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2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Mango Elementary 36 67710 6110688		SSC Approval Date: <u>10/9/18</u>
School Address	7450 Mango Ave. Fontana, CA. 92336-2105		Local Governing Board Approval Date: <u>January 16, 2019</u>
Name of Principal	Michelle Avila	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum (909) 357-5660 Michelle.Avila@fusd.net
Name of SSC Chairperson	Heather Canales	Phone # and Email	909-200-7713 stitchusa@gmail.com
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT
<input checked="" type="checkbox"/> SWP		<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds			<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)

SCHOOL BACKGROUND

<p style="text-align: center;">VISION AND MISSION</p>	<p>MISSION STATEMENT: Mango Elementary will prepare <u>all</u> students for college and life by providing a rigorous curriculum that is relevant to their life and equips them with 21st century skills necessary for their future all within in a safe, supportive, and nurturing environment.</p> <p>VISION STATEMENT: By the end of fifth grade, all students at Mango Elementary will be on or above grade level in Language Arts and Math. Students will also exhibit good character in order to be successful in junior high, high school, and college.</p> <p>BEHAVIORAL STATEMENT OF PURPOSE: The Mango Community believes that individual student academic and social goals can be attained when we promote and sustain a positive school climate and a safe, effective learning environment through direct coaching, modeling, and positive reinforcement of good character traits.</p>
<p style="text-align: center;">SCHOOL AND COMMUNITY PROFILE</p>	<p>Mango Elementary serves approximately 560 students in grade Kindergarten through fifth grade. The majority of students at Mango Elementary are Hispanic/Latino (89 percent), 40 percent are English Learners (ELs), and 10 percent are students with disabilities. Mango Elementary is part of the No Excuses University (NEU) Network of Schools and our goal is to prepare all students for college should they choose to attend. During the 19-20 school year, Mango is making sound research-based decisions to meet the academic and behavioral needs of students. Mango Elementary is using an inclusive practice approach to special education to ensure that students with special needs continue to receive support while maximizing the time within the general education setting. In addition, Mango is in the third year of Positive Behavior Intervention and Support (PBIS) in order to create the optimal learning environment for students to feel respected, valued and safe on campus. Mango Elementary is also in its second year providing all-day Kindergarten. In the 19-20 school year, Mango has joined the FUSD Dance Collaborative providing a visual and performing arts program to our third and fourth grade students.</p>
<p style="text-align: center;">SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • Student sub-groups showing most growth on the Standards Based Assessment (SBAC) in English-Language Arts were English Learners, African-American students and students with disabilities. • Low suspension rate school-wide at .2% • A variety of parent/family engagement activities with consistent attendance • Silver Award recipient for PBIS Tier I implementation • Decline in Math achievement school-wide and all sub-groups except English Learners • Growth needed in DOK 3 and 4 level instruction

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Additional professional development to strengthen instructional practice • Additional instructional time for targeted support for students not meeting standards • Additional time for teachers to engage in professional learning with district level experts
<p>MOONSHOT</p>	<p><i>Mango Elementary MOONSHOT:</i></p> <p><i>All students at Mango Elementary School will meet or exceed standards in ELA and Math by 5th grade.</i></p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-37	-49 (-2)
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-48	-69 (-6)
NWEA MAP Reading: % of students who meet expected fall to fall growth	52%	48.74% (-3.26%)
NWEA Math: % of students who meet expected fall to fall growth	54%	43.94% (-10.06%)
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	35%	25% (-10)

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A. Supplemental Instructional Materials	0	\$9,342.0	<p>MAPs Assessment</p> <p>Reading (52% expected growth) 48.74% Schoolwide 53% Kinder 34% 1st 52% 2nd 47% 3rd 57% 4th</p> <p>Math (54% expected growth) 43.94% Schoolwide 66% Kinder 28% 1st 44% 2nd 46% 3rd 36% 4th</p> <p>SBAC Assessment ELA (DFS expected outcome= -37) -49 points</p>	<p><u>CONTINUE</u></p> <p>1. Time for Kids Teacher survey indicates teachers value Time for Kids for supplemental informational materials</p> <p><u>DISCONTINUE</u></p> <p>2. Accelerated Reader Low usage by teachers/students SSC Discontinued in May 2019</p>

			<p>-64.9 3rd grade -47.3 4th grade (3.3 increase in DFS from 17-18) -35.7 5th grade (11.5 decrease in DFS from 17-18)</p> <p>Math (DFS expected outcome=-53) -69 points -49.2 3rd grade -64.3 4th grade (11.0 increase in DFS from 17-18) -91.6 5th grade (8.2 increase in DFS from 17-18)</p>	
<p>1B. After-school Intervention -additional hourly</p>	<p>\$12,892.52</p>	<p>\$799.68</p>	<p>MAPs Assessment Reading (52% expected growth) 48.74% Schoolwide 53% Kinder 34% 1st 52% 2nd 47% 3rd 57% 4th</p> <p>Math (54% expected growth) 43.94% Schoolwide 66% Kinder 28% 1st 44% 2nd 46% 3rd 36% 4th</p> <p>SBAC Assessment ELA (DFS expected outcome= -37) -49 points</p> <p>-64.9 3rd grade -47.3 4th grade (3.3 increase in DFS from 17-18) -35.7 5th grade (11.5 decrease in DFS from 17-18)</p> <p>Math (DFS expected outcome=-53) -69 points -49.2 3rd grade -64.3 4th grade (11.0 increase in DFS from 17-18) -91.6 5th grade (8.2 increase in DFS from 17-18)</p>	<p>DISCONTINUE 1. Summer School Intervention No significant data in Fall 2018 data showing improvement in ELA Low student participation</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	19.6%	6.1%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-92.6	-87.1 (15.5)
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-86.2	-88.2 (5.6)

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A- Identification Process of Redesignated Students	0	\$300.00	Reclassified Students (19.6% expected outcome) 6.1%	<u>DISCONTINUE</u> Teacher has not used sub time in the last three years.
2B- Supplemental Instructional Resource-Flocabulary license	0	\$2,000.00	<u>SBAC Assessment</u> ELA (DFS expected outcome= 10 points) English Learners (decrease from DFS= 15.5 points) Decrease in Distance from Met for CAASPP ELA (15.5 points) Teacher survey indicated the use of Flocabulary as a supplemental resource increased student engagement as well as provided a valuable resource to introduce academic vocabulary.	<u>MODIFY</u> Use Title I funds and increase to \$2,500.00 to cover increase in license fee

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase college and career readiness activities	9	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:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
3A- College and Career Readiness Activities	0	0	Number of CCR Activities=9 Science Night Math Night Literacy Night STEAM Night College and Career Fair Math Field Day Spelling Bee Battle of the Books Literature Day	<u>CONTINUE</u>

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	Developing
Instructional Leadership Team Rating	Proficient	Developing

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A. Professional Learning Community	\$18,198.94	0	<p><u>Learning Walk Data</u> 14% of visits at DOK 1 61% of visits at DOK 2 19% of visits at DOK 3 6% of visits at DOK 4</p> <p>Classroom observation data indicates that there is little consistency across classrooms regarding instructional strategies and depth of knowledge</p> <p><u>Teacher Survey</u> Teacher feedback indicates that they value the PLC planning days throughout the year to allow grade level teams to plan and analyze data. Classroom observation indicates that there is little consistency across classrooms regarding instructional strategies and depth of knowledge.</p> <p><u>Data Analysis Protocol</u> Data analysis protocol based on last year’s winter MAPs scores indicate that classroom instruction needs to improve for the achievement of all students since expected growth is not being met by the majority of students.</p>	<p><u>MODIFY</u></p> <ol style="list-style-type: none"> 1. Sub-out days to be used for professional development and not long range planning. Professional development will be targeting math instruction, learning targets and success criteria. 2. PLC planning time before the school year begins will be reduced to one half day based on funding and lack of observation data indicating collaboration.

<p>4B. Professional Development</p>	<p>\$33,698.20</p>	<p>\$2,530.32</p>	<p><u>Learning Walk Data</u> 14% of visits at DOK 1 61% of visits at DOK 2 19% of visits at DOK 3 6% of visits at DOK 4</p> <p>Classroom observation data indicates that there is little consistency across classrooms regarding instructional strategies and depth of knowledge</p> <p><u>Teacher Survey</u> Teacher feedback indicates that they value the PLC planning days throughout the year to allow grade level teams to plan and analyze data. Classroom observation indicates that there is little consistency across classrooms regarding instructional strategies and depth of knowledge.</p> <p><u>Data Analysis Protocol</u> Data analysis protocol based on last year's winter MAPs scores indicate that classroom instruction needs to improve for the achievement of all students since expected growth is not being met by the majority of students.</p>	<p><u>CONTINUE</u></p> <ol style="list-style-type: none"> 1. Attendance at PLC conference (Improve PLCs, Data Analysis, Lesson planning) 2. SRSWC Conference (mental and physical health and well-being of students) 3. Educator's Cooperative (math training) 4. Additional hourly to schedule professional development with district TOAs

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	.9%	.2%
	FY (homeless)	0%	0%
	Hisp	.9%	.2%
	ELL	.75%	0%
	AA	0%	0%
	Sped	1.3%	2%
Expulsion rate		0%	0%
Attendance Rate		97.00%	96.66%
Chronic Absenteeism Rate		<10%	10%

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. Educational Field Trips	0	\$7,000.00	<u>Attendance Rate</u> Slight decrease but still significant improvement from 17-18 <u>Suspension Rate</u> Only 1 suspension for the 18-19 school year	<u>CONTINUE</u>

5B. Academic and Attendance Incentives	0	\$1,000.00	Chronic Absentee Rate No change	<u>CONTINUE</u>
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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	9 Events	9 Events
Parent Engagement and Local Climate Survey	>25% Participation Rate	29% Participation Rate

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A. Parent Workshops	0	\$3,700.00	<p><u>Sign-in Sheets for the following events</u></p> <p>Literacy Night Math Night Science Night STEAM Night 8 Coffee with the Principal sessions</p> <p><u>Participant Survey</u> Parent surveys indicate that parents had a positive experience for all events and would like to continue offering these events in the future.</p>	<p><u>MODIFY</u> Continue events but discontinue funding for Literacy/STEAM/Math night since district is funding these events. Use Title I funds to provide parent workshops with external consultant.</p>
6B. Parent/Teacher Communication -agendas	\$1,751.34	0	<p><u>Teacher Survey</u> Teachers indicated that they liked having agenda for parent communication daily. Parent survey indicated that they like knowing what is happening daily in their child's classroom.</p>	<u>CONTINUE</u>

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	41%	15%

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. Positive Behavior Incentives	0	0	<p><u>Attendance Rate</u> Slight decrease but still significant improvement from 17-18</p> <p><u>Suspension Rate</u> Only 1 suspension for the 18-19 school year</p>	<u>CONTINUE</u>

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The 2018-2019 SPSA Evaluation involved an in-depth analysis of a variety of data sets. The standards-based assessments, SBAC and MAPs, were used to measure the academic achievement of the students. For the SBAC assessment, the number of students meeting standards as well as the distance from standard was used to measure student achievement as well as growth from year to year for grades 3-5. For the MAPs assessment, the percent of students meeting expected growth was used to evaluate the overall school performance in Reading and Math. In addition, the data was disaggregated by student sub-group so that each sub-group could be closely monitored as well.</p> <p>In order to evaluate our parent workshops and college and career readiness activities, surveys were given to parents to measure the effectiveness of the event. In addition, parents provided feedback through various meetings such as Coffee with the Principal, SSC, ELAC, and PTA.</p> <p>Professional development was measured by teacher survey feedback on the overall effectiveness of each professional development session. Administration observations were conducted to evaluate the extent to which the professional development was transferring into more effective practices within the classroom.</p>
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>The goal for the suspension rate was met in the 18-19 school year. This can be attributed to Mango Elementary's commitment to the PBIS program with clear and defined behavior expectations.</p> <p>The goal for the number of college and career readiness activities provided to Mango students was met in the 18-19 school year. This can be attributed to the staff's commitment to involving Mango students in every opportunity to show their strengths and tap into their interests. Mango staff is committed to participating in every district wide event from Math Field Day to Book Battles in order to make learning fun and engaging for students.</p> <p>The goal for the number of parent involvement activities was met in the 18-19 school year. This can be attributed to the district's support in providing engaging learning opportunities for students throughout the district. Because these events were very structured and organized, many of the Mango families attended every event offered.</p>

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

The goals for ELA and Math distance from standard growth target on the SBAC as well as the goals for reading and math MAP growth was not met. Although there are several factors influencing student achievement, one factor is the continual approach to lesson planning that does not reach the higher engagement and levels of rigor needed to be successful on the SBAC. Supplemental materials, such as Accelerated Reader, did not provide to be effective in increasing student achievement due to low student usage and the low-level questions provided by such program. In addition, summer intervention classes were offered in the summer of 2018. Pre and post data did not indicate significant growth in language arts or math and there was no difference in other data sets (MAPs) for those that participated compared to those that did not.

The goal for the percentage of lessons observed reaching a depth of knowledge of three or higher was not met. As stated previously, this can be attributed to the lack of lesson planned that involved higher order thinking and questioning. In addition, professional development for the 18-19 school year involved pull-out days where teachers can analyze data and create long range plans. This process was not as effective as it could be because it is evident that teachers need more training in how to create a rigorous learning environment.

The goal for reclassification rate for the 18-19 school year was not met. In previous year, Mango Elementary has surpassed its goal of reclassification. However, this year there were some factors that might have attributed to the number of students meeting reclassification criteria. The criteria for reclassifying English Learners has changed and the ELPAC was not a valid measure to use for reclassification during its pilot year. Therefore, the drop in rates was directly related to the changes in the assessments and reclassification criteria.

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?

When analyzing the SBAC data by sub-group, there are significant gaps between the school-wide average and sub-groups. For ELA, students within the African-American, English Learner, and students with disabilities sub-groups scored significantly lower than the school-wide average. However, when looking at the two year growth, these sub-groups decreased the gap in distance from met, whereas the school-wide average increased the gap by 2 points. Students who are English Learners decreased the gap by 15 points, students in the African-American sub-group decreased the gap by 1.6 points and students with disabilities decreased the gap by .8 points. In math, English Learners were the only sub-group to decrease the gap from distance from standard by 4 points, whereas the students in the African-American sub-group increased by 3 points. Students with disabilities increased the gap significantly with a 27.5 increase in the gap. The results of the English Learner sub-group can be attributed to a focus on designated ELD time and ensuring that ELD time is happening consistently and isn't being interrupted. The math results for the students with disabilities are attributed to

the focus on learning skills with less emphasis on learning and applying concepts. This also can be attributed to lower reading levels and a lack of knowledge of how to use universal tools.

What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?

The conclusions drawn based on data and input from all stakeholders is that given that the majority of our students are not meeting standards, it would be beneficial to provide the most support in strengthening the classroom instruction and lesson design. The needs that will be outlined is as follows:

Targeted Professional Development

Teachers need targeted professional development to receive support in the area of increasing the depth and complexity of lessons, especially in the area of math. If the lessons that we are creating and delivering to students are not rigorous enough to meet the standards on the SBAC, the students will continue to achieve below target.

Teacher/Student Clarity

Teachers need to understand what they are teaching and students need to understand what they are learning. Professional development in creating learning targets and success criteria is criteria in gaining clarity. Based on Hattie's research and classroom observations, clarity is critical and our students do not have the clarity that they need to apply their knowledge in other situations.

Additional Instructional Time

Based on parent feedback from various stakeholder groups, additional instructional time is needed to fill the necessary gaps and still continue to learn new content. After school and weekend classes are ways in which teachers can cover the content that they need to, and students from our lowest sub-groups can get additional instructional support to meet our students academic needs.

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>	-49	-39
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-69	-54
NWEA MAP Reading: % of students who meet expected fall to fall growth	48.74%	54%
NWEA Math: % of students who meet expected fall to fall growth	43.94%	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	25%	39%

Identified Need(s):	<p>Based on student achievement data, it is evident that there is a gap in teacher knowledge in creating and delivering rigorous lessons. In addition, it is evident that although students might be taught the skills needed, they need more instruction on how to expand and apply their learning to different contexts. Based on this data analysis, the following needs were identified:</p> <ol style="list-style-type: none"> 1. Identify Essential Standards- Teachers need to identify essential standards in order to focus on the content that is essential for meeting standards as well as essential prior knowledge for the next grade level. 2. Learning Targets/Success Criteria- Teachers need to establish clarity in what they are teaching not only for students but for themselves. Students need to know what they are learning and should be able to identify if they have met the success criteria for the lesson. 3. Depth of Knowledge Training- Teachers need to understand how to develop lessons that require more critical thinking by students. Teachers need more training on how to ask higher level questions while teaching. 4. Strategic Thinking in Math- Students need to develop metacognitive strategies in tackling math word problems.
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	<p>5. Students articulating their thinking- Students need to be able to articulate their reasoning in a coherent manner in Language Arts and Math.</p> <p>6. Students need opportunities to participate in activities that are engaging and require strategic thinking and complex problem solving.</p>
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<p>SWP Requirements: [ESSA section 1114(b)(7)]</p> <p>The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Provisions will provide:</p> <ul style="list-style-type: none"> • Opportunity to support all students to meet academic standards by providing an engaging and highly rigorous curriculum Action 2B, 4A, 4B • Increased opportunities to engage in additional instructional support in critical thinking Action 1A, 2A 	<ul style="list-style-type: none"> • Targeted students will attend after school instructional support to help increase their academic vocabulary (September 2019-January 2020) • All students will have access to highly engaging learning songs that help provide access to grade level content and vocabulary (2019-2020) • All students will receive instruction from teachers receiving on-going support in order to increase rigor and complexity of lessons (2019-2020)
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Provisions will provide:</p> <ul style="list-style-type: none"> • Increased opportunities to engage in additional instructional support in critical thinking Action 1A, 2A 	<ul style="list-style-type: none"> • Targeted students not meeting standards will attend six Saturday school sessions (January 2020-April 2020) focusing on strategic thinking in math and creating an articulate response using valid arguments in ELA • Targeted students will attend after school instructional support to help increase their academic vocabulary (September 2019-January 2020)
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>Provisions will provide:</p> <ul style="list-style-type: none"> • Increased opportunities to engage in additional instructional support in academic vocabulary Action 2A 	<ul style="list-style-type: none"> • Targeted students will attend after school instructional support to help increase their academic vocabulary (September 2019-January 2020)

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. After-school Intervention -additional hourly	IABs, Pre/Post assessments	Students not meeting standards on SBAC	Teacher/ Administration	\$3,000.00
Total Estimated Cost for This Goal:				\$3,000.00

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending Anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	6.1%	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-87.1	-77.1
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-88.2	-82.2

Identified Need(s):	<p>As we continue to strengthen our designated ELD program, our English Learners are closing the gap at a faster pace than the Mango average. The DFS for English learners is still significantly below the school average. Based on this data analysis, the following needs have been identified:</p> <ol style="list-style-type: none"> 1. Academic Discourse- Teachers need additional training and support in increasing the academic discourse within the classrooms for all content areas. 2. Number Talks- Teachers need additional training to support the language needs for students in mathematics. 3. Academic Vocabulary- Students need to develop the academic vocabulary to meet the demands of the SBAC.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A- After school Intervention -additional hourly	Unit assessments, Pre/Post assessments	EL Students (score of 3 on ELPAC)	Administration Teachers	\$5,217.48
2B- Supplemental Instructional Resource (Flocabulary)	Reclassification rate, Flocabulary usage reports (Usage percentage by teachers/students)	EL Students	Administration Teachers	\$2,500.00

Total Estimated Cost for This Goal:	\$7,717.48
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LEA/School GOAL 3: Increase Graduation and College & Career Readiness

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase college and career readiness activities	9 activities	9 activities

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

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Developing	Proficient
Instructional Leadership Team Rating	Developing	Proficient

Identified Need(s):	<p>Based on teacher survey feedback as well as student achievement data, the following needs have been identified:</p> <ol style="list-style-type: none"> 1. Teachers need additional time at the beginning of the school year for collaborative planning in order to establish essential standards, common formative assessments, learning targets, and success criteria. 2. Teachers need additional training, specifically in math, that focuses on mathematical discourse and strategic thinking. 3. Teachers need additional time to work with district level TOA's to receive training in number talks and standards for mathematical practice. 4. Teachers need additional professional development, particularly in math, on data analysis of common formative assessments
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A. Professional Learning Community (PLC in summer 3 hours)	PLC agenda, Essential Standards, Learning Targets/Success Criteria, IO Assessment data, Classroom walkthrough data	All students with focus on students not meeting standards	Teachers	\$3,478.32
4B. Professional Development (Math training, 6 hours per teacher for TOA training, SRSWC Conference)	Teacher sign-in Learning Walks IO Assessment data Classroom walkthrough data	All students with focus on students not meeting standards	Administration Consultant TOA Teachers	\$32,676.00
Total Estimated Cost for This Goal:				\$36,154.32

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	.2%	<.2%
	FY (homeless)	0%	0%
	Hisp	.2%	<.2%
	ELL	0%	0%
	AA	0%	0%
	Sped	2%	1%
Expulsion rate		0%	0%
Attendance Rate		96.66%	>97%
Chronic Absenteeism		10%	9%

Identified Need(s):	
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>Attendance supports and incentives are not allowable out of Title I.</i>
Total Estimated Cost for This Goal:				

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	9 parent events	9 parent events
Parent Engagement and Local Climate Survey	29%	>29%

Identified Need(s):	<p>Based on parent feedback through formal and informal meetings (i.e. Coffee with the Principal, School Site Council, ELAC, and PTA), the following needs were identified:</p> <ol style="list-style-type: none"> 1. Parents need additional support on what they can do at home to support their children academically, specifically in math. 2. Parents need a means to communicate with teachers and know what the expectations are daily for 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 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 Workshops	Sign in sheets Parent Feedback forms	All students	Administration	\$2,189.02
6B. Parent/Teacher Communication -agendas	Teacher survey Parent feedback/survey	All students	Teachers	\$1,436.18
Total Estimated Cost for This Goal:				\$3,625.20

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Technology (priority #3)	All Students	\$50,000	Administration
Professional Development (priority #4)	All students	\$20,000	Administration
Blended Learning Equipment (priority #1)	All students	\$100,000	Administration
Additional after-school instructional programs (priority #2)	All students	\$10,000	Administration

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.	\$50,497.00
<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).	\$1,779.00
Total amount of federal funds allocated to this school		\$50,497.00

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

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

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

School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Michelle Avila, Ed.D	Principal	Non-applicable	Non-Applicable	1
Heather Melero	Classroom Teacher	2 years	May 2021	1
Rocio Munoz	Classroom Teacher	2 years	May 2020	1
Rosa Pizano	Classroom Teacher	2 years	May 2020	1
Karinna Flores	Other Staff Member (clerk):	2 years	May 2021	1
Sub Total: 5				
Heather Canales	Parent/Community Member	2 years	May 2020	1
Lesly Noriega	Parent/Community Member	2 years	May 2021	1
Ana Millan	Parent/Community Member	2 years	May 2021	1
Renee Merchain	Parent/Community Member	2 years	May 2020	1
Ieshia Matya	Parent/Community Member	2 years	May 2021	1
Sub Total: 5				
				Total: 10

RECOMMENDATIONS AND ASSURANCES

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

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

Required:

English Learner Advisory Committee _____  _____
Signature

Recommended:

Special Education Advisory Committee _____ _____
Signature

Optional:

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/18/2019.

Attested:


Michelle Avila, Ed.D.
Typed name of School Principal



Signature of School Principal

10/18/19
Date

Heather Canales
Typed name of SSC Chairperson



Signature of SSC Chairperson

10/18/19
Date