

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code		MAPLE ELEMENTARY SCHOOL 36-67710-6035828		SSC Approval Date: <u>October 17, 2019</u>	
School Address		751 S. Maple Avenue Fontana, CA 92335		Local Governing Board Approval Date: <u>January 16, 2019</u>	
Name of Principal		Elena Arambula Zerbel	Phone # and Email	909-357-5670 Elena.Zerbel@fusd.net	
Name of SSC Chairperson		Guadalupe Aguiluz	Phone # and Email	909-213-6895 guadalupeaguiluz@yahoo.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

VISION AND MISSION

"The staff at Maple Elementary School is dedicated to providing a safe and nurturing environment where all students achieve academically, socially, and emotionally to their maximum potential through cooperation, respect, and dignity among all of us." In support of our vision and mission, Maple Elementary School is prepared to:

- Increase student academic achievement
- Provide a positive and safe learning environment
- Ensure students attend school daily and on time

Our mission for Maple students is that every Mustang perseveres and learns every day.

SCHOOL AND COMMUNITY PROFILE

Maple Elementary School serves approximately 586 students from transitional kindergarten through fifth grade. The ethnicity of our K-5 student population is 88% Latino, 6% African American, 4% Caucasian, and 2% other. English Language Learners comprise 33% of the student population at Maple Elementary. All students receive free and reduced breakfast and lunch.

All Maple families are encouraged to be active participants in their child's education. Parent meetings are held in the form of Coffee with the Principal (CWP), School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Association (PTA), and parent workshops to share information regarding the school, district initiatives and community programs. During these meetings, parents have opportunities to give input about needs they have when it comes to their children. In addition, information is shared to parents with information about the school, district, and community programs and resources. An annual Title I parent meeting where information is shared about the funds allotted and how they are to be spent and assessment data.

Maple will continue to implement supplemental programs during the school day that allow for differentiated instruction. Some programs are System 44, Read 180, United2Read (A2i) for grades K-2nd, WonderWorks, and Lexia. The partnership between FUSD, Maple, and the Fontana City After School Program is currently providing students with a structured and safe environment to complete homework, receive academic achievement, provide physical education activities, add enrichment opportunities and receive a nutritious snack every day until 6pm.

Additional enrichment opportunities such as music, choir, band and a leadership opportunity for students in third through fifth grade. A forty-minute block of English Language Development (ELD) instruction is implemented daily in every classroom. An after-school class is provided to students identified through testing to participate in Gifted and Talented Education (GATE). The GATE class focuses on differentiated instruction in the form of enrichment opportunities to meet their unique needs.

SPSA
HIGHLIGHTS
(bullet points)

The following are the key features of this years SPSA:

- Maple demonstrated significant growth in Math, specifically 3rd and 4th grade
- We had a slight decrease in ELA in 5th grade ELA and Math
- Development of Instructional Leadership Team (ILT) and Professional Learning Community (PLC) connection
- Technology purchased to increase ratio of computers to students in the classroom
- Beautification projects and community events
- United2Read (A2i) program utilized in all kindergarten, first and second grade classrooms
- Attendance rate above 96%

**State Data
Distance from Standard**

Grade Level	ELA 2018	ELA 2019	Math 2018	Math 2019
Third	-40.2	-39.4	-40.4	-25.4
Fourth	-33.9	-26.5	-48.9	-37.6
Fifth	-18.5	-21	-62.4	-69.2

ELA % Met or Exceeded

	ELA 2018	ELA 2019	Percentage of Change
Maple Point Growth (Met or Exceeded)	38.7%	37.2%	-1.5%
3 rd	33.7%	35.5%	+1.8%
4 th	37.1%	35.7%	-1.4%
5 th	44%	40.2%	-3.8%

MATH % Met or Exceeded

	MATH 2018	MATH 2019	Percentage of Change
Maple Point Growth (Met or Exceeded)	25%	28.7%	+3.7%
3 rd	28.9%	36.5%	+7.6%
4 th	25.7%	32.1%	+6.4%
5 th	21.4%	17.6%	-3.8%

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Provide additional time for PLC collaboration to increase student achievement in Math and English Language Arts (ELA) • Increase school wide usage of technology to advance student achievement • Refine incentive process to increase student attendance • Employment of A2i program in second grade while continuing to implement the program in kindergarten and first grade. This will allow our students to improve their reading while using data analysis, Wonders resources and small group instruction. • Art classes for all students in K-5th grade • Sports for Learning for grades 3-5 • Implementation of year one of PBIS
<p>MOONSHOT</p>	<p>Maple Mustangs will continue implementing instructional activities that focus on Visual and Performing Arts (VAPA). Teachers and staff will promote artistic literacy, innovation, creativity, and excellence in the arts by providing a high quality, sequential, TK-5th grade arts experience for all students. In the 2019-2020 school year, all students will have access to an art class between the bells as well as after school enrichment opportunities. Second and fifth grade students will have the opportunity to participate in a dance collaborative workshop and will have dance once a week during the school day. Some of the after-school enrichment activities include, Kids Rock, drama club, art classes and a culinary arts club.</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	-34.8	-29.3
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards	-62.3	-44.2
NWEA MAP Reading: % of students who meet expected fall to fall growth	52%	50.39%
NWEA Math: % of students who meet expected fall to fall growth	52%	49.09%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	25%	25%

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 <ul style="list-style-type: none"> • Library Books 	\$500	\$500	Invoice of texts/resources: A total of 44 high quality books were purchased for the library for student check out. 100% of teachers felt that it was beneficial to have new titles added to the library that increased students wanting to read. These additional books also benefited students for the Battle of the Books.	Continue but with only allocation of \$500
1B-Instructional Materials to support enrichment Classes <ul style="list-style-type: none"> • Instruments, Art materials, License for play, Instructional materials for music 		\$2,500	Materials for the art class and a music subscription were purchased for students to use between and after the bells. With our focus on VAPA we had two art days throughout the school year that were linked to our instructional standards.	Continue with only a \$500 allocation
1C-Additional Teacher Hourly <ul style="list-style-type: none"> • Tutoring 			SBA Data:	Continue but add funds

<ul style="list-style-type: none"> Intervention/Enrichment 	<p>\$4000</p>		<p>Preliminary SBA data shows growth in ELA in grades 3 and 4 but with a slight increase in distance from standard (DFS) overall. In 2018 Maple was at -24.8 DFS to -29.3 in 2019. In Math, there was a slight decrease in DFS. In 2018, Maple was at -47.3 DFS and decreased to -44.2 in 2019.</p> <p>MAP Data: The overall percentages of students in grades K-5 who met their projected growth targets from Fall 2018 to Fall 2019 are as follows: Reading 50.39% Math 49.09%</p> <p>Final Projects: A total of \$3052 was spent for tutoring/enrichment. This allowed for 36 hours of time spent with students to focus on student need or enrichment classes after school. Art classes were provided after school to approximately 50 students per grade level. Survey results data indicated that 100% of teachers felt that art classes enriched the education of our students.</p>	
<p>1D-Supplemental Printing</p> <ul style="list-style-type: none"> Printing Encumbrance Instructional Materials 	<p>\$4,842</p>	<p>\$1,000</p>	<p>Printing usage/invoice: Allocation funded supplemental printing needs. Monthly invoices confirm an average expenditure of \$459 from Title 1.</p>	<p>Continue</p>
<p>1E-Technology Equipment</p> <ul style="list-style-type: none"> Student computers, projectors, software etc. 	<p>\$5,419.30</p>	<p>\$15,610.87</p>	<p>SBA Data: Preliminary SBA data shows growth in ELA in grades 3 and 4 but with a slight increase in distance from standard (DFS) overall. In 2018 Maple was at -24.8 DFS to -29.3 in 2019. In Math, there was a slight decrease in DFS. In 2018, Maple was at -47.3 DFS and decreased to -44.2 in 2019.</p> <p>MAP Data: The overall percentages of students in grades K-5 who met their projected growth targets from Fall 2018 to Fall 2019 are as follows: Reading 50.39% Math 49.09%</p> <p>Inventory log: The allocation allowed for 25 laptops to be purchased. These laptops were able to support student instruction, assessments and technology programs such as Lexia, Moby Max and Read 180. Each classroom is now equipped with a minimum of five laptops/desktops per classroom. The Technology service fee was</p>	<p>Continue with only an allocation of \$2000 unless there is adequate carryover</p>

			\$7500 for 25 laptops. Additionally, we were able to purchase a printer for teacher usage that is located in a central location in the school.	
1F-Student Academic Awards Student Awards		\$500	<p>SBA Data: Preliminary SBA data shows growth in ELA in grades 3 and 4 but with a slight increase in distance from standard (DFS) overall. In 2018 Maple was at -24.8 DFS to -29.3 in 2019. In Math, there was a slight decrease in DFS. In 2018, Maple was at -47.3 DFS and decreased to -44.2 in 2019.</p> <p>MAP Data: The overall percentages of students in grades K-5 who met their projected growth targets from Fall 2018 to Fall 2019 are as follows: Reading 50.39% Math 49.09%</p> <p>Student award roster: Students received awards two times throughout the year for their achievement on attendance and MAPS. Students in grades K-5 receive awards based on improved achievement. Additionally, medals were purchased for attendance and CAASPP recognition.</p>	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	12.6%	6.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-59.1	-85.3
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-65.7	-84.3

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		
2A-Extended Learning Opportunities for English Learners Tutoring-Additional Hourly for Classified Staff Working with Students	\$900		<p>EL Tutoring Pre/Post assessment data: The bilingual aide was provided additional hourly to tutor students who had a score of Beginning or Somewhat Developed. A total of nine hours was submitted. She worked with 15 students. All students increased on their MAPS data and phonemic awareness.</p> <p>English Learner Reclassification rate of 2.4% The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English language learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification that year. Because of these factors,</p>	Continue

			<p>reclassification rates cannot be compared from year to year during this transition period. The reduction in reclassification rates was directly related to the changes in the assessments and reclassification criteria.</p> <p>MAP Data: The overall percentages of students in grades K-5 who met their projected growth targets from Fall 2018 to Fall 2019 are as follows: Reading 50.39% Math 49.09%</p>	
2B-Substitute Coverage for ELPAC Testing <ul style="list-style-type: none"> Substitute Hourly 		\$700	Monies were not used as adjustments were made to the schedule so that substitutes were not required.	Discontinue
2C-Translation Services <ul style="list-style-type: none"> Additional hourly for translation services 		\$600	<p>Conferences Attended: The bilingual aide is time carded for working beyond her contract time to translate for parent teacher conferences. We have 95% of all parents attending parent conferences.</p>	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the number of college and career readiness activities	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		
3A-College and Career Experiences <ul style="list-style-type: none"> • Field trips • Supplies • Incentives • Banners 	\$3,000	\$7,148	Inventory Log: When surveyed 100% of teachers felt that students participating in a field trip or incentive was important to increase and enrich their educational experiences. Busses/funding was provided so that students in each grade level were able to participate in a field trip. In addition, students with perfect attendance were invited to a field trip for having zero absences.	Continue spending \$1000 for college and career awareness activities, supplies, incentives Modify field trips to SUPC

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
	Title 1	SUPC		
4A Cycles of Professional Learning <ul style="list-style-type: none"> • Additional Teacher Hourly • Substitute costs for PD, PLC/Collaboration, Intervention, Professional Books 	\$27,780.70		<p>Completion of Cycles of Professional Learning: 100% of teachers participated in additional teacher hourly for PLC time. During this time, teachers in K-2nd were offered 15 hours of PLC time, while teachers in grades 3-5 were offered 20 hours of additional planning time. Teachers completed a lesson planning form based on their focus standard for the week(s). In addition, they were able to complete the following: grading, common assessments, and data interpretation. When surveyed at the end of the school year, 100% of teachers felt that it was beneficial as they were able to prepare CLOSE reading lessons that had DOK questions ranging from levels 1-4.</p> <p>PLC agendas and Data Analysis: All teachers in K-5th grade met for two data analysis days. The data reviewed ranged from A2I, MAPS, CAASPP and running records. During the data analysis planning, teachers identified specific groupings for RTI.</p> <p>Staff agendas and sign-in sheets:</p>	Continue with the exception of 2 data days for pullout as teachers will use 1/13/20 as their data analysis day.

			<p>100% of teachers received professional development in CFA backward planning & data analysis, SIT process, and the Professional Learning Cycle.</p> <p>Continuum Ratings: Each PLC team rated themselves from developing to proficient based on the Certificated Professional Development Rating.</p>	
<p>4B Conference to increase the effectiveness of professional learning communities</p> <ul style="list-style-type: none"> • Registration • Travel • Hotel Accommodations 	\$6,906		<p>Conferences Attended: Thirteen teachers and administration were able to attend a conference. There were two conferences that were attended. One was the Professional Learning Communities Conference and the second conference was about Response to Intervention. The Instructional Leadership Team met before the start of the year to create the lesson planning form. In addition, they developed professional development activities based on a book written by Timothy Kanold in which teachers reflected on their effectiveness in the classroom and their relationships with colleagues.</p> <p>When surveyed, teachers would like to have professional development opportunities in engagement strategies.</p>	Continue with Kagan only if funds become available
4C Outside Consultant to assist with increasing student achievement on the CAASPP in the area of Math	\$6,000		This was paid for by the district.	Discontinue

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%	0.0%
Suspension rate:	SW	.2%	.3%
	FY (homeless)	.4%	0.0%
	Hisp	.0%	.2%
	ELL	.1%	.5%
	AA	.4%	2.2%
	Sped	1.3%	2.9%
Expulsion rate		0%	0.0%
Attendance Rate		96.8%	96.37%
Chronic Absenteeism Rate		7.9%	12.4%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A-Attendance Incentives <ul style="list-style-type: none"> • Student Awards • Monthly Recognition • Fieldtrip 	\$650	\$1,146.13	Attendance Data and Recognition: Students were recognized monthly at assemblies based on character traits. They were also recognized at semester awards for attendance. When surveyed, 100% of teachers feel it is important for students to receive attendance incentives. 2017-2018 163 students qualified for perfect attendance. 2018-2019 178 students qualified for perfect attendance. This shows that 15 more students qualified.	Modify-Only use SUPC funds for busses

<p>5C-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>	<p>Meeting minutes with Site Lead: Monthly meetings were held with site lead and administration.</p>	<p>Continue</p>
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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	13 events	13 events
Parent Engagement and Local Climate Survey	25%	20%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A-Parent Groups (SSC, ELAC, CWP, SIT) <ul style="list-style-type: none"> • Childcare for parent meetings • Parent Conferences/workshops 	\$2,043	\$1,000	Number of Events/Participants: Parent participation in family nights increased as well as CWTP due to catering and invited guest speakers. CWTP showed that on average 20 parents were in attendance. Our family literacy and math nights showed that we had at least 50 parents in attendance. Childcare services are provided to our parents for SSC. Parents/Families are notified through flyers, Peachjar, and phone messages.	Continue
6B-Parent Workshops <ul style="list-style-type: none"> • Childcare for parent meetings • Additional teacher hourly • Catering for parent meetings 	\$1,100	\$500	Number and type of Parent/Community Events: A data workshop was held for parents and students specifically for students in 4 th grade. Teachers and administration created a PowerPoint that addressed the different levels of the CAASPP and printed their current data so parents and students could determine the distance from standard met. The students and parents created goals on how all stakeholders would support their progress in attaining their goals for student achievement. A representative from the University of La Verne came to speak to parents regarding the FAFSA and how families can begin preparing for college/careers in the elementary school. In addition, the coordinator for social emotional learning came to	Continue

			speaking to parents regarding how to support their students emotionally. In addition, school police gave two presentations for parents on social media and bullying and safety in the community.	
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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%	19.8%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A-School Beautification <ul style="list-style-type: none"> • Community Garden • Mural Development 		\$2,000	Projects Completed: The school was painted this summer as part of a beautification project. Parents have shared that they would like to have beautification projects on Saturday school days.	Continue but modify amount

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The evaluation was conducted with the Instructional Leadership Team and then shared with School Site Council. The evaluation was conducted initially via a staff survey. The results of that survey were shared with the Instructional Leadership Team and the team met to discuss the evaluation process. The results of those questions and conclusions were shared with School Site Council on 9/19/19. The School Site Council then met to evaluate the school metrics and indicators and discuss the actions/services as well as related expenditures. The School Site Council examined the expenditures to determine based on data whether to continue, modify, or discontinue each action/service.</p>
<p>Describe the conclusions drawn from the overall results:</p>	<p>The following goals were met based on overall student/school performance:</p> <ul style="list-style-type: none"> • SBAC Mathematics for Socioeconomically Disadvantaged Students: Change in average scaled score points from Meets Standards (exceeded goal by + .4 points) • SBAC Mathematics for Hispanic Students: Change in average scaled score points from Meets Standards (exceeded goal by + 5.5) • Certificated Professional Development Rating (Proficient) • Instructional Leadership Team Rating (Proficient) • Parent/community events (exceeded goal with 15 events) • Attendance rate of 96.37% <p>The following actions/services were most effective in achieving those results:</p> <ul style="list-style-type: none"> • Providing extended learning opportunities for all students based on need • Professional development from Scott Houston in the area of mathematics • Providing parent/community events and workshops that communicate the school's vision and learning intentions • Attendance incentives monthly and at the end of the year <p>The following goals were not met based on overall student/school performance:</p> <ul style="list-style-type: none"> • SBAC ELA and SBAC Math • MAP Reading (50.39%) and Math (49.09%) • Depth of Knowledge (nearly met with 25% of classrooms demonstrating Level 3 strategic thinking) • Chronic Absenteeism Rate (12.4%) • Healthy Fitness Zone (19.8%) • Parent Engagement and Local Climate Survey (20%) <p>The following actions/services were least effective:</p> <ul style="list-style-type: none"> • Goal seven did not include actions directly related to HFZ test preparation • Sending paper copies home of the survey • Not having an English Language Development Teacher on Assignment for most of the year • Not receiving a Teacher on Assignment until December

The goal areas that contained notable gaps in performance among specific student groups consist of the following:

- Goal 1: SBAC assessment data indicates the following subgroups experienced an increase in Distance from Standard (DFS):
 - DFS for students with disabilities increased in Mathematics from -115.9 (2017-18) to -132.3 (2018-19)
 - DFS for English Learner students increased in Mathematics from -71.7 (2017-18) to -84.3 (2018-19)
 - DFS for African American students increased in Mathematics from 56.1 (2017-18) to -66 (2018-19)
 - DFS for English Learner students increased in ELA from -69.1 (2017-18) to -85.3 (2018-19)
- Goal 2: English Learner Reclassification for the 2018-19 school year reflects 6.6%
- Goal 5: Suspension rates among Students with Disabilities (2.9%) and African American Students (2.2%) were considerably higher than the overall rate (0.3%).

These results can be attributed to the following:

- Goal 1: Students need increased access to small group differentiated instruction that incorporates the blended learning model in English Language Arts and mathematics.
- Goal 2: The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English language learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification that year. Because of these factors, reclassification rates cannot be compared from year to year during this transition period. The reduction in reclassification rates was directly related to the changes in the assessments and reclassification criteria.
- Goal 5: Students need activities that will engage them and deter them from getting suspended.

Conclusions:

- Students need increased access to differentiated curriculum and instruction
- Students need additional time and support to develop English Language Skills
- Students need access to intervention and enrichment after the bells to support instruction given during the day
- Students need more opportunities for other means of correction prior to getting suspended.
- Students need access to positive behavior supports and intervention (PBIS) to deter behaviors from occurring.
- Teachers need supplemental resources to increase student understanding of content through differentiated instruction
- Teachers need support in developing differentiated instructional plans that capitalize on the blended learning model
- Teachers need additional teacher hourly to provide students with intervention, tutoring, and enrichment
- Teachers need professional development in the use of EL strategies during instruction
- Teachers need professional development in the area of PBIS.

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	-29.3	-19.3
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards	-44.2	-29.2
NWEA MAP Reading: % of students who meet expected fall to fall growth	50.39%	56%
NWEA Math: % of students who meet expected fall to fall growth	49.09%	56%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	25%	30%

Identified Need(s):	<ul style="list-style-type: none"> • Teachers need supplemental resources to differentiate instruction. • Teachers need additional time to support enrichment and remediation to students. • Students need access to technology to support a blended learning model. • Students need access to literature and nonfiction text. • Students need additional time to learn and access the content standards through enrichment, acceleration, or remediation.
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<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>	<p>The major areas of focus will be to provide the following:</p> <ul style="list-style-type: none"> • Increased teacher access to professional development in Positive Behavior Interventions and Supports to ensure a safe and productive learning environment for all students • Increased instructional differentiation through software, extended learning opportunities, and access to technology • Increased teacher access to professional development and Lesson Study in small group differentiated instruction • Increased teacher access to professional development in Visible Learning • Improved implementation of Professional Learning Communities to support instructional planning and ensuring students' active participation in rigorous questioning observable during instructional walkthroughs 	<ul style="list-style-type: none"> • PLCs will meet twice a month beginning in August of 2019 and bi-monthly thereafter. One grade level planning day (K-5) will be scheduled within Professional Learning Cycles. PLCs will also have a minimum of 15 hours in additional hourly to support lesson planning • Tier 1 PBIS teams will meet each month beginning in August of 2019 and monthly thereafter • Professional Development on small group differentiated instruction will be scheduled with the TOA based on district initiatives • After school tutoring program will take place October 2020 - March 2020 • ILT will receive professional development in Visible Learning and develop a plan on presenting that PD to the staff
<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>VAPA activities will be provided a minimum of three times a year between the bells that are connected to math and language arts standards so that students can have an enrichment activity that is connected to the standards. In addition, students who need acceleration are looked at individually and provided standards-based material based on their academic level.</p>	<ul style="list-style-type: none"> • Various VAPA offerings will be offered throughout the year to all students at Maple • PLC's will meet each month beginning in August of 2019 and bi-monthly thereafter. • One grade level planning day (K-5) will be scheduled within Professional Learning Cycles • Administrative Directed Days will be scheduled bi-monthly beginning in August 2019 • Response to Intervention (RTI) blocks will begin in September and weekly thereafter • Technology replacement and additions will begin in Fall of 2019 and continue into Winter of 2020 • Administrative walkthroughs will begin in August and occur weekly thereafter

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	Teachers will have the opportunity to provide intervention after the bells for approximately ten hours to students who are At-Risk. This may include our EL, SPED, SED, foster and Hispanic populations. Students receive intervention or enrichment for 40 minutes at least four times a week to support student achievement.	<ul style="list-style-type: none"> Library book order will be placed in December 2019 Tutoring will begin in October and extend until March Library will be available to all students throughout the academic year Professional development in small group differentiated instruction as well as ELD strategies will be embedded throughout admin directed Wednesday'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
1A: Purchase additional literature to support literacy across content areas. <ul style="list-style-type: none"> Books 	<ul style="list-style-type: none"> Battle of the Books, MAP Reading, ELA CFA 	All including: <ul style="list-style-type: none"> Hispanic EL African American Students with Disabilities 	Librarian	\$500
1B: Provide extended learning opportunities <ul style="list-style-type: none"> Additional Hourly, Instructional Materials Standards Based Tutoring Intervention Enrichment 	<ul style="list-style-type: none"> Pre/Post Assessment Grades Projects completed 	Students Identified Using Multiple Measures	Classroom Teachers	\$5250
1C: Differentiate Instruction <ul style="list-style-type: none"> Printing Encumbrance Instructional Materials 	<ul style="list-style-type: none"> Pre/Post Assessment Grades Projects completed 	All including: <ul style="list-style-type: none"> Hispanic EL African American Students with Disabilities 	Classroom Teachers	\$4842

<p>1D-Technology equipment to provide and differentiate instruction</p> <ul style="list-style-type: none"> • Printer, Student Laptops 	<ul style="list-style-type: none"> • IABs • CFA • MAPs • A2i 	<p>All including:</p> <ul style="list-style-type: none"> • Hispanic • EL • African American • Students with Disabilities 	<p>Classroom Teachers and Administration</p>	<p>\$2000</p>
<p style="text-align: right;">Total Estimated Cost for This Goal:</p>				<p>\$12,592</p>

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	6.6%	12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-85.3	-75.3
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-84.3	-78.3

Identified Need(s):	<ul style="list-style-type: none"> • Students need additional time and support to develop English Language skills. • Students in grades 1-3 at a Level 1 need tutoring to support vocabulary development. • Teachers need professional development to use EL strategies during instruction.
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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: Provide extended learning opportunities for vocabulary development <ul style="list-style-type: none"> • Additional hourly for bilingual aide • Instructional Materials for Productive Partnering 	Pre/Post Test, EL Curriculum Embedded Assessment	L1 and L2 students	Bilingual Aide Administration	\$900
Total Estimated Cost for This Goal:				\$900

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	6	6

Identified Need(s):	Students need access to college and career activities such as what our career pathways offer and what various colleges represent.
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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
3A: Host a college/career fair <ul style="list-style-type: none"> • Purchase college regalia • Create a student portfolio • Take students to visit various career pathway high schools 	Writing Project, Grades, Increased awareness of various careers	All including: <ul style="list-style-type: none"> • Hispanic • EL • African American • Students with Disabilities 	Counselor	\$2680
Total Estimated Cost for This Goal:				\$2680

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

Identified Need(s):	<ul style="list-style-type: none"> • Teachers need planning time to deliver differentiated small group instruction. • Teachers need professional development to design rigorous, engaging instruction. • Teachers need increased time to support Common Formative Assessments and instructional practice. • Teachers need increased opportunities to function as a PLC addressing the four guiding questions.
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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: Provide PLC Collaboration Time <ul style="list-style-type: none"> • Additional Hourly • Subs • Professional Books 	CFAs, PLC Agendas, Lesson Planning Forms, MAPs	All including: <ul style="list-style-type: none"> • Hispanic • EL • African American • Students with Disabilities 	Teachers, Administration	\$29,933
4A Professional development to increase the level of engagement in instruction <ul style="list-style-type: none"> • Kagan Conference, Mileage etc. 	CFAs, PLC Agendas, Lesson Planning Forms, MAPs	All including: <ul style="list-style-type: none"> • Hispanic • EL • African American • Students with Disabilities 	Teachers, Administration	\$5000

Total Estimated Cost for This Goal:	\$34,933
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LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0.0%	0.0%
Suspension rate:	SW	.3%	.2%
	FY (homeless)	0.0%	0.0%
	Hisp	.2%	.1%
	ELL	.5%	.4%
	AA	2.2%	1.2%
	Sped	2.9%	1.9%
Expulsion rate		0.0%	0.0%
Attendance Rate		96.37%	96.5%
Chronic Absenteeism		12.4%	11.4%

Identified Need(s):	<ul style="list-style-type: none"> Teachers need professional development on behavioral and social/emotional learning instruction. Students need extended learning opportunities around behavioral and social/emotional supports.
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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

<p>5A: Implement PBIS</p> <ul style="list-style-type: none"> • Training, Workshops, Travel and Conference • Costs for Subs • Academic Achievement Incentives • Extended learning opportunities 	<p>Attendance and Behavior Reports, Grades, CFAs, MAP (increased scores), PBIS Data</p>	<p>All including:</p> <ul style="list-style-type: none"> • Hispanic • EL • African American • Students with Disabilities 	<p>PBIS Team</p>	<p>\$2502</p>
<p style="text-align: right;">Total Estimated Cost for This Goal:</p>				<p>\$2502</p>

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	13	15
Parent Engagement and Local Climate Survey	20%	30%

Identified Need(s):	<ul style="list-style-type: none"> • Parents need workshops on strategies to support students at home. • Parents need opportunities to attend school events. • Teachers need additional hourly to develop and facilitate community workshops/events.
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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
6A-Parent Engagement and Involvement Additional Hourly, Instructional Materials, Printing for the following <ul style="list-style-type: none"> • Childcare for parent meetings • Parent Conferences/workshops • Translation and Interpretation • Family Learning Events • Parent Involvement Programs • Parent Empowerment Classes 	Sign in Sheets, Event Feedback Forms, Parent Surveys, # of events	All including: <ul style="list-style-type: none"> • Hispanic • EL • African American • Students with Disabilities 	Community Aide, Event Staff	\$3000
6B-Home-to-School Communication <ul style="list-style-type: none"> • Newsletters • Communication Folders • Data Chats with Parents and Teachers 	Parent Surveys, CFAs, MAPs, Grades, Sign-in sheets	All including: <ul style="list-style-type: none"> • Hispanic • EL • African American • Students with Disabilities 	Community Aide, Administration, Teachers	\$2,000
Total Estimated Cost for This Goal:				\$5000

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Technology-Computers, Document Cameras, Projectors	All Students	Up to \$35,000	Principal
Additional teacher hourly	All Students	Up to \$20,000	Principal
Digital Signage	All Students	Up to \$9,000	Principal
Instructional Supplies	All Students	Up to \$3,000	Principal
Office Supplies	All Students	Up to \$2,000	Principal
Travel and Conferences	All Students	Up to \$5,000	Principal
Printing Encumbrance	All Students	Up to \$5,000	Principal
Consultant Services	All Students	Up to \$3,000	Principal
Student Awards	All Students	Up to \$1,500	Principal
Tutoring	All Students	Up to \$10,000	Principal
Student Incentives	All Students	Up to \$2,000	Principal
Fieldtrips	All Students	Up to \$3,000	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.		\$58,607.00
<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).	\$1,858.00	
Total amount of state and federal funds allocated to this school			\$58,607.00

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

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

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

School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Elena Zerbel	Principal	Not-Applicable	Not-Applicable	1
DeeAnn Grip	Classroom Teacher	2 years	May 2020	1
Amanda Yeates	Classroom Teacher	2 years	May 2020	1
Katheryn Red	Classroom Teacher	2 years	May 2020	1
Julia Hammond	IST	2 years	May 2020	1
Sub Total: 5				
Guadalupe Aguiluz	Parent/Community Member	2 years	May 2020	1
Isela Bernardino	Parent/Community Member	2 years	May 2021	1
Anacany Linares	Parent/Community Member	2 years	May 2021	1
Julia Mederos	Parent/Community Member	2 years	May 2020	1
Alejandra Mora	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/XX/2019.

Attested:

Elena Zerbel
Typed name of School Principal


Signature of School Principal

Oct. 17, 2019
Date

Guadalupe Aguiluz
Typed name of SSC Chairperson


Signature of SSC Chairperson

Oct. 17, 2019
Date