

# 2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18     2018-19     2019-20

School Name and School Code	NORTH TAMARIND 36-67710-6035836		SSC Approval Date: <u>October 17, 2019</u>
School Address	7961 Tamarind Avenue Fontana, CA 92336		Local Governing Board Approval Date: _____
Name of Principal	Sheri Cole	Phone # and Email	(909) 357-5680 Sheri.Cole@fusd.net
Name of SSC Chairperson	Luciana Acuna	Phone # and Email	909-678-4117 Lucyacuna13@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><b>VISION AND MISSION</b></p>	<p>North Tamarind staff is commitment to sustaining an enriching, nurturing, and productive learning environment where all students excel as we challenge them to reach their full potential. All school staff believe that quality education for all students be achieved through establishing high standards for academic performance and behavior. Teachers work together to identify the instructional needs of each student and provide the resources for each to be successful.</p>
<p><b>SCHOOL AND COMMUNITY PROFILE</b></p>	<p>North Tamarind Elementary School hosts 483 students in grades K-6<sup>th</sup>, the district's Early Childhood Education program which is open to 3-4-year-old children that have an Individual Education Plan. A state preschool program is on campus and open to eligible 3-5-year-old children; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional issues. There are 17 general education teachers, 1 intervention support teacher, 3 special education teachers, 2 preschool special education teachers, a general education preschool teacher and a host of support staff such as a part time psychologist and counselor, a full-time speech-language pathologist, English-Language Development Aid and many more.</p>
<p><b>SPSA HIGHLIGHTS (bullet points)</b></p>	<ul style="list-style-type: none"> <li>• English Learner (EL) progress is declining in the areas of ELA and Math. Distance from Standard (DFS) in ELA Is – 76.3 points and DFS in math is -93.4 points</li> <li>• ELA Distance from Standard for all students is 46.6 points which is a decrease of 9 points since 2017.</li> <li>• Math Distance from Standard for all students is 69.7 points which is a significant decrease of 15.9 points since 2017</li> <li>• 4<sup>th</sup> – 6<sup>th</sup> grade all showed a decrease in the percentage of students who did not meet standards in the area of math and ELA</li> <li>• 4<sup>th</sup> and 5<sup>th</sup> grades are the only grade level that increased the percentage of students who met and exceeded standard in the area of ELA and Math</li> <li>• Schoolwide, there was a 10% decrease in the percentage of students who scored below standard in the area of Problem Solving, Modeling and Data Analysis</li> </ul>
<p><b>INCREASED OR IMPROVED SERVICES (bullet points)</b></p>	<ul style="list-style-type: none"> <li>• Teacher knowledge of Thinking Maps (TM) and how to implement the maps into instructional time and in various subjects (math, ELA, writing, science, etc.)</li> <li>• More parents in attendance at Parent workshops for English Learner (EL) parents regarding the English-Language Proficiency Assessments for California (ELPAC) and keys to academic success/ reclassification criteria than in the previous year</li> <li>• There is a schoolwide 5% decrease in the percentage of students scoring below standard in ELA Claim for Writing</li> <li>• Schoolwide, there was a 4% decrease in the percentage of students scoring below standard in the area of Concepts and Procedures</li> <li>• Schoolwide, there was a 6% decrease in the percentage of students who scored below standard in the area of Communicating Reasoning</li> <li>• 6<sup>th</sup> grade is the only grade level that increased the percentage of students who scored above standard in all three Math Claim areas from 2018 to 2019</li> <li>• Increase in the amount of small group differentiated instruction (K-2<sup>nd</sup> grade) with the use of the United2Read program</li> <li>• Planned improvement in writing scores on assessments through the training of site level trainers (K-1/2-3/4-6) in Write from the Beginning. This writing program uses Thinking Maps (which staff is already familiar with) to teach writing skills to students</li> <li>• Increased time for professional Learning Communities to perform data analysis, common lesson design and creating learning targets and success criteria</li> </ul>

MOONSHOT	Our moonshot is to implement the Leader in Me (LIM) program with fidelity school-wide to improve school culture, family-school engagement and lower discipline issues school-wide. Year 1 implementation phase in 2019-20.
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## 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: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-36.5 = 2018 Site DFS + 10 points	- 46.6 = 2019 Site DFS
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-65.3 = 2018 Site DFS + 15 points	-69.7 = 2019 Site DFS
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	52%	≥45.05% an increase of 1.05% from previous year (fall 2018 to fall 2019)
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	52%	≥45.07% an increase of 9% from previous year (fall 2018 to fall 2019)
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	23%	12% a decrease of 11% from the expected outcome

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. Write from the Beginning - Teacher materials - Trainer of trainer materials (x4) - Trainer of trainer cost of training conference - 16 hours of teacher training (x24 teachers) - Sub cost for Trainer of Trainers	\$36, 400		This action was not implemented in 2018-19. Training for teacher trainer of trainers began in July 2019. Year 1 staff training (provided by TOTs) to occur 2019-20 school year. Teacher survey conducted at the end of last year indicated that 68% of teachers would like a systemic writing program to be trained in and to utilize in the classroom. This action/service was written to address training cost as well as cost of materials. Implementation cost will be reflected in 2019-20 SPSA	Continue
1B. Student award for scoring proficient or advanced in ELA or Math (award in 2019 when scores released) - Awards/ Trophies/ Certificates - Achievement lunch	\$600		SBAC score results (See the data table above.)	Discontinue this goal as a Title 1 expenditure and pay for it out of donation,
1C. ELA/ Math After school tutoring - Cost of 4 teachers pay and benefits	5,500		Student pre and post tutoring assessment results reveal that 30% of students improved academic skills in focus area by 10% or more.	Continue w/ modification – reduce tutoring expenditure amount to cover cost of 4 teachers

- Tutoring materials				and materials only since securing teacher tutors has been a challenge
1D. Differentiated Instruction - Laptops for learning stations (x54) - Laptop carts (x10) - Earphones		\$25,000	Laptops purchased have been used in classrooms to further the schoolwide focus on small group differentiated instruction focus. 100% of devices have been used for academic intervention and/or differentiation in the area of ELA	Continue w/ modifications. Reduce amount of expenditure

## 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%	4.5%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-72.2= 2018 Site EL DFS + 10 points	-76.3 = 2019 Site EL DFS
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-98 = 2018 Site EL DFS + 6 points	-93.4 = 2019 Site EL DFS

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. Language Development & Differentiated, Small Group Instruction - Cost of laptops (x53) - Cost of charging carts (x4)	\$30,500	\$3,258	Based on MAP Assessment data (Fall 2018-Fall 2019) EL students had the following growth with regard to Language: 3 <sup>rd</sup> Grade = +5% 4 <sup>th</sup> Grade = +6% 5 <sup>th</sup> Grade +4% 6 <sup>th</sup> Grade = -5%  With regards to the ELPAC assessment, 16.3% were well developed, 50.7% were moderately developed and 18.9% were somewhat developed	Continue
2B. Multicultural Fair - Materials cost Presenter fee/ assembly		\$500	Event did not occur so there was not a way to evaluate the action/service. This year an SSC member volunteered to coordinate the multicultural fair	Continue w/ modifications, SSC considered expenses and decided to increase the expenditure amount from \$500 to \$1,000 and take the funds from Title 1 instead of Sup C

## 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
Student pre-post assessment of knowledge of A-G requirements for college to assess knowledge of requirements	80% of 6 <sup>th</sup> grade students will understand A-G requirements	100% of student self-assessment reveal an understanding of A-G requirements
6 <sup>th</sup> grade student increase knowledge and awareness of various types of colleges and programs offered (including traditional 4-year colleges and military focused colleges) as evident in student led college presentations and college field trip	80% of students will be able to articulate basic knowledge of assigned college and entry requirements/programs offered	100% of student presentations revealed an understanding of assigned college acceptance requirements and programs offered

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 Field Trip (5 <sup>th</sup> or 6 <sup>th</sup> grade) - Bus transportation cost	\$3,600	\$1,800	100% of students who attended field trip were able to articulate via pre/post-test A-G requirements as well as programs offered at the 4-year university level	Continue w/ modification, decrease the amount of the expenditure to \$2,500 which will cover cost of transportation
3B. 6 <sup>th</sup> Grade Student Led College Fair - Cost of materials		\$100	100% of students were able to articulate A-G requirements for university entrance as well as various programs offered at colleges	Continue
3C. Career Day - Cost of materials - Cost of water/snacks for presenters		\$300	98% of students were in attendance. Metric for evaluating action/service was attendance report from that day to assess percentage of students present and in attendance	Discontinue Title 1 expenditure. Take funds from general or donation account.

## 2018-2019 SPSA Annual Evaluation of Effectiveness

### LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table

Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Proficient	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. Data Meetings Instructional Focus - Cost of subs (18 teachers @ 2 full release days)	\$6,400		MAP data results reveal that there was an 11.9-point growth in the mean RIT score from Fall 2018 to Fall 2019 in the area of Math	Continue w/ Modifications- ensure that allocated cost is sufficient to cover the increase in hourly rate of pay
4B. Teacher Additional Instructional Planning - 10 hours additional pay @ 18 teachers	\$9,360		MAP Data results reveal that there was a 11-point increase in the mean RIT score from Fall 2018 to Fall 2019 in the area of ELA	Continue w/ Modifications- ensure that allocated cost is sufficient to cover the increase in hourly rate of pay
4C. Math/ELA Teacher Extended Planning - 10 hours additional pay @ 3 Special Education Teachers		\$1,560	SBAC scores reveal that 4 <sup>th</sup> and 5 <sup>th</sup> grade had the only growth in the area of increased average scale score in the area of ELA and Math	Continue w/ Modifications- ensure that allocated cost is sufficient to cover the increase in hourly rate of pay



## 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			
Suspension rate:	SW	2%	2%
	FY (homeless)	0%	0%
	Hisp	1%	1.6%
	ELL	1%	1.4%
	AA	3%	5.6%
	Sped	1.5%	2.6%
Expulsion rate		0%	0%
Attendance Rate		97%	96.12%
Chronic Absenteeism Rate		7.5%	10.6%

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		
5A. Kinder Parent Orientation/ Parent Meeting - Cost of water/ light snacks - Educational supplies/materials/ assessment technology license - Childcare fee	\$750		Over 40 parents and students attended the kinder parent orientation prior to the start of school	Continue with Modifications to expenditure amount and expenditure type. Change title to Kinder Differentiated Instruction Focus on instructional materials for differentiated instruction. Reduce expenditure by \$50
5B. Parent Training - Childcare fee - Cost of materials/ presenter - Water/light snacks	\$1,200		10 parents were in attendance on average at each series that focused on English Language Development Survey was given to parents to fill out after each training series. 100% of surveys were filled out after trainings. 80% of parents indicated a better understanding of the ELPAC scores, testing questions, reading results and how to help their students better prepare for this yearly assessment for ELs	Discontinue Action/Service – lower expenditure amount to cover the cost of childcare only. Take expenditure from another funding source such as Sup C or general budget. Remove water and snack expenditure as well as cost of materials and presenter since district office ELD TOA presents free of charge
5C. Attendance Incentives/ Awards - Cost of attendance luncheon (students) - Cost of attendance certificates/ medals - Cost of tangible awards for improved attendance	<del>\$2,383</del> General Funds used		40 students qualified for the perfect attendance luncheon and received certificates and medals. The metric for evaluating the action/service was the end-of year attendance report	Continue w/ modifications- General funds were used for this expenditure. <del>Reduce</del> expenditure amount by \$383. Also, change type of awards to all non-food related
5D. Academic Accommodations - Cost of accommodations materials		\$300	25% of students with Section 504 accommodations had items purchased to provide their agreed upon academic accommodations.	Discontinue Action/Service. These funds can be taken out of donation account or another funding source such as Sup C

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 6: Strengthen Family and Community Engagement</b> <span style="color: red; font-weight: normal;">Sites to complete this table</span>		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8	8
Parent Engagement and Local Climate Survey	30%	49%

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results</b> Include the metric(s) for evaluating the Action/Service	<b>SSC's Decision based on the Results:</b> Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A. Coffee w/ the Principal/ ELAC - Childcare fee - Cost of water and light snacks	\$800 Used general budget		Number of parents attending these meetings increased by 8% at the end of the year, but fluctuated month-to-month. Sign in sheets were used to evaluate the action/service. Also, use the percentage of parent surveys filled out to determine parent feedback and opinion. 49% of NTM parents took the survey	Discontinue this goal and service – consider using a different funding source and still keep these informative meetings with parents
6B. Family Nights (ELA & Math) - Family Lit Night – 7 teachers @ 3.5 hours ea. - Family Math Night – 7 teachers @ 3.5 hrs. ea. - Family Lit Night water & light snacks - Family Math Night water & light snacks	\$3,200		45% of students returned their paper verifying that they played their ELA or Math game as a family that was provided at the event. Sign in sheets indicate that there were: - 80 people in attendance at Family Literacy Night - 67 people in attendance at Family Math Night	Discontinue as an action and service since the school district is now paying for these events in full.

## 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 <b>fifth/seventh/ninth</b> grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	20%	17.7%

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. Physical Fitness - Cost of playground equipment - Cost of Fitness Field Day Supplies		\$5,663	17.7% of students met the HFZ on the yearly physical fitness test.	Continue w/ modification to amount. Increase expenditure to \$6,863 and change the funding source from Sup C to Title 1.
7B. National Walk to School Day - Cost of materials - Cost of water/light snacks - Cost of step counters		\$1,200	No data collected since there was no coordinator for the October event.	Discontinue this action and service. There is no volunteer to lead this event.

## 2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p><b>Describe how the evaluation was conducted:</b></p>	<p>The evaluation of actions and services were conducted in three rounds. The preliminary exploration of actions and services took place in May 2019 wherein SSC members went through each action/service and related expenditure and based on the data we had access to at that time made a preliminary determination on whether to continue, discontinue or modify each one. Then at the both October 2019 SSC meetings the team used current data from various sources (as listed in the metrics section of the SPSA) to re-evaluate the previous decision. Some decisions changed and some remained the same based on current data.</p>
<p><b>Describe the conclusions drawn from the overall results:</b></p>	<p><b>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</b></p> <ul style="list-style-type: none"> <li>• North Tamarind met goal #2 in SBAC Math for English Learners</li> <li>• North Tamarind met goal #3 with regards to 6<sup>th</sup> grade college and career readiness. Survey results (before and after presentation data) reveal that 100% of students have a clear understanding of A-G requirements</li> <li>• North Tamarind met goal #6 and increased the percentage of parent surveys returned from 30% to 49%</li> </ul> <p>The actions/services that were most effective in achieving results were:</p> <ul style="list-style-type: none"> <li>• Small group differentiated instruction (materials and laptops)</li> <li>• Grade level data meetings</li> <li>• Extended planning time</li> </ul> <p><b>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</b></p> <p>The goals that were not met that were based on overall student or school performance were goals #1, 4, 5 &amp; 7. The actions/services that were least effective were:</p> <ul style="list-style-type: none"> <li>• Field day</li> <li>• Attendance incentive</li> </ul> <p><b>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?</b></p> <p>Goal #2: Un the area of Math there was a similar percentage of distance from met with our EL students and our students with disabilities. EL's scored -93.4 points below distance from standard whereas students with disabilities scored -98.7% below standard. In addition, EL students scored -76.3 points from standard in ELA and students with disabilities scored -63 points from standard in ELA.</p> <p>These results might be attributed to the need for more teacher training in the area of language development or planning time for ELD instruction.</p>

**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)?**

There needs to be additional focus on the EL subgroup in both tutoring opportunities and in teacher training and professional development opportunities. The SSC and staff both noted that this means there is room to improve with regard to incorporating more language development skills into math instruction as a whole and there is more work to be done with regard to ELA instruction and ELD for ELs. The SSC discussed utilizing the assistance of the district EL TOA to help with instruction, co-teaching, model lessons, etc. Supplemental Concentration funds have been put aside for this purpose for the 2019-20 school year

### 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: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-47 points	- 37= 2019 Site DFS + 10 points
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-70 points	- 55 = 2019 Site DFS + 15 points
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	45 %	55%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	45%	55%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	12%	39%

<b>Identified Need(s):</b>	<p style="color: green; margin: 0;"><b>Consider what teachers need to improve their instructional delivery.</b></p> <p>Teachers need more direct support in the area of EL instruction, particularly in the area of GLAD strategies considering the fact that the data reveals that ELs scored 13 points further from distance from standard in the area of ELA than students with disabilities and 30 points below all students in the area of ELA. These need to be incorporated in professional development, reflected in common planning time and teachers should take advantage of the district EL TOA who is here once a week. They can utilize her services for co-teaching model, demo lessons, common planning, etc.</p> <p>Teachers need more support in the area of how to deliver and plan for small group differentiated instruction. They have the materials for classroom management and organization but need more assistance in the execution of small group differentiated instruction. We need to create school goals and milestones for accountability and clarity.</p>
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**Consider what students need in order to learn.**  
 Students need to have more vocabulary development and differentiated small group instruction to meet their individual needs. In addition, students need to be exposed to more practice and use of Thinking Maps, gradual release and meaningful independent seatwork and projects that are at DOK Level 2, 3 and 4 to stretch their thinking and academic ability level.

<b>SWP Requirements:</b> [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:	<b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b>	<b>TIMEFRAME(s)</b>
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	<ul style="list-style-type: none"> <li>- Use of Thinking Maps</li> <li>- Teacher Training in Write from the Beginning Writing strategies</li> <li>- Use of GLAD strategies with Els</li> <li>- Use of small group differentiated instruction (particularly in the area of ELA)</li> </ul>	Ongoing Spring 2020 Spring 2020 & Fall 2020 ongoing
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	<ul style="list-style-type: none"> <li>- After school GATE enrichment</li> <li>- Consistent use of Thinking Maps and differentiated small group instruction</li> </ul>	Spring 2020 Ongoing
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	<ul style="list-style-type: none"> <li>- Use of the Leader in Me Program components, lessons, tenants</li> <li>- Small group differentiated instruction (ELA and Math)</li> <li>- Vocabulary development</li> <li>- Use of DOK Level 2, 3 and 4 in questions and answers</li> <li>- Use of complete sentences (use of oral and written sentence frames)</li> <li>- Use of IAB to prepare for SBAC assessment</li> </ul>	2019-20 Ongoing Spring 2020 Ongoing Ongoing Winter 2019-2020



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. Write from the Beginning Program <ul style="list-style-type: none"> <li>Year 2 materials</li> <li>Training for TOT's</li> <li>Site Teacher Training</li> <li>Cost of teacher subs</li> <li>Conference lodging/ travel</li> </ul>	Metrics = A2i, Lexia scores, writing samples	Kinder – 6 <sup>th</sup> grade	Teachers, TOTs	\$36,400
1B. ELA/Math Tutoring <ul style="list-style-type: none"> <li>Teacher salaries (x4)</li> <li>Materials</li> </ul>	Metrics = MAP scores, Pre and post tutoring assessments, Common Formative Assessments	3 <sup>rd</sup> – 6 <sup>th</sup> grade	Tutoring teachers Classroom teachers of student participants	\$5,500
1C. Small Group Differentiated Instruction <ul style="list-style-type: none"> <li>Laptops</li> <li>Laptop carts</li> <li>Instructional materials</li> </ul>	A2i results, Lexia, informal classroom assessments, MAP assessment (Fall/winter)	Kinder – 6 <sup>th</sup> grade	All teachers, Intervention teacher	\$32,425
<b>Total Estimated Cost for This Goal:</b>				\$74,325

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	4.5%	≥12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-76.3 points	-66.3 points (2019 Site EL DFS + 10 points)
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-93.4 points	-87.4 points (2019 Site EL DFS + 6 points)

<b>Identified Need(s):</b>	<p><b>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</b></p> <ul style="list-style-type: none"> <li>Teachers need to utilize GLAD strategies regularly, incorporate oral and written sentence frames, use DOK Level 2, 3 and 4 questions and response frames, vocabulary development and connecting learning to real-life.</li> <li>Teachers need time to meet with District ELTOA in the form of common planning, demonstration lessons and reviewing GLAD strategies in the form of staff PD.</li> </ul> <p><b>Consider what English Learners need to improve their language proficiency and academics.</b></p> <p>Students need to receive scaffolded instruction and vocabulary development</p>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A. Teacher ELD Strategies/ Training <ul style="list-style-type: none"> <li>• Cost of subs (2 full release days for 20 teachers)</li> <li>• Additional paid lesson design time with EL TOA @ 3 hours per teacher)</li> <li>• Additional pay for EL TOA to lesson design with teachers</li> </ul>	Lexia units gained, writing samples, projects, Language scores on Fall/Winter MAP	K– 6 <sup>th</sup> grade	All teachers, ELD TOA	\$7,280
2B. ELD Differentiated Instruction/ Vocabulary Development <ul style="list-style-type: none"> <li>• Instructional materials</li> <li>• Printing costs</li> </ul>	Lexia units gained, writing samples, projects, Language scores on Fall/Winter MAP	K-6 <sup>th</sup> grade	All teachers/ ELD TOA	\$3,600
<b>Total Estimated Cost for This Goal:</b>				\$10,880

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase knowledge of College and Career options and A-G requirements for 4-year universities/ Grades & MAP Assessment Data	100% of students understood A-G college requirements as was reflected in a pre and post survey by the school counselor	<ul style="list-style-type: none"> <li>100% of 5<sup>th</sup> and 6<sup>th</sup> grade students will be able to restate and identify the A-G requirements for 4-year college and will also be able to understand and identify criteria for 2-year college and vocational pathways</li> <li>Student created goals and monitoring grades throughout the school year</li> </ul>

<b>Identified Need(s):</b>	<b>Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator. (Elementary) – students need to understand the courses to take in high school and the study habits and skills needed for college and vocational career preparation</b>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
3A. College Field Trip <ul style="list-style-type: none"> <li>Cost of bus transportation</li> </ul>	Survey and culminating report or project summarizing what was learned from the trip	5 <sup>th</sup> and 6 <sup>th</sup> grade students	Teachers	\$2,500
3B. Student Led college Fair <ul style="list-style-type: none"> <li>Cost of materials</li> </ul>	Results of the presentations (oral and visual presentation boards)	6 <sup>th</sup> grade	Counselor, teachers	\$100
<b>Total Estimated Cost for This Goal:</b>				\$2,600

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders <b>Sites to complete this table</b>		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Proficient, Advanced
Instructional Leadership Team Rating	Proficient	Proficient, Advanced

<b>Identified Need(s):</b>	<p><b>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</b></p> <p>Teachers need more professional development in the area of GLAD strategies, small group differentiated instruction, gradual release and guided practice as well as practice writing and referring to learning targets and success criteria</p>
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2019-20 Evidence-based Actions/Services <b>Must address the Identified Needs</b>	Metric(s) for evaluating Action/Service <b>Include metrics for monitoring progress (such as walk-throughs, PLC agendas)</b>	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A. Data Analysis Meetings <ul style="list-style-type: none"> <li>2 full teacher release days (x17 subs)</li> </ul>	Classroom walkthrough data, assessment of SMART goals, Fall/winter MAP results, percentage of DOK Level 3 and 4, A2i results, Lexia results	Kinder – 6 <sup>th</sup>	Teacher, principal, TOA	\$2,620
4B. Teacher Extended Planning Time <ul style="list-style-type: none"> <li>Additional hourly pay @ 10 hours per teacher (20 teachers)</li> </ul>	Classroom walkthrough data, Fall/winter MAP results, percentage of DOK Level 3 and 4, a2i, Lexia results	Kinder- 6 <sup>th</sup> grade	Teacher, TOA, Principal	\$10,000
<b>Total Estimated Cost for This Goal:</b>				\$12,620

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate			
Suspension rate:	SW	2%	1.5%
	FY (homeless)	0%	0%
	Hisp	1.6%	1%
	ELL	1.4%	1%
	AA	5.6%	4.6%
	Sped	2.6%	1.6%
Expulsion rate		0%	0%
Attendance Rate		96.12%	98%
Chronic Absenteeism		10.6%	8.6%

<b>Identified Need(s):</b>	<p><b>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</b></p> <p>Students need a weekly check in with the school counselor or a tangible award system. Teachers need to craft a grade level and school-wide attendance goal that is monitored monthly with a visible bulletin board in a common area to show success. Tangible awards need to be provided to students along the way for progress.</p> <p>There is a noticeable gap in the suspension rates of African American students versus Hispanic students. African American students (though fewer in number) have a 4% higher suspension rate. Special education students have the second highest percentage of suspensions. Utilizing consistent classroom behavior management techniques and reward systems as well as full implementation of the Leader in Me program will close the gap and result in decreased suspension rates for all students.</p>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.
<b>Total Estimated Cost for This Goal:</b>				

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	8	9
Parent Engagement and Local Climate Survey	49%	50%

<b>Identified Need(s):</b>	<p>For Title I, consider what is needed to implement the site’s Title I parent and family engagement policy. Title I, Part A, of the ESEA, reauthorized as the Every Student Succeeds Act (ESSA), ensures that districts and schools provide parents and families of Title I students with the information they need to make well-informed choices for their children including more effectively sharing responsibility for their child’s success, and helping their children’s schools develop effective and successful programs. Parents need opportunities to connect grade level standards in the area of science, technology math, engineering and art to real-life experiences during the school day.</p>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as 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. Provide Family Learning Events <ul style="list-style-type: none"> <li>• Cost of instructional materials</li> </ul>	Results of parent survey about school and home communication, number in attendance at school events, sign in sheets	Kinder – 6 <sup>th</sup> grade	Principal, Clerk Typist	\$4,000
<b>Total Estimated Cost for This Goal:</b>				\$4,000



**Unfunded School Site Council Priorities**

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Increase literacy and reading fluency – purchase library books (paper and digital)	K-6 <sup>th</sup>	\$5,000	Librarian
Increase literacy and reading fluency and comprehension- Accelerated Reader Subscription	K-6 <sup>th</sup>	\$7,125	Principal/ secretary
Cultivate Effective teachers and leaders – Leader in Me materials, services, training/PD costs	K-6 <sup>th</sup>	\$8,300	Principal/ secretary
Strengthen Family and Community Engagement- Parent/student events	K-6 <sup>th</sup>	\$600	Principal/ secretary
Increase Graduation and College & Career Readiness – educational field trips	K-6 <sup>th</sup>	\$5,000	Secretary/ Teachers
Strengthen Family and Community Engagement – Parent trainings/ family events	K-6 <sup>th</sup>	\$970	Secretary/ Principal/ community Aide

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

Federal Programs		Allocation
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation including carryover</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$104,425.00
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parent and Family Engagement</b> 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).	\$1,817.00
<b>Total amount of state and federal funds allocated to this school</b>		\$104,425.00

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"> <li>• Supply closet to provide instructional supplies and materials for students</li> <li>• 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.</li> <li>• Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones</li> <li>• School-wide access to Lexia computer adaptive software and instructional activities</li> <li>• Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives</li> <li>• School-wide access to Moby Max computer adaptive software and instructional activities</li> <li>• Instructional materials for GATE activities</li> <li>• GATE enrichment, PD and extended learning opportunities</li> <li>• Title I Alternative Supports to provide extended learning opportunities</li> <li>• Purchase/repair of musical instruments</li> <li>• VAPA sponsored field trip to performance</li> </ul>
Goal 2	<ul style="list-style-type: none"> <li>• CELDT and ELPAC administration and calibration</li> <li>• EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified</li> <li>• ELD curriculum, core and supplemental</li> <li>• Bilingual Aides</li> <li>• Translators</li> <li>• English Learner Teachers on Assignment for instructional support</li> </ul>
Goal 3	<ul style="list-style-type: none"> <li>• Naviance, a college planning tracking system</li> <li>• Credit recovery programs, online and on site</li> <li>• Extra hourly for counselors to support students academically</li> <li>• PSAT, ACT with Writing, and SAT for high school students</li> <li>• Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways</li> <li>• Extra hourly and professional development for the design, implementation, and continued support of the High School Academies</li> <li>• Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science &amp; Technology Fair</li> <li>• Site Coordinators for Advanced Placement and International Baccalaureate programs</li> <li>• Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff</li> <li>• Supplemental funding for Advanced Placement and International Baccalaureate exams</li> </ul>

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

## 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
Sheri Cole	Principal	Non-Applicable	Non-Applicable	1
Sheila Giles	Classroom Teacher	2 years	May 2021	1
Shaina Wright	Classroom Teacher	2 years	May 2021	1
Debra Martinez	Classroom Teacher	2 years	May 2021	1
Shayna Lopez	Other Staff Member (Specify): Teacher on Assignment (TOA)	2 years	May 2021	1
<b>Sub Total: 5</b>				
Serena Angelini	Parent/Community Member	2 years	May 2021	1
Luciana Acuna	Parent/Community Member	2 years	May 2021	1
Elizabeth Martinez	Parent/Community Member	2 years	May 2021	1
Ashlie Javier	Parent/Community Member	2 years	May 2021	1
Margarita Cruz-Perez	Parent/ Community Member	2 years	May 2021	1
<b>Sub Total: 5</b>				
				<b>Total: 10</b>

## 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 Jose Velazquez \_\_\_\_\_  
 Signature

**Recommended:**

Special Education Advisory Committee NA \_\_\_\_\_  
 Signature

**Optional:**

Other committees established by the school or district (specify) NA \_\_\_\_\_  
 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:

Sheri Cole  
 Typed name of School Principal

[Signature]  
 Signature of School Principal

12/5/2019  
 Date

Luciana Acuna  
 Typed name of SSC Chairperson

[Signature]  
 Signature of SSC Chairperson

12/5/2019  
 Date