%</td><td>8%</td><td>15%</td><td>+2%</td></tr> <tr><td>Average</td><td>19%</td><td>18%</td><td>17%</td><td>-2%</td></tr> <tr><td>Low Average</td><td>26%</td><td>26%</td><td>26%</td><td>0%</td></tr> <tr><td>Low</td><td>38%</td><td>48%</td><td>32%</td><td>-6%</td></tr> </tbody> </table>	READING MAP Achievement Level	% of Ss Fall	% of Ss Winter	% of Ss Spring	Change Fall to Spring	High	11%	6%	7%	-4%	High Average	15%	12%	12%	-3%	Average	17%	18%	17%	0%	Low Average	26%	24%	22%	-4%	Low	31%	42%	42%	+11%	MATH MAP Achievement Level	% of Ss Fall	% of Ss Winter	% of Ss Spring	Change Fall to Spring	High	4%	3%	11%	+7%	High Average	13%	8%	15%	+2%	Average	19%	18%	17%	-2%	Low Average	26%	26%	26%	0%	Low	38%	48%	32%	-6%	<p>Continue</p> <ul data-bbox="1661 732 2053 829" style="list-style-type: none"> • The teachers and SSC members agreed that teachers need access to printing materials and supplemental resources, such as Scholastic News.
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<p>1C Using Technology to Support Student Learning</p> <ul style="list-style-type: none"> Software Licenses Computers/Fees/Printers/ Laptop Carts Projectors/Document Cameras/ Replacement Bulbs TVs Amplifiers Other Technology Miscellaneous Items (mice, headphones, etc.) 	<p>\$5,000</p>	<p>\$5,000 \$6,890</p>	<p>MAP Data</p> <ul style="list-style-type: none"> % of students who met expected fall to fall growth in Reading increased by 9.75% as measured by the MAP test. % of students who met expected fall to fall growth in math increase by 13.81% as measured by the MAP test. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>READING MAP Achievement Level</th> <th>% of Ss Fall</th> <th>% of Ss Winter</th> <th>% of Ss Spring</th> <th>Change Fall to Spring</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>11%</td> <td>6%</td> <td>7%</td> <td>-4%</td> </tr> <tr> <td>High Average</td> <td>15%</td> <td>12%</td> <td>12%</td> <td>-3%</td> </tr> <tr> <td>Average</td> <td>17%</td> <td>18%</td> <td>17%</td> <td>0%</td> </tr> <tr> <td>Low Average</td> <td>26%</td> <td>24%</td> <td>22%</td> <td>-4%</td> </tr> <tr> <td>Low</td> <td>31%</td> <td>42%</td> <td>42%</td> <td>+11%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>MATH MAP Achievement Level</th> <th>% of Ss Fall</th> <th>% of Ss Winter</th> <th>% of Ss Spring</th> <th>Change Fall to Spring</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>4%</td> <td>3%</td> <td>11%</td> <td>+7%</td> </tr> <tr> <td>High Average</td> <td>13%</td> <td>8%</td> <td>15%</td> <td>+2%</td> </tr> <tr> <td>Average</td> <td>19%</td> <td>18%</td> <td>17%</td> <td>-2%</td> </tr> <tr> <td>Low Average</td> <td>26%</td> <td>26%</td> <td>26%</td> <td>0%</td> </tr> <tr> <td>Low</td> <td>38%</td> <td>48%</td> <td>32%</td> <td>-6%</td> </tr> </tbody> </table>	READING MAP Achievement Level	% of Ss Fall	% of Ss Winter	% of Ss Spring	Change Fall to Spring	High	11%	6%	7%	-4%	High Average	15%	12%	12%	-3%	Average	17%	18%	17%	0%	Low Average	26%	24%	22%	-4%	Low	31%	42%	42%	+11%	MATH MAP Achievement Level	% of Ss Fall	% of Ss Winter	% of Ss Spring	Change Fall to Spring	High	4%	3%	11%	+7%	High Average	13%	8%	15%	+2%	Average	19%	18%	17%	-2%	Low Average	26%	26%	26%	0%	Low	38%	48%	32%	-6%	<p>Continue</p> <ul style="list-style-type: none"> The teachers and SSC members agreed that it is necessary to continue using technology to support student learning. Voting members agreed that these expenditures are extremely important in meeting the needs of our students as 21st century learners.
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			<table border="1" data-bbox="1005 367 1553 545"> <thead> <tr> <th colspan="4">MAP Results Comparison Fall 2018 to Spring 2019</th> </tr> <tr> <th>Subject</th> <th>At or Above Grade Level Fall</th> <th>At or Above Grade Level Spring</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>19%</td> <td>-7%</td> </tr> <tr> <td>Math</td> <td>17%</td> <td>26%</td> <td>+9%</td> </tr> </tbody> </table> <ul data-bbox="1005 574 1596 776" style="list-style-type: none"> • Overall, the percentage of students scoring at or above grade level on the MAP Reading test decreased from Fall to Spring by 7%. • The percentage of students scoring average on the MAP Reading test maintained 17%. • Overall, the percentage of students scoring at or above grade level on the MAP Math test increased from Fall to Spring by 9%. <p data-bbox="962 802 1075 824"><u>Lexia Data</u></p> <table border="1" data-bbox="1158 849 1400 1133"> <thead> <tr> <th colspan="2">% of Ss Using Lexia that Met Usage Minutes</th> </tr> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>67%</td> </tr> <tr> <td>1st</td> <td>100%</td> </tr> <tr> <td>2nd</td> <td>100%</td> </tr> <tr> <td>3rd</td> <td>100%</td> </tr> <tr> <td>4th</td> <td>77%</td> </tr> <tr> <td>5th</td> <td>67%</td> </tr> <tr> <td>6th</td> <td>63%</td> </tr> </tbody> </table> <ul data-bbox="1005 1162 1596 1312" style="list-style-type: none"> • 100% of the students using Lexia in 1st, 2nd and 3rd grade met their usage minutes. • 60% or more of the students using Lexia in Kinder, 4th, 5th and 6th grades met their usage minutes. • Moby Max, and AR Reports Not Available 	MAP Results Comparison Fall 2018 to Spring 2019				Subject	At or Above Grade Level Fall	At or Above Grade Level Spring	Change	Reading	26%	19%	-7%	Math	17%	26%	+9%	% of Ss Using Lexia that Met Usage Minutes		Grade	Percentage	Kinder	67%	1 st	100%	2 nd	100%	3 rd	100%	4 th	77%	5 th	67%	6 th	63%	
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1D Library Books	\$1,000		<p data-bbox="962 1312 1075 1334"><u>Lexia Data</u></p>	<p data-bbox="1618 1312 1720 1334"><u>Continue</u></p> <ul data-bbox="1655 1341 2064 1385" style="list-style-type: none"> • Although, library books were not purchased in 2018-2019, the teachers 																																		

			<p>Students by Grade Level of Material (GLM) from Sep 1, 2018–Jun 25, 2019</p> <p>Start: 40% Below GLM, 42% In GLM, 18% Above GLM Current: 8% Below GLM, 9% In GLM, 83% Above GLM 78 Students 32% moved into In or Above GLM</p> <ul style="list-style-type: none"> 32% of students using Lexia in K-6th grade moved into on grade level or above grade level as measured by Lexia. <table border="1" data-bbox="1158 483 1400 764"> <thead> <tr> <th colspan="2">% of Ss Using Lexia that Met Usage Minutes</th> </tr> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>67%</td> </tr> <tr> <td>1st</td> <td>100%</td> </tr> <tr> <td>2nd</td> <td>100%</td> </tr> <tr> <td>3rd</td> <td>100%</td> </tr> <tr> <td>4th</td> <td>77%</td> </tr> <tr> <td>5th</td> <td>67%</td> </tr> <tr> <td>6th</td> <td>63%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 100% of the students using Lexia in 1st, 2nd and 3rd grade met their usage minutes. 60% or more of the students using Lexia in Kinder, 4th, 5th and 6th grades met their usage minutes. <p><u>Destiny Data</u></p> <ul style="list-style-type: none"> Destiny reports indicate that Locust has 9,968 books in circulation in the library. Destiny reports indicate that average age of the books in the library is 18 years old. Destiny reports indicate that Locust currently has 17.4 books per student; the CA department of education goal is to have 25 books per student. Destiny reports indicate that 66% of the library books are nonfiction and 34% are fiction. 	% of Ss Using Lexia that Met Usage Minutes		Grade	Percentage	Kinder	67%	1 st	100%	2 nd	100%	3 rd	100%	4 th	77%	5 th	67%	6 th	63%	<p>and SSC members agreed that students benefit from having access to reading material at their level.</p> <ul style="list-style-type: none"> Additionally, attendees agreed that new books should be purchased that are high-interest and relevant to 2020.
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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%	6.2%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-84.3 points	-84.6 points
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-105.8 points	-94 points

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 English Learner After School Tutoring <ul style="list-style-type: none"> Teacher Additional Hourly (\$2,000) Instructional Supplies and Materials (\$300) 		\$2,300 \$410.00	<table border="1" style="margin-bottom: 10px;"> <thead> <tr> <th colspan="3">English Learners Reading MAP Data</th> </tr> <tr> <th>Spring</th> <th>% of Ss Met Growth Goals</th> <th>Mean RIT Score</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>30%</td> <td>174.3</td> </tr> <tr> <td>2018-2019</td> <td>32% (+2%)</td> <td>178.0 (+4.3 pts)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">English Learners Math MAP Data</th> </tr> <tr> <th>Spring</th> <th>% of Ss Met Growth Goals</th> <th>Mean RIT Score</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>22%</td> <td>176.8</td> </tr> <tr> <td>2018-2019</td> <td>40% (+18%)</td> <td>183.3 (+6.5 pts)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The percentage of EL students meeting their MAP 	English Learners Reading MAP Data			Spring	% of Ss Met Growth Goals	Mean RIT Score	2017-2018	30%	174.3	2018-2019	32% (+2%)	178.0 (+4.3 pts)	English Learners Math MAP Data			Spring	% of Ss Met Growth Goals	Mean RIT Score	2017-2018	22%	176.8	2018-2019	40% (+18%)	183.3 (+6.5 pts)	Continue w/Modification <ul style="list-style-type: none"> The teachers and SSC members agreed that our English Learners continue to need support in meeting the Common Core Standards and that we shall continue providing after school tutoring. Voting members agreed that for the 2019-2020 school year more EL students need to be invited and participate in the after-school tutoring program. For 2019-2020 the teachers and SSC members agreed that there needs to be systematic data collection for students
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			<p>Growth Goals increased by 2% in reading and 18% in math.</p> <ul style="list-style-type: none"> The EL mean RIT score on the MAP increased by 4.3 points in reading and 6.5 points in math. <table border="1"> <thead> <tr> <th colspan="6">After School Tutoring EL MAP Data</th> </tr> <tr> <th></th> <th># Ss Participated</th> <th>% of Ss Improved MAP RIT Scores</th> <th>% of Ss Improved RIT on MAP by 3-14.9 points</th> <th>% of Ss Improved RIT on MAP by 15+ points</th> <th>% of Ss Moved Up from Below Grade Level to On Grade Level on MAP</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> <td>100%</td> <td>40%</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>Math</td> <td>7</td> <td>86%</td> <td>29%</td> <td>57%</td> <td>50%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 86% or more of EL students participating in the after-school tutoring program improved their MAP RIT scores. 57% or more of students participating the in the after-school tutoring program improved their MAP scores significantly. 50% or more of EL students participating in the after-school tutoring program moved up from below grade level to on grade level as measured by the MAP test. <table border="1"> <thead> <tr> <th colspan="6">After School EL Tutoring SBAC Data</th> </tr> <tr> <th></th> <th># Ss Participated</th> <th>% of Ss Met/Exceeded Standards on SBAC</th> <th>% of Ss Improved DFS on SBAC by 3-14.9 points</th> <th>% of Ss Improved DFS on SBAC by 15+ points</th> <th>% of Ss Improved DFS on SBAC</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>7</td> <td>0%</td> <td>0%</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>Math</td> <td>6</td> <td>50%</td> <td>0%</td> <td>66%</td> <td>66%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 0% of EL students participating in the ELA After School Tutoring Program met or exceeded standards on the ELA SBAC. 43% of EL students participating in the ELA After School Tutoring Program improved their DFS on the ELA SBAC. 50% of EL students participating in the Math After School Tutoring Program met or exceeded standards on the math SBAC. 66% of EL students participating in the Math After School 	After School Tutoring EL MAP Data							# Ss Participated	% of Ss Improved MAP RIT Scores	% of Ss Improved RIT on MAP by 3-14.9 points	% of Ss Improved RIT on MAP by 15+ points	% of Ss Moved Up from Below Grade Level to On Grade Level on MAP	ELA	5	100%	40%	60%	60%	Math	7	86%	29%	57%	50%	After School EL Tutoring SBAC Data							# Ss Participated	% of Ss Met/Exceeded Standards on SBAC	% of Ss Improved DFS on SBAC by 3-14.9 points	% of Ss Improved DFS on SBAC by 15+ points	% of Ss Improved DFS on SBAC	ELA	7	0%	0%	43%	43%	Math	6	50%	0%	66%	66%	<p>participating in the after school tutoring program to monitor student progress and program effectiveness.</p>
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			<p>Tutoring Program improved their DFS on the math SBAC.</p> <ul style="list-style-type: none"> • Moby Max and AR data not available. • Pre & Post Test Results were not collected consistently. • Writing Samples were not collected from tutoring students. 	
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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
College & Career Day Flyers, Resources and College & Career Day Student Participation Data	Increase # of college/career events from 3 to 5	4 Events <ul style="list-style-type: none"> • Held college & career week • Held college & career day • 2 college field trips
College Field Trip Student Participation Data	4 th , 5 th & 6 th grades going on college field trip	4 th and 6 th went on college field trips

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
3A College & Career Readiness Activities <ul style="list-style-type: none"> • College Field Trips (4th-6th Grades) • College Day • Career Day • Other College & Career Readiness Activities 		\$1,500	College Field Trips <ul style="list-style-type: none"> • 4th Grade visited UCR on May 3, 2019 (63 students) • 5th Grade did not have a field trip • 6th Grade visited Cal Poly Pomona on January 20, 2019 (71 students) College/Career Activities <ul style="list-style-type: none"> • College/Career Week held March 11-15, 2019 • College/Career Day held on March 12, 2019 • Students in Kinder-6th grade participated • College/Career Day guest speakers included: Police Officer, FUSD School Police K-9, San Bernardino County Fire Department, School Nurse, FUSD Nutritionist, and Social Worker 	Continue w/Modification <ul style="list-style-type: none"> • The teachers and SSC members agreed that we shall continue providing college field trips to our students. • The voting members agreed that the field trips are beneficial to our students.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Proficient	Proficient
Instructional Leadership Team Rating	Proficient	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																																																												
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4A Professional Development <ul style="list-style-type: none"> • Fees and Travel • Sub Coverage • Professional Books 	\$1,535	\$7,500	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>READING MAP Achievement Level</th> <th>% of Ss Fall</th> <th>% of Ss Winter</th> <th>% of Ss Spring</th> <th>Change Fall to Spring</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">High</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">-4%</td> </tr> <tr> <td style="background-color: #d9ead3;">High Average</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">-3%</td> </tr> <tr> <td style="background-color: #d9ead3;">Average</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="background-color: #d9ead3;">Low Average</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">-4%</td> </tr> <tr> <td style="background-color: #d9ead3;">Low</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">+11%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>MATH MAP Achievement Level</th> <th>% of Ss Fall</th> <th>% of Ss Winter</th> <th>% of Ss Spring</th> <th>Change Fall to Spring</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">High</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">+7%</td> </tr> <tr> <td style="background-color: #d9ead3;">High Average</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">+2%</td> </tr> <tr> <td style="background-color: #d9ead3;">Average</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">-2%</td> </tr> <tr> <td style="background-color: #d9ead3;">Low Average</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="background-color: #d9ead3;">Low</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">-6%</td> </tr> </tbody> </table>	READING MAP Achievement Level	% of Ss Fall	% of Ss Winter	% of Ss Spring	Change Fall to Spring	High	11%	6%	7%	-4%	High Average	15%	12%	12%	-3%	Average	17%	18%	17%	0%	Low Average	26%	24%	22%	-4%	Low	31%	42%	42%	+11%	MATH MAP Achievement Level	% of Ss Fall	% of Ss Winter	% of Ss Spring	Change Fall to Spring	High	4%	3%	11%	+7%	High Average	13%	8%	15%	+2%	Average	19%	18%	17%	-2%	Low Average	26%	26%	26%	0%	Low	38%	48%	32%	-6%	<p>Continue</p> <ul style="list-style-type: none"> • The teachers and SSC members agreed to continue providing professional development for teachers.
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MAP Results Comparison Fall 2018 to Spring 2019			
Subject	At or Above Grade Level Fall	At or Above Grade Level Spring	Change
Reading	26%	19%	-7%
Math	17%	26%	+9%

- Overall, the percentage of students scoring at or above grade level on the MAP Reading test decreased from Fall to Spring by 7%.
- The percentage of students scoring average on the MAP Reading test maintained 17%.
- Overall, the percentage of students scoring at or above grade level on the MAP Math test increased from Fall to Spring by 9%.

Grade Level Math Results CFA #1					
Grade	4 & 3	4	3	2	1
K	82.7%	48.1%	34.6%	11.5%	5.8%
1 st	46.3%	19.5%	26.8%	22.0%	31.7%
2 nd	33.3%	14.3%	19.0%	38.7%	31.0%
3 rd	8.9%	2.2%	6.7%	6.7%	84.4%
4 th	13%	0%	13%	9.3%	77.8%
5 th	2%	2%	0%	7.8%	90.2%
6 th	Not Available				
SW	30.7%	14.3%	16.4%	14.7%	54.3%

Grade Level Math Results CFA #2					
Grade	4 & 3	4	3	2	1
K	68.7%	35.4%	33.3%	8.3%	22.9%
1 st	40.5%	14.3%	26.2%	23.8%	35.7%
2 nd	33.3%	21.4%	11.9%	21.4%	45.2%
3 rd	41.6%	8.3%	33.3%	14.6%	43.8%
4 th	19.3%	5.3%	14.0%	22.8%	57.9%
5 th	0%	0%	0%	20.4%	79.6%
6 th	Not Available				
SW	32.6%	13.4%	19.2%	18.5%	48.7%

			<table border="1" data-bbox="1016 293 1542 553"> <thead> <tr> <th colspan="4">Grade Level Math CFA Results Comparison</th> </tr> <tr> <th>Grade</th> <th>4 & 3 CFA #1</th> <th>4 & 3 CFA #2</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>82.7%</td> <td>68.7%</td> <td>-14%</td> </tr> <tr> <td>1st</td> <td>46.3%</td> <td>40.5%</td> <td>-5.8%</td> </tr> <tr> <td>2nd</td> <td>33.3%</td> <td>33.3%</td> <td>0%</td> </tr> <tr> <td>3rd</td> <td>8.9%</td> <td>41.6%</td> <td>+32.7%</td> </tr> <tr> <td>4th</td> <td>13%</td> <td>19.3%</td> <td>+6.3%</td> </tr> <tr> <td>5th</td> <td>2%</td> <td>0%</td> <td>-2%</td> </tr> <tr> <td>6th</td> <td colspan="3">Not Available</td> </tr> <tr> <td>SW</td> <td>30.7%</td> <td>32.6%</td> <td>+1.9%</td> </tr> </tbody> </table> <ul data-bbox="1002 581 1588 857" style="list-style-type: none"> Overall, the percentage of students scoring at or above grade level on the district Math CFA test increased from CFA #1 to CFA #2 by 1.9%. Both 3rd and 4th grades increased the percentage of students scoring at or above on the math CFA; 3rd grade increased significantly by 32.7% and 4th grade increased by 6.3%. 2nd grade maintained the percentage of students scoring at or above on the math CFA. Kinder, 1st and 5th grades decreased the percentage of students scoring at or above on the math CFA. 	Grade Level Math CFA Results Comparison				Grade	4 & 3 CFA #1	4 & 3 CFA #2	Change	K	82.7%	68.7%	-14%	1 st	46.3%	40.5%	-5.8%	2 nd	33.3%	33.3%	0%	3 rd	8.9%	41.6%	+32.7%	4 th	13%	19.3%	+6.3%	5 th	2%	0%	-2%	6 th	Not Available			SW	30.7%	32.6%	+1.9%																					
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Subject	At or Above Grade Level Fall	At or Above Grade Level Spring	Change
Reading	26%	19%	-7%
Math	17%	26%	+9%

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- The percentage of students scoring average on the MAP Reading test maintained 17%.
- Overall, the percentage of students scoring at or above grade level on the MAP Math test increased from Fall to Spring by 9%.

Grade Level Math Results CFA #1					
Grade	4 & 3	4	3	2	1
K	82.7%	48.1%	34.6%	11.5%	5.8%
1 st	46.3%	19.5%	26.8%	22.0%	31.7%
2 nd	33.3%	14.3%	19.0%	38.7%	31.0%
3 rd	8.9%	2.2%	6.7%	6.7%	84.4%
4 th	13%	0%	13%	9.3%	77.8%
5 th	2%	2%	0%	7.8%	90.2%
6 th	Not Available				
SW	30.7%	14.3%	16.4%	14.7%	54.3%

Grade Level Math Results CFA #2					
Grade	4 & 3	4	3	2	1
K	68.7%	35.4%	33.3%	8.3%	22.9%
1 st	40.5%	14.3%	26.2%	23.8%	35.7%
2 nd	33.3%	21.4%	11.9%	21.4%	45.2%
3 rd	41.6%	8.3%	33.3%	14.6%	43.8%
4 th	19.3%	5.3%	14.0%	22.8%	57.9%
5 th	0%	0%	0%	20.4%	79.6%
6 th	Not Available				
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- ELA CFA data is not available.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	0.4%	1.6%
	FY (homeless)	4.3%	6.7%
	Hisp	0.4%	1.7%
	ELL	0.7%	0%
	AA	0%	0%
	Sped	0.5%	0%
Expulsion rate		0%	0%
Attendance Rate		97%	96.55%
Chronic Absenteeism Rate		10.0%	10.9%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A Attendance Incentives/Awards	\$100	\$100	<ul style="list-style-type: none"> • Implemented several new incentives and rewards: <ul style="list-style-type: none"> ➢ Attendance Challenges- All students who have perfect attendance during the challenge earn participation in the DJ Dance Parties ➢ Monthly grade level leaders earn Little Lions for the month ➢ Class w/best attendance for the month earns Leo the Lion for the month ➢ Classes that improve their attendance from the 	<p>Continue</p> <ul style="list-style-type: none"> • The teachers and SSC members agreed that based on the data collected from 2018-2019, our attendance has improved significantly, therefore, we shall continue providing rewards and incentives for attendance. • However, considering Title I funds can no longer be used for attendance, future

Commented [AGC1]:

			<p>previous month earn an extra recess</p> <ul style="list-style-type: none"> ➤ When a class has perfect attendance for the day (no tardies & no absences) they get to post their Lion Pride sign on the classroom door ➤ When a class completes their "We're All Here on Time" poster they earn a popcorn party ➤ Students w/perfect attendance for the semester earn certificates and medals <table border="1" data-bbox="1069 524 1489 902"> <thead> <tr> <th colspan="4">Locust Attendance % Year to Year Comparison</th> </tr> <tr> <th>MONTH</th> <th>2017-2018 %</th> <th>2018-2019 %</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>August</td> <td>97.24%</td> <td>97.13%</td> <td>-0.11%</td> </tr> <tr> <td>September</td> <td>97.35%</td> <td>97.11%</td> <td>-0.24%</td> </tr> <tr> <td>October</td> <td>96.84%</td> <td>97.31%</td> <td>+0.47%</td> </tr> <tr> <td>November</td> <td>96.78%</td> <td>97.21%</td> <td>+0.43%</td> </tr> <tr> <td>December</td> <td>96.54%</td> <td>96.93%</td> <td>+0.39%</td> </tr> <tr> <td>January</td> <td>96.45%</td> <td>96.88%</td> <td>+0.43%</td> </tr> <tr> <td>February</td> <td>96.37%</td> <td>96.65%</td> <td>+0.31%</td> </tr> <tr> <td>March</td> <td>96.26%</td> <td>96.5%</td> <td>+0.24%</td> </tr> <tr> <td>April</td> <td>96.21%</td> <td>96.59%</td> <td>+0.38%</td> </tr> <tr> <td>May</td> <td>96.09%</td> <td>96.55%</td> <td>+0.46%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • In 8 out of 10 months, we had significant improvement in our SW attendance percentage ranging from 0.24% to 0.47%. <table border="1" data-bbox="1042 1013 1516 1364"> <thead> <tr> <th colspan="4">Locust Attendance District Rankings</th> </tr> <tr> <th>MONTH</th> <th>District Ranking 2017-2018</th> <th>District Ranking 2018-2019</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>August</td> <td>8</td> <td>21</td> <td>-13</td> </tr> <tr> <td>September</td> <td>7</td> <td>17</td> <td>-10</td> </tr> <tr> <td>October</td> <td>16</td> <td>10</td> <td>+6</td> </tr> <tr> <td>November</td> <td>18</td> <td>9</td> <td>+9</td> </tr> <tr> <td>December</td> <td>18</td> <td>12</td> <td>+6</td> </tr> <tr> <td>January</td> <td>21</td> <td>12</td> <td>+9</td> </tr> <tr> <td>February</td> <td>22</td> <td>11</td> <td>+11</td> </tr> <tr> <td>March</td> <td>20</td> <td>13</td> <td>+7</td> </tr> <tr> <td>April</td> <td>23</td> <td>13</td> <td>+10</td> </tr> <tr> <td>May</td> <td>24</td> <td>11</td> <td>+13</td> </tr> </tbody> </table>	Locust Attendance % Year to Year Comparison				MONTH	2017-2018 %	2018-2019 %	Change	August	97.24%	97.13%	-0.11%	September	97.35%	97.11%	-0.24%	October	96.84%	97.31%	+0.47%	November	96.78%	97.21%	+0.43%	December	96.54%	96.93%	+0.39%	January	96.45%	96.88%	+0.43%	February	96.37%	96.65%	+0.31%	March	96.26%	96.5%	+0.24%	April	96.21%	96.59%	+0.38%	May	96.09%	96.55%	+0.46%	Locust Attendance District Rankings				MONTH	District Ranking 2017-2018	District Ranking 2018-2019	Change	August	8	21	-13	September	7	17	-10	October	16	10	+6	November	18	9	+9	December	18	12	+6	January	21	12	+9	February	22	11	+11	March	20	13	+7	April	23	13	+10	May	24	11	+13	<p>expenditures will be funded through SUPC.</p>
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- In 8 out of 10 months we had significant improvement in our district ranking for SW attendance percentage.
- We ranked in the top 10 in October and November and top 15 in December, January, February, March, April and May.

Locust Attendance % for Attendance Challenge Months Year to Year Comparisons			
Month	2017-2018	2018-2019	Change
November	96.78%	97.21%	+0.43%
December	96.54%	96.93%	+0.39%
February	96.37%	96.68%	+0.31%
March	96.26%	96.5%	+0.24%
April	96.21%	96.59%	+0.38%

- Held 4 Attendance Challenges during the year:
 - 11/5/18-11/9/18
 - 11/26/18-12/7/18
 - 2/25/19-3/8/19
 - 4/1/19-4/30/19
- In each of the months we held Attendance Challenges, we had significant improvement in our attendance percentage from 2017-2018 to 2018-2019.

# of Ss Chronically Absent by Month 2018-2019	
August	31
September	34
October	25
November	47
December	100
January	72
February	93
March	76
April	30
May	124

<p>5B After School Education & Safety Program (ASES)</p> <ul style="list-style-type: none"> • Staffing • Supplies and Equipment • Consultant and Vendor Contracts • Transportation • Nutrition 	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Site Lead met w/principal in August 2018; Discussed staffing, FELP procedures & routines, and the program schedule • Site Lead met informally w/principal weekly to discuss student needs, program updates and parent concerns 	<p>Continue</p> <ul style="list-style-type: none"> • The teachers and SSC members agreed that the after-school program is a pivotal part of the school's program and agreed that this program should continue to be offered to students and families. • However, because the ASES program is not paid for by Locust Elementary School, it will be removed from the school plan.

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	20	50
Parent Engagement and Local Climate Survey	25%	36%

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 Engagement <ul style="list-style-type: none"> Oral and Written Translations (\$700) Child Care (ELAC, ESL Class, and other parent meetings) (\$1,500) Refreshments (Coffee with the Principal) (\$500) Teacher Hourly for Family Engagement Event (\$1,500) 	\$2,000	\$2,200	<ul style="list-style-type: none"> This year we kept a log of all our parent events and collected sign-in sheets to track parent participation. The data chart below outlines the parent events that were held, the number of sessions/meetings and the average number of parents that attended. Our goal was to hold 20 events and we held 50, which exceeded our goal by 30 events. Our goal was to have at least 25% of our parents participate in the district parent survey and we had 35% of our parents participate. We exceeded our goal by 10%. 	Continue w/Modification <ul style="list-style-type: none"> The teachers and SSC members agreed to continue providing funds to support and encourage parent involvement at the school. However, refreshments can no longer be paid out of Title 1. Refreshments will be paid out of the general fund and/or SUPC. 																		
<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="padding: 2px;">Parent Participation at Locust 2018-2019</th> </tr> <tr> <th style="padding: 2px;">Event/Meeting</th> <th style="padding: 2px;"># of Sessions/Meetings</th> <th style="padding: 2px;">Average # of Parents Attended</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 2px;">SSC</td> <td style="text-align: center; padding: 2px;">6</td> <td style="text-align: center; padding: 2px;">8</td> </tr> <tr> <td style="text-align: center; padding: 2px;">ELAC</td> <td style="text-align: center; padding: 2px;">6</td> <td style="text-align: center; padding: 2px;">10</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Coffee w/the Principal</td> <td style="text-align: center; padding: 2px;">5</td> <td style="text-align: center; padding: 2px;">19</td> </tr> <tr> <td style="text-align: center; padding: 2px;">PTA Meetings</td> <td style="text-align: center; padding: 2px;">15</td> <td style="text-align: center; padding: 2px;">9</td> </tr> </tbody> </table>					Parent Participation at Locust 2018-2019			Event/Meeting	# of Sessions/Meetings	Average # of Parents Attended	SSC	6	8	ELAC	6	10	Coffee w/the Principal	5	19	PTA Meetings	15	9
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				EL Parent Workshop	3	7	
				ESL Parent Classes	9	20	
				Back to School Night	1	+/-300	
				PTA Harvest Festival	1	+/-200	
				PTA Movie Night	1	80	
				PTA Nacho Bar	1	25	
				PTA Winter Wonderland	1	+/-100	
				PTA Build a Lion/Art Sale	1	+/-100	
				Total	50		

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	≥40.9%	27.3%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A PBIS & Restoration Approaches for Positive Classroom and School Management <ul style="list-style-type: none"> • Teacher Stipend (\$2,500) • Sub Coverage (\$2,000) • Professional Development 	\$4,500		<ul style="list-style-type: none"> • Teachers attended 2 PBIS professional development sessions in 2018-2019 • School Site Aides attended 3 professional development sessions in 2018-2019 • The PBIS Team held 5 meetings in 2018-2019: October, January, February, April and May • Students attended 2 SW PBIS Behavior Expectations Assemblies in 2018-2019 • SW Behavior Matrix developed & implemented • Office Discipline Referral developed & implemented • Minor Discipline Referral developed & implemented • Behavior Notices developed & implemented • Piloted Sports for Learning Program at lunch from 3/25/19-5/17/19 • Skills for Success Groups developed & implemented 3/25/19-5/13/19; 8 students participated • 11 students participated in FUSD's Junior FLIP Program; one was awarded the Most Improved Student award for the entire program; another student was awarded the Outstanding Leadership award for the entire program. • See data charts below: Office Discipline Referrals by Grade Level, Office Discipline Referrals by Behavior, 	Continue <ul style="list-style-type: none"> • The teachers and SSC members agreed to continue providing funds for PBIS implementation based on the data collected during the 2018-2019 school year.

Physical Aggression Office Discipline Referrals by Month, and Locust Suspension Data by Month

PBIS Data: Office Discipline Referrals by Grade Level		
Grade Level	# of Referrals	# of Repeat Ss
K	2	0
1 st	1	0
2 nd	5	2
3 rd	13	1
4 th	16	4
5 th	15	2
6 th	20	4
Total	72	

- 7 students accounted for 20 ODRs: 11 physical aggression, 3 bullying, 3 other, 6 disrespect, 3 defiance and 2 property damage.
- GL Data: Physical Aggression is the highest in 6th, 5th, 3rd and kinder; 4th grade's highest was disrespect and 2nd grade "others"

PBIS Data: Office Discipline Referrals by Behavior	
Behavior	# of Referrals
Physical Aggression	27
Bullying	3
Disrespect	15
Defiance	4
Property Damage	5
Theft	2
Language	1
Other	18

			<table border="1"> <thead> <tr> <th colspan="2">Physical Aggression ODRs by Month</th> </tr> <tr> <th>Month</th> <th># of Referrals</th> </tr> </thead> <tbody> <tr> <td>August</td> <td>4</td> </tr> <tr> <td>September</td> <td>1</td> </tr> <tr> <td>October</td> <td>12</td> </tr> <tr> <td>November</td> <td>0</td> </tr> <tr> <td>December</td> <td>2</td> </tr> <tr> <td>January</td> <td>4</td> </tr> <tr> <td>February</td> <td>5</td> </tr> <tr> <td>March</td> <td>1</td> </tr> <tr> <td>April</td> <td>3</td> </tr> <tr> <td>May</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Locust Suspension Data 2018-2019</th> </tr> <tr> <th>Month</th> <th>#</th> <th>Type</th> </tr> </thead> <tbody> <tr> <td>August</td> <td>0</td> <td></td> </tr> <tr> <td>September</td> <td>0</td> <td></td> </tr> <tr> <td>October</td> <td>1</td> <td>• Physical Injury</td> </tr> <tr> <td>November</td> <td>0</td> <td></td> </tr> <tr> <td>December</td> <td>1</td> <td>• Disruption/Defiance</td> </tr> <tr> <td>January</td> <td>1</td> <td>• Physical Injury</td> </tr> <tr> <td>February</td> <td>4</td> <td>• Bullying • Harassment • Imitation Firearm • Disruption/Defiance</td> </tr> <tr> <td>March</td> <td>0</td> <td></td> </tr> <tr> <td>April</td> <td>0</td> <td></td> </tr> <tr> <td>May</td> <td>1</td> <td>• Dangerous Object</td> </tr> <tr> <td>Total</td> <td>8</td> <td></td> </tr> </tbody> </table>	Physical Aggression ODRs by Month		Month	# of Referrals	August	4	September	1	October	12	November	0	December	2	January	4	February	5	March	1	April	3	May	0	Locust Suspension Data 2018-2019			Month	#	Type	August	0		September	0		October	1	• Physical Injury	November	0		December	1	• Disruption/Defiance	January	1	• Physical Injury	February	4	• Bullying • Harassment • Imitation Firearm • Disruption/Defiance	March	0		April	0		May	1	• Dangerous Object	Total	8		
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2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The School Site Council members, including parents, staff and principal discussed each Goal and action, one by one, to review the data and discuss the action's effectiveness and possible next steps/revisions for the 2019-2020 SPSA. SSC members asked questions throughout the meeting to clarify and ensure understanding. Below are some of the questions and topics SSC members discussed during the evaluation process:</p> <ul style="list-style-type: none"> • SSC members asked about why the data shows more progress in math than reading. The principal explained the district provided multiple opportunities for professional development within the area of math for grades K-6th and teachers have implemented their knew learning, which has contributed greatly to the progress in math. • Parent members asked for an explanation of an English Learner and how their progress is monitored. The principal explained that an EL is a student who is learning English as a second language and that these students take the ELPAC to monitor their progress in becoming English proficient. • Parent members inquired about how students have been chosen to participate in the after-school tutoring program. The teachers and principal explained that students who were below meeting standard, but that were also close to meeting standard were selected to participate in the after-school tutoring program. • SSC members asked if the funding set aside for library books was used to purchase new books. The principal explained that although, it was set aside, new books were not purchased.
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p><u>Goals Met</u></p> <ul style="list-style-type: none"> • Goal 2 (SBAC Math for English Learners) – The Distance from Standard (DFS) decreased in Math among English Learners. • Goal 3 – The number of college and career readiness activities increased. • Goal 4- Our ILT and PLCs are functioning at the proficient level. • Goal 5- Partially Met <ul style="list-style-type: none"> ○ The suspension rate for ELs and Special Education students decreased. ○ Increased the attendance rate by 0.45%. • Goal 6- Our target was to provide 20 parent engagement activities during the school year, and we provided 50. We also set a target to have 25% of our parents participate in the parent survey and we had 36% of our parents participate. <p><u>Effective Actions/Services</u></p> <ul style="list-style-type: none"> • Goal 4- Professional Development (4A), PLC Release Time (4B) and ILT Release Time (4C); Providing PLC time for data analysis and planning for teachers and the ILT has made it possible for us to function at the proficient level. • Goal 5- Attendance Incentives (5A); PBIS & Restoration Approaches for Positive Classroom & School Management (7A); Although action/service 7A is part of goal 7, that the components of our PBIS system that were implemented in 2018-2019 also contributed to the increase in attendance and decrease in suspension of ELs and Special Education students. • Goal 6- Parent Engagement (6A); The office staff focused on providing clear, consistent and up-to-date information to parents to

communicate about what's happening at our school. The funds used for translation have contributed strongly to the success we've had in this area. The funds for childcare allowed more parents to attend school functions during the day.

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

Goals NOT Met

- Goal 1- We did not meet the Fall to Fall MAP Growth Targets for ELA and math. We missed the target by 9.9% in math and 12.55% in ELA; We also did not meet the targets for decreasing the DFS on SBAC in ELA and math. However, we did make progress. We did not meet the 34% target of instruction at DOK Levels 3 & 4. We were at 25% and missed the target by 9%.
- Goal 3- Our target was to provide 5 college/career readiness events for our students. We held 4 events in 2018-2019.
- Goal 5- Partially Met
 - The overall suspension rate increased by 1.2%.
 - The suspension rate for foster youth, and Hispanic students increased.
 - There was very little change (0.1%) in the chronic absenteeism rate.

Least Effective Actions/Services

- Goal 1- After School Tutoring (1A); After-school tutoring was successful and effective according to the data above. There was significant growth in math for both ELs and EOs on the SBAC and on MAP tests. However, based on the data, our students and staff need more support with improving achievement in ELA. The SSC members agreed that any student not meeting standard shall be considered for participation, rather than limiting it to students who are close to meeting standards in both ELA and math. SSC members also agreed that a systematic process for monitoring the progress of the students participating in the after-school program is necessary to guide the instruction of the teachers.
- Goal 1- Library Books (1D); Library books were not purchased in 2018-2019. The SSC members agreed that new library books need to be purchased in 2019-2020.

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?

SBAC DFS Subgroup Data (Gaps Identified by Red Shading)							
MAP Performance Level	SW	Hisp	ELs	Low SES	SWD	Foster Youth	Homeless
ELA	-45.4	-45.5	-84.6	-44.4	-115.2	-85.2	-77.3
Math	-69.8	-69.4	-94.0	-69.8	-125.2	-65.4	-80.7

SBAC DFS Data

- Based on the SBAC DFS data, our Hispanic students and socio-economically disadvantaged students are performing at the same rate as the school in ELA.
- Based on the SBAC DFS data, our Hispanic students, socio-economically disadvantaged students and foster youth are performing at the same rate as the school in math.
- Based on the SBAC DFS data, there is a gap of 39.2 points between school wide performance and our English Learners in ELA.

- Based on the SBAC DFS data, there is a gap of 69.8 points between school wide performance and our students with disabilities in ELA.
- Based on the SBAC DFS data, there is a gap of 39.8 points between school wide performance and our foster youth in ELA.
- Based on the SBAC DFS data, there is a gap of 31.9 points between school wide performance and our homeless students in ELA.
- Based on the SBAC DFS data, there is a gap of 48.6 points between school wide performance and our English Learners in math.
- Based on the SBAC DFS data, there is a gap of 55.4 points between school wide performance and our students with disabilities in math.
- Based on the SBAC DFS data, there is a gap of 10.9 points between school wide performance and our homeless students.

ELA MAP Subgroup Data (Gaps Identified by Red Shading)							
MAP Performance Level	SW	Hisp	ELs	Low SES	SWD	Foster Youth	Homeless
High	7%	7%	0%	8%	0%	0%	6%
High Average	12%	12%	5%	15%	0%	13%	6%
Average	17%	17%	19%	15%	0%	0%	22%
Low Average	22%	23%	22%	24%	10%	0%	6%
Low	42%	42%	54%	37%	90%	88%	61%

ELA MAP Data

- There are more EL students in the low performance range and fewer students in the high average and high range as compared to school wide data.
- All students with disabilities are performing in the low average and low ranges.
- There are more foster youth students in the low range and 0% in high range as compared to school wide data showing 7% in the high average range.
- There are more homeless students in the low range as compared to school wide data.

Math MAP Subgroup Data (Gaps Identified by Red Shading)							
MAP Performance Level	SW	Hisp	ELs	Low SES	SWD	Foster Youth	Homeless
High	3%	3%	0%	3%	0%	13%	11%
High Average	11%	10%	4%	14%	0%	0%	6%
Average	20%	20%	17%	18%	0%	13%	17%
Low Average	20%	21%	21%	22%	0%	13%	6%
Low	46%	46%	59%	43%	100%	63%	61%

Math MAP Data

- There are more EL students in the low performance range and fewer students in the high average and high range as compared to school wide data.
- All students with disabilities are performing in the low range.
- There are more foster youth students in the low range and 0% in high average range as compared to school wide data showing 11% in the high average range.
- There are more homeless students in the low range as compared to school wide data.

To what can these results be attributed?

Successes

- Our students showed growth in their MAP and SBAC data as a result of providing PLCs time to analyze data and develop targeted instructional plans to meet the needs of students.
- Our students showed more growth in the area of math as a result of the district's focus on professional development in the area of math instruction and our teachers' implementation of the new strategies they learned.
- The increase in our attendance rates are directly related to the implementation of our attendance rewards and incentives, PBIS strategies to ensure students feel safe and comfortable at our school (including our Bucketfiller Program) and our focus on developing a school culture where students are excited to be at school learning.
- Our ILT was provided time to meet regularly and worked hard to analyze student data to identify the needs of our students and develop a Moonshot that addresses those needs.
- Our after-school tutoring program was effective as a result of providing small group targeted instruction to students nearly meeting standard. Students were provided 3 days per week of after school tutoring for 6-8 weeks.
- We were able to see the increase in parent involvement by tracking parent participation in the variety of parent engagement opportunities that were offered.

Weaknesses

- Our students with disabilities are 2 or more years behind in their academic levels as a result of their learning disabilities.
- Our students with disabilities, foster youth and homeless students have higher chronic absenteeism than other student groups which impacts their overall student achievement negatively.
- Our EL students are still developing their English reading, writing, speaking and listening skills.
- Teachers did not receive specific professional development focused on supporting English Learners.
- We did not have a systematic and comprehensive school wide Response to Intervention Program in place.

What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan

- Our students are making progress in both ELA and math. However, they are making more progress in math.
- Based on our in-depth data analysis we have concluded that the following needs shall be addressed in the 2019-2020 school plan.
 - Implement a systematic and comprehensive Response to Intervention Plan for ALL students in Kinder-6th grade.
 - Increase monitoring of student progress and student subgroups through the implementation of common assessments and data analysis.
 - Revise our school's plan for supporting at-risk students and the implementation of the SIT process.
 - Increase monitoring of reading achievement using tools such as MAP data, Accelerated Reader, Lexia and reading incentive programs.
 - Professional development, supplemental materials and extended learning opportunities to support greater improvement in the area of reading.
 - Professional development, supplemental materials and extended learning opportunities to support greater improvement for our English Learners in both reading and math.
 - Professional development, supplemental materials and extended learning opportunities to support greater improvement for our foster youth and homeless students in both ELA and math.
 - Continue implementation of Site Based Instructional Leadership Team.
 - Continue PLC Collaboration by providing teacher release time for data analysis, lesson planning, coaching support from district TOAs, etc.
 - Develop and implement a professional development plan focused on addressing the needs of our students in reading and math.
 - Develop and implement a professional development plan focused on addressing the needs of our English Learners in reading and math.
 - Continue and strengthen implementation of Visible Learning/Teacher Clarity (Learning Intentions & Success Criteria).
 - Continue and strengthen implementation of Thinking Maps.
 - Continue and strengthen implementation of Write from the Beginning.

	<ul style="list-style-type: none"> ○ Continue and strengthen implementation of Wonders for English Language Arts. ○ Continue and strengthen implementation of Wonders for English Language Development for English Learners. ○ Continue and strengthen implementation of My Math. ○ Continue implementation of Kagan Cooperative Learning strategies to increase student engagement. ○ Focus on aligning our curriculum, instruction and assessments to maximize student achievement. <ul style="list-style-type: none"> ● The above noted revisions to the after-school tutoring plan will be included in the 2019-2020 plan to support increased achievement. ● Our EL students that participated in afterschool tutoring made great progress. We will continue offering after-school tutoring to EL students and include more ELs in the program for 2019-2020. ● To support college & career readiness and move forward with our moonshot of introducing students to critical thinking, rigorous academic curriculum and activities, which will enable them to successfully compete globally in their future job endeavors, we will need to implement AVID strategies school wide and continue building our Pathways to My World & My Future Program. ● Based on our attendance and PBIS data, students want to come to school and feel safe coming to Locust. We need to continue with the implementation of our attendance incentives and awards. Additionally, we need to continue implementation of our PBIS Tier 1 program and begin implementation of Tier 2. ● Continue providing professional development for teachers related to PBIS, restorative practices, and social-emotional health. ● Communicate with parents of chronic absentee students about their child's attendance and its impact on their child's academic progress to improve the chronic absenteeism rate and academic achievement of chronically absent students. ● To continue supporting our students in the areas of academic achievement, social-emotional health, behavior and attendance, Locust needs to continue providing parents with resources, information, strategies, etc. and continue increasing parent participation at site-based parent meetings and events.

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>	-45	-35
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-70	-55
NWEA MAP Reading: % of students who meet expected fall to fall growth	39.45%	≥54% AND an increase of ≥2% from previous year (fall 2018 to fall 2019)
NWEA Math: % of students who meet expected fall to fall growth	42.21%	≥54% AND an increase of ≥2% from previous year (fall 2018 to fall 2019)
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	25%	≥39% AND Increase of ≥5% from previous year

Identified Need(s):	<p>Consider what teachers need to improve their instructional delivery.</p> <p>Consider what students need in order to learn.</p> <ul style="list-style-type: none"> • We need to implement a systematic and comprehensive Response to Intervention Plan for ALL students in Kinder-6th grades. • Teachers need professional development to support the implementation of a systematic and comprehensive Response to Intervention Plan for ALL students in Kinder-6th grades. • We need to increase monitoring of student progress and student subgroups, through the implementation of common assessments and data analysis. • Teachers need professional development and supplemental materials to support greater improvement in the areas of ELA and math. • Teachers need increased access to supplemental materials to differentiate and individualize instruction for students. • Students need increased access to differentiated curriculum and instruction. • Teachers need access to supplemental printing of materials and resources to meet the needs of students. • Teachers need support in developing differentiated instructional plans.
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<ul style="list-style-type: none"> • Students need additional time to learn and access the content standards through enrichment, acceleration or remediation. • We need to increase monitoring of reading achievement using tools such as MAP data, Accelerated Reader, Lexia and reading incentive programs. • Students and teachers need access to up to date technology, software, resources and tools in their classrooms. • Students need increased access to relevant fiction and non-fiction texts. • Teachers need sub coverage to attend SIT meetings for at-risk students.

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<ul style="list-style-type: none"> a) Teachers will be provided professional development focused on aligning curriculum, instruction and assessments (both formative & summative) to match the needs of the students based on data. b) Through their PLCs and work with the district TOAs they will plan instruction that is based on their progress monitoring data and strategically targeted to meet the needs of their various student groups: foster youth, homeless, students w/disabilities and English Learners for their RTI instruction. c) Teachers will receive professional development to learn how align curriculum, instruction and assessments to support student achievement in reading, writing and math. d) Teachers will receive professional development and support from district TOAs to support implementation of the following instructional strategies/curriculum: Kagan Cooperative Learning, Thinking Maps, Write from the Beginning, Wonders, Wonders for English Language Development, United to Read, Study Sync, and My Math. This will improve teacher capacity to teach the core subject areas. 	<ul style="list-style-type: none"> a) After School Tutoring: Session #1- 1/14/20-2/20/20 Session #2- 2/24/20-4/9/20 b) Teachers will submit requests for supplemental printing as needed throughout the year. (weekly, August-May) c) Accelerated Reader will be purchased in September 2019; teachers will begin implementation in September and continue through May. d) Supplemental resources and books will be purchased as indicated by student data throughout the year. (weekly, August-May) e) New library books will be purchased following board approval of the school plan in December 2019. f) Teachers currently have access to technology in a variety of ways and will continue to have access throughout the year. g) A technology needs assessment will be conducted to maintain access to technology. (monthly, October-May). New technology equipment and/or repairs will be done as needed throughout the year to maintain the use of technology in the classrooms. (monthly, October-May) h) Teachers will be provided release time/roving sub coverage to attend SIT meetings for monthly SIT Meeting Days (December, January, February, March and April)
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ul style="list-style-type: none"> a) After school tutoring will be provided to students not meeting standards in ELA and math; including foster youth, homeless and students w/disabilities. b) Teachers will have access to supplemental printing to provide supports for students to either enrich or remediate concepts during the RTI instruction and after school tutoring. c) STAR Reading and Accelerated Reader (Renaissance Learning) will be purchased to provide students the opportunity to practice reading at their own 	<ul style="list-style-type: none"> a) Teachers will be provided professional development and time to work in their PLCs during monthly Wednesday site meetings. (August through May) b) Teachers will be provided release time for professional development and time to work in their PLCs; each grade level will be provided 9-10 75-minute PLC sessions beginning in September 2019 through April

	<p>level and to help students and teachers monitor progress of reading comprehension.</p> <ul style="list-style-type: none"> d) Supplemental resources and books will be purchased as needed to support academic growth in reading, writing and math. e) New up-to-date and relevant library books will be purchased to increase the number of books per student ratio in the library. f) Teachers will have access to technology in a variety of ways. Including but not limited to computers, printers, laptop carts, projectors, documents cameras, amplifiers, etc. g) Technology will be maintained for teachers in their classrooms as well as in the computer labs. h) Teachers will be provided sub coverage to attend SIT meetings for at-risk students. 	<p>2020.</p> <ul style="list-style-type: none"> c) Teachers will be provided professional development focused on aligning curriculum, instruction and assessments during monthly Wednesday site meetings. (August through May) d) Teachers will be provided professional development focused on instructional strategies/curriculum during monthly Wednesday site meetings. (August through May); Teachers will be provided 1 release day for professional development focused on instructional strategies/curriculum Wednesday site meetings. (December 2019)
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<ul style="list-style-type: none"> a) After school tutoring will be provided to students not meeting standards in ELA and math; including foster youth, homeless, English Learners and students w/disabilities. b) Teachers will have access to supplemental printing to provide supports for students to either enrich or remediate concepts during the RTI instruction and after school tutoring. c) Teachers will be provided sub coverage to attend SIT meetings for at-risk students. d) We will implement a systematic and comprehensive Response to Intervention Plan for ALL students in Kinder-6th grades. e) Teachers will receive professional development to support the implementation of a systematic and comprehensive Response to Intervention Plan for ALL students in Kinder-6th grades. f) Teachers will increase monitoring of student progress and student subgroups, through the implementation of common assessments and data analysis. g) Teachers will have access to supplemental materials to differentiate and individualize instruction for students. h) Teachers need support in developing differentiated instructional plans. 	<ul style="list-style-type: none"> a) After School Tutoring: Session #1- 1/14/20-2/20/20; Session #2- 2/24/20-4/9/20 b) Teachers will submit requests for supplemental printing as needed throughout the year. (weekly, August-May) c) Teachers will be provided release time/roving sub coverage to attend SIT meetings for monthly SIT Meeting Days (December, January, February, March and April) d) Students in Kinder-1st Grade will receive small group instruction through the United to Read initiative beginning in September and continuing through to the end of the year in May. Groups will be monitored and revised based on A2i progress monitoring data: 11/4/19-11/8/19; 1/27/20-2/7/20; 3/16/20-3/20/20; 5/11/20-5/22/20; Students in 2nd-6th grades will participate in 3 Response to Intervention Cycles during the school year: September-December 2019; January-March 2020; March-May 2020 e) Teachers will be provided professional development focused on RTI instruction during monthly Wednesday site meetings. (August through May) f) Teachers will monitor student progress and student subgroups and analyze data during release time w/their PLCs; each grade level will be provided 9-10 75-minute PLC sessions beginning in September 2019 through April 2020. g) Supplemental resources and books will be purchased as indicated by student data throughout the year. (weekly, August-May) h) Teachers will receive support in developing differentiated instructional plans during release time

		w/their PLCs; each grade level will be provided 9-10 75-minute PLC sessions beginning in September 2019 through April 2020; Teachers will be provided professional development focused on developing differentiated instructional plans during monthly Wednesday site meetings. (August through May)
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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 A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
	Title 1			
1A Provide Extended Learning Opportunities <ul style="list-style-type: none"> Standards Based Tutoring Teacher Additional Hourly Supplemental Instructional Materials Supplemental Printing Academic Enrichment Opportunities Intervention 	<ul style="list-style-type: none"> SW MAP Data MAP Data for Students Participating in After School Tutoring CFA Data Site Based Progress Monitoring Data for Students Participating in Extended Learning Subgroup Data: Foster Youth, Homeless and Students w/Disabilities 	<ul style="list-style-type: none"> Students Not Meeting Standard in K-6th Grades Students Not Meeting Standard w/in the following subgroups: Foster Youth, Homeless, Students w/Disabilities 	<ul style="list-style-type: none"> After School Tutoring Teachers Project Clerk Principal 	\$10,680
1B Using Technology to Support Student Learning <ul style="list-style-type: none"> Instructional Software Student laptops and headphones Projectors/Document Cameras Amplifiers 	<ul style="list-style-type: none"> SW MAP Results CFA Data K & 1st A2i Data Read 180 Data Lexia Usage Reports AR Usage Reports Walkthrough Data 	ALL	<ul style="list-style-type: none"> Teachers Project Clerk Principal 	\$5,000
1C Support Literacy Across Content Areas <ul style="list-style-type: none"> Books, Magazines, Digital Readers 	<ul style="list-style-type: none"> SW MAP Reading Data Destiny Reports 	ALL	<ul style="list-style-type: none"> Librarian Teachers Instructional Leadership Team 	\$2,636

			<ul style="list-style-type: none"> • PBIS Team, • Principal 	
1D Support At-Risk Learner <ul style="list-style-type: none"> • Teacher Additional Hourly for SIT Coordinator 	<ul style="list-style-type: none"> • MAP Data • CFA Data • K & 1st A2i Data • Site Based Progress Monitoring Data • Subgroup Data: Foster Youth, Homeless and Students w/Disabilities 	<ul style="list-style-type: none"> • Students Not Meeting Standard in K-6th Grades • Students Not Meeting Standard w/in the following subgroups: Foster Youth, Homeless, Students w/Disabilities 	<ul style="list-style-type: none"> • Teachers • Principal 	\$700
Total Estimated Cost for This Goal:				\$19,016

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	6.2%	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-84.6 points	-74.6 points
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-94 points	-88 points

Identified Need(s):	<p>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</p> <p>Consider what English Learners need to improve their language proficiency and academics.</p> <ul style="list-style-type: none"> English Learners need additional time and support to develop English Language skills and their academic progress. English Learners and teachers need access to supplemental materials/resources and instructional software to support the academic progress of our EL students. Teachers need increased professional development opportunities to learn evidence-based practices and strategies and apply them in the classroom with their EL students. Teachers need increased PLC time to collaborate and plan implementation of evidence-based practices and strategies to support the progress of their EL students.
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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 A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A Provide Extended Learning Opportunities for English Learners <ul style="list-style-type: none"> Teacher Additional Hourly Bilingual Aide Additional Hourly Instructional Supplies and Materials 	<ul style="list-style-type: none"> SW MAP Data MAP Data for Students Participating in Extended Learning 	Targeted EL Students	<ul style="list-style-type: none"> Site EL Coordinator Extended Learning 	\$3,750

<ul style="list-style-type: none"> Supplemental Materials & Resources Printing Instructional Software 	<ul style="list-style-type: none"> Site Based Progress Monitoring Data for Students Participating in Extended Learning 		<ul style="list-style-type: none"> Teachers District EL TOA Principal 	
<p>2B Provide Professional Development for EL Strategies (Productive Partnering, Academic Vocabulary, Oral Language Development)</p> <ul style="list-style-type: none"> Workshops, Trainings, Travel & Conferences Additional Hourly Substitute Coverage Professional Books 	<ul style="list-style-type: none"> Reading MAP Data for ELs K & 1st A2i Data for ELs Site Based Progress Monitoring Data for ELs Walkthrough Data 	<p>EL Students</p>	<ul style="list-style-type: none"> Teachers Site EL Coordinator District EL TOA Principal 	<p>\$2,100</p>
<p style="text-align: right;">Total Estimated Cost for This Goal:</p>				<p>\$5,850</p>

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
AVID Walkthrough Data: % of classrooms visited in which 75% or more students used AVID organizational tools (folders/binders) and student agendas.	<ul style="list-style-type: none"> New Goal There are no previous outcomes 	25%
AVID Assessment Data: % of students scoring satisfactory or advanced on the AVID Organizational Tool Assessment (folders/binders).	<ul style="list-style-type: none"> New Goal There are no previous outcomes 	40%
AVID Assessment Data: % of students scoring satisfactory or advanced on the AVID Agenda Assessment.	<ul style="list-style-type: none"> New Goal There are no previous outcomes 	40%
Pathways to My World & My Future Walkthrough Data: % of classrooms visited in which 75% or more students were engaged at the high or very high, level during Pathways instruction.	<ul style="list-style-type: none"> New Goal There are no previous outcomes 	75%

Identified Need(s):	<p>Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator. (Elementary) – Consider what students need to be prepared to meet the requirements for college and career preparation that are not covered in Goals 1 and 2 (SBAC)</p> <ul style="list-style-type: none"> Students need to be able to organize their materials (assignments, homework, notes, etc.) and access them easily during instruction and for studying purposes. Students need to know and be able to communicate what the tasks they are responsible for completing. Students need to be able to manage their task completion independently. Students need access to a variety of STEAM Pathways and experiences to help them identify their interests, strengths and potential career paths. Teachers and students need a variety of materials, resources, equipment and technology to engage in a variety of STEAM Pathways and experiences.
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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

<p>3A Implementation of AVID Strategies</p> <ul style="list-style-type: none"> • Organizational Tools • Weekly Agendas (K-3rd) • Daily Agendas (4th-6th) 	<ul style="list-style-type: none"> • Walkthrough Data • AVID Assessment Data 	<p>ALL</p>	<ul style="list-style-type: none"> • Teachers • Project Clerk • Principal 	<p>\$2,000</p>
<p>3B Innovations to Support College & Career Readiness</p> <ul style="list-style-type: none"> • Materials & Resources • Equipment • Technology 	<ul style="list-style-type: none"> • Walkthrough Student Engagement Data • Student Surveys • Teacher Surveys • MAP Data • Site Based Progress Monitoring Data 	<p>ALL</p>	<ul style="list-style-type: none"> • Teachers • Project Clerk • Principal 	<p>\$2,000</p>
<p>Total Estimated Cost for This Goal:</p>				<p>\$4,000</p>

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
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):	<p>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</p> <ul style="list-style-type: none"> Teachers need professional development to deliver differentiated instruction to meet the needs of all students including each of our subgroups: foster youth, homeless, students w/disabilities and English Learners. Teachers need professional development to deliver rigorous, engaging instruction. Teachers need increased opportunities to analyze progress monitoring data and plan targeted instruction based on this data. Teacher need increased opportunities to collaborate in their PLCs. The ILT needs increased opportunities to collaborate, analyze school data and develop plans to address the needs of our students school wide. The ILT needs professional development to collaborate, analyze school data and develop plans to address the needs of our students school wide.
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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 walk-throughs, PLC agendas)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A Professional Development <ul style="list-style-type: none"> Fees and Travel Sub Coverage Professional Books 	<ul style="list-style-type: none"> SW MAP Data CFA Data K & 1st A2i Data Site Based Progress Monitoring Data for Students Participating in Extended Learning 	ALL	<ul style="list-style-type: none"> Teachers Instructional Leadership Team PBIS Team Principal 	\$1,000

<p>4B Provide PLC Collaboration Time</p> <ul style="list-style-type: none"> • Additional Hourly • Substitute Coverage • Professional Books 	<ul style="list-style-type: none"> • SW MAP Data • CFA Data • K & 1st A2i Data • Site Based Progress Monitoring Data for Students Participating in Extended Learning • Walkthrough Data 	<p>ALL</p>	<ul style="list-style-type: none"> • Teachers • Instructional Leadership Team • Principal 	<p>\$7,420</p>
<p>4C Provide Instructional Leadership Team Collaboration Time</p> <ul style="list-style-type: none"> • Sub Coverage 	<ul style="list-style-type: none"> • SW MAP Data • CFA Data • K & 1st A2i Data • Site Based Progress Monitoring Data for Students Participating in Extended Learning • Walkthrough Data 	<p>ALL</p>	<ul style="list-style-type: none"> • Instructional Leadership Team • Principal 	<p>\$1,680</p>
Total Estimated Cost for This Goal:				<p>\$10,100</p>

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	1.6%	0.6%
	FY (homeless)	6.7%	5.7%
	Hisp	1.7%	0.7%
	ELL	0%	0%
	AA	0%	0%
	Sped	0%	0%

Expulsion rate	0%	0%
Attendance Rate	96.55%	96.75%
Chronic Absenteeism	10.9%	9.9%

Identified Need(s):	<p>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</p> <ul style="list-style-type: none"> • The PBIS Team needs increased PLC time to collaborate and plan the implementation of Tier 1 and Tier 2 PBIS components. • Teachers need increased professional development on behavioral and social/emotional learning instruction and implementation of PBIS strategies. • School Site Aides need increased professional development on behavioral and social/emotional learning instruction and implementation of PBIS strategies. • Teachers need increased access to PBIS supplemental materials and resources in order to implement PBIS strategies. • Students need increased learning opportunities focused on learning strategies to manage their behavioral and social/emotional needs positively. • Teachers need access to printing materials for the implementation of PBIS. • The school needs PBIS signage both inside the classrooms and outside the classrooms to communicate the school wide behavior expectations and meet the Tier 1 PBIS criteria.
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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 attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>Attendance supports and incentives are not allowable out of Title I.</i>
5A Implementation of PBIS School Wide <ul style="list-style-type: none"> • PBIS Team Teacher Stipend • Sub Coverage • School Site Aide Hourly • Professional Development, Training, Workshops, Travel & Conferences • Supplemental Materials and Resources • PBIS Signage • Printing 	<ul style="list-style-type: none"> • PBIS Data • Discipline Referral Data • Suspension Data • Attendance Data • MAP Data • Site Based Progress Monitoring Data 	ALL	<ul style="list-style-type: none"> • Counselor • Teachers • School Site Aides • PBIS Team • Principal 	\$1,120
Total Estimated Cost for This Goal:				\$1,120

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	50	60
Parent Engagement and Local Climate Survey	36%	41%

Identified Need(s):	<p>For Title I, consider what is needed to implement the site’s Title I parent and family engagement policy. Title I, Part A, of the ESEA, reauthorized as the Every Student Succeeds Act (ESSA), ensures that districts and schools provide parents and families of Title I students with the information they need to make well-informed choices for their children including more effectively sharing responsibility for their child’s success, and helping their children’s schools develop effective and successful programs.</p> <ul style="list-style-type: none"> • Parents need a variety of opportunities to participate in their child’s learning throughout the school year. • Parents need information and communication in their primary language. • Parents need timely communication to make informed decisions about their child’s education. • Parents need access to child care to increase their ability to attend and participate in parent engagement opportunities.
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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 the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A Parent Engagement & Involvement <ul style="list-style-type: none"> • Parent Trainings & Workshops • Teacher Hourly for Family Engagement Events • Child Care • Translation & Interpretation • Community Aide Hourly 	<ul style="list-style-type: none"> • Monthly Parent Engagement Log • Parent/Community Meeting & Event Sign-In Sheets • Parent Conference Participation Data • IEP Participation Data • SIT Meeting Participation Data 	ALL	<ul style="list-style-type: none"> • Community Aide • Event Staff • Child Care Team 	\$3,400

Total Estimated Cost for This Goal:	\$3,400
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Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Professional Development (Conferences & Outside Consultants)	K-6	\$20,000	Teachers, Instructional Leadership Team, PBIS Team, Principal
Technology: Laptop Carts for 1:1 Student Access	K-6	\$75,000	Teachers, Instructional Leadership Team, Principal
Technology: TVs in all classrooms	K-6	\$26,000	Teachers, Instructional Leadership Team, Principal
Technology: iPads (1 per teacher)	K-6	\$12,000	Teachers, Instructional Leadership Team, Principal
Technology Professional Development	K-6	\$10,000	Teachers, Instructional Leadership Team, Principal

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

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$43,486.00
<input checked="" type="checkbox"/>	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,336.00
Total amount of federal funds allocated to this school		\$43,486.00

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

LCAP/LEAP Goal	Description of Supports (to be completed by district) – this list is only a partially completed at this time
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 and intervention opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	
Goal 3	
Goal 4	
Goal 5	
Goal 6	
Goal 7	

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
Amanda Colon	Principal	Not-Applicable	Not-Applicable	1
Vance Hackel	Classroom Teacher	2 year	May 2021	1
Lorelee Greek	Classroom Teacher	2 year	May 2021	1
Kristy Stevens	Classroom Teacher	2 year	May 2020	1
Rhonda Lind	Other Staff Member (Specify):	2 year	May 2021	1
Sub Total: 5				
Felix Pingarron	Parent/Community Member	2 year	May 2021	1
Elisabeth Pingarron	Parent/Community Member	2 year	May 2021	1
Wendy Stabile	Parent/Community Member	2 year	May 2020	1
Denise Torrez	Parent/Community Member	2 year	May 2020	1
Birdgidit Alvarez	Parent/Community Member	2 year	May 2021	1
Sub Total: 5				
				Total: 10

RECOMMENDATIONS AND ASSURANCES