

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code		OAK PARK ELEMENTARY 36-67710-6108062		SSC Approval Date: 10-11-2018 Local Governing Board Approval Date: _____	
School Address		14200 Live Oak Avenue Fontana, CA 92337		<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum	
Name of Principal		Gerald Mullins	Phone # and Email	(909) 357-5690 Gerald.mullins@fusd.net	
Name of SSC Chairperson		Ena Picon	Phone # and Email	<input type="text" value="(909)357-5690"/> picoem@fusd.net	
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)		SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP <input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Assistance Program (TAS)		<input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

SCHOOL BACKGROUND

<p>VISION AND MISSION</p>	<p>Oak Park Elementary School is a single-track year-round school. Enrollment is up to 440 students in grades kindergarten through fifth grade. As a staff, we take great pride in helping our students achieve to the highest levels and preparing them to be college and career ready. Our new focus for 2019-2020 is making progress on Learning Targets and Success Criteria. We are working to ensure LTs are posted and most importantly understood by students for learning in the classroom. This aspect of teacher clarity has been shown to be an effective approach resulting in a .75 effect size for student learning. We continue to streamline our implementation of a school wide RTI program and are continuing with our Key Instructional Practice of Thinking Maps. RTI has an effect size of 1.29 on Hattie’s learning scale. Two years ago, we began a Panther Pride High Five in order to have a continual school wide discussion on correct behavior and are continuing this year. It is “Be A Friend, Be Safe, Be Kind, Be Responsible, Be Respectful.” We put this on our school shirts and practice daily in the bulletin and the students cite it to the principal every Friday on their way out for their high five!</p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Oak Park is located at 14200 Live Oak in the city of Fontana. It first opened in 1989. The ethnic background of the FUSD K-12 students consists of 86.56% Hispanic, 4.48% Caucasian, 1.96% Asian, 5.41% African American, .70% Filipino, .27% Pacific Islander, .01% American Indian. Other significant subgroups include our English Language Learner (ELL), Socio-Economically Disadvantaged (SED), and Foster Youth populations. As you will read in the plan, we are making efforts to reach out to our community, create, and maintain a more active parent and community involvement at Oak Park.</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • As noted above, our main focus this year is continuing and streamlining Visible Learning through posting and covering Learning Targets and Success Criteria. • We are also going to continue with RTI (Response To Intervention to Intervention) to assess students and give targeted instruction based on their academic need and growing as a PLC (Professional Learning Community). • For social/emotional well-being, we are working to enhance the Panther Pride High Five initiative by encouraging and recognizing positive behavior. Some ways we are making strides is by having positive assemblies every Friday morning schoolwide to discuss positive behavior, recognize students who earned Panther Pride coupons through good choices and generally spend positive time together in a "pep rally" atmosphere for academics and good choices. • Based on the data included in the SPSA Evaluation section, areas where goals or targets were "Met" included: NWEA (North West Evaluation Association) Math fall to fall growth (58.09%), SBAC(Smarter Balanced Assessment Consortium) Math for EL students change in average scale score points from meets standards (-61.1). There was also a 2-year growth pattern as shown in CAASPP (California Assessment of Student Performance and Progress) data showing a 17.58% growth in ELA and a 14.34% growth in Math. Our number of parent/community events goal was met with 10 events and our parent survey goal was met as well (36%). Our suspension rate goal was met (0.4%) Areas “Not Met” included: SBAC ELA change in average scale score points (-17.7), SBAC Math (-26.2), and NWEA MAP (Measure of Academic Progress) Reading (52.32%). Our attendance rate dropped (98.41% to 96.33%) •

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Our instruction and meeting all students at their point of need will be improved through RTI and our positive school culture will be improved even further through enhancement of our Panther Pride High Five initiative (maintaining meeting goals in ELA, Math, Reading). • This year we are continuing to take steps to further improve school morale and school pride by holding schoolwide rallies each Friday where we encourage continued academic and attendance improvement as well as rewarding academic, attendance, and behavior improvements (maintaining improvement in suspension rate and improve where "not meeting" goal in attendance rates). • Because of our progress in math, we are going to continue to make math a priority and improve the percentage of teachers who utilize the TOA as those who had lessons demonstrated saw positive growth. • Extra hours for teacher collaboration are being implemented to increase our Professional Learning Community initiative. Several teachers will attend the PLC conference with the principal and bring back practices to enhance our endeavors (maintain and continued improvement for ELA, Math, and Reading). • Extended Learning Opportunities (including teacher tutoring and STEM (Science Technology Engineering and Mathematics) enrichment activities) is being implemented after a one year absence to further meet the needs of struggling students with targeted instruction (maintain and continued improvement for ELA, Math, and Reading and enhance enrichment activities and opportunities).
<p>MOONSHOT</p>	<p>2019-2020 We are working to improve in Visible Learning and become a true PLC (Professional Learning Community) through implementing a full RTI for the students. Grade levels meet and plan both Visible Learning and Response to Intervention utilizing various assessment tools which guide instruction to give struggling students targeted instruction while enriching those who meet or exceed. We are constructing a daily rotation where students will switch classes to receive their targeted instruction and teams will meet continuously throughout the year to look at data points to ensure students' needs are continuously being met.</p> <p>We are also working to enhance and grow STEM enrichment activities. Several teachers have begun exploring after school STEM activities (including but not limited to programming and use of a 3D printer, various coding activities, time lapse camera experiments, rocketry and engineering, programming Ozobots, and astronomy).</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 scale score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	= 2018 Site DFS + 10 points -18+10=-8	= 2019 Site DFS -17.7 No
SBAC Math for Grades 3-8: Change in average scale score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	= 2018 Site DFS + 15 points -38.9+15=-23.9	= 2019 Site DFS -26.2 No
NWEA MAP Reading: % of students who meet expected fall to fall growth	56.2%	52.32% (-3.8%) No
NWEA Math: % of students who meet expected fall to fall growth	54.8%	58.09% (+3.2%) Yes
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	50%	35% No

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results:												
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue												
1A PLC <ul style="list-style-type: none"> • Additional Hourly (12 hours for collaboration-19 teachers) (\$12,397.88) • Extended Learning Opportunities (including but not limited to tutoring and after school STEM activities) (\$7,325.98) 	\$21,600 \$19,723.86		Progress was made in 2-year SBAC data showing programs and approaches having a positive effect (see below) 17.58% growth in ELA, 14.34% growth in Math <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">16/17</th> <th style="text-align: center;">17-18</th> <th style="text-align: center;">18-19</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">ELA</td> <td style="text-align: center;">28.12%</td> <td style="text-align: center;">40.95%</td> <td style="text-align: center;">45.70%</td> </tr> <tr> <td style="text-align: left;">Math</td> <td style="text-align: center;">22.31%</td> <td style="text-align: center;">32.90%</td> <td style="text-align: center;">36.65%</td> </tr> </tbody> </table>		16/17	17-18	18-19	ELA	28.12%	40.95%	45.70%	Math	22.31%	32.90%	36.65%	Continue
	16/17	17-18	18-19													
ELA	28.12%	40.95%	45.70%													
Math	22.31%	32.90%	36.65%													

			MAP Growth: 48% Met/Exceeded in Reading, 43% in Mathematics	
1B Instructional Technology <ul style="list-style-type: none"> • Hardware (\$32,711.91) • Software (\$8,707.03) 	\$13,790.35 15221.94	\$26,197.00	See above.	Continue
1C SIT Coordinator <ul style="list-style-type: none"> • Additional hourly (\$3877.68) 	\$1,324.04 \$3,877.68		See above.	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	26.7%	6.4% No (goal was set based on large increase in 18-19, should have used baseline) $\geq 12.6\%$
SBAC ELA for English Learners: Change in average scale score points from Meets Standards	-58.6= 2018 Site EL DFS + 10 points -48.6	= 2019 Site EL DFS -58.7 No
SBAC Mathematics for English Learners: Change in average scale score points from Meets Standards	-83= 2018 Site EL DFS + 6 points -77	= 2019 Site EL DFS -61.1 Yes

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 drop-in reclassification rates was directly related to the changes in the assessments and reclassification criteria.

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		
We will continue to utilize classroom teachers to provide the assessment as this was beneficial and minimized the interruption to ongoing ELD instruction. EL TOA working directly with 4 th and 5 th students to look at and map out ways to make progress on reclassification.			SBAC for EL change in avg. scale score met in math (-61.1). Even though reclassification rate wasn't met, school made large increase in 18-19 so goal was based on continued growth.	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 awareness activities	2 events	2 events (met)

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3A College Field Trip (4 th or 5 th grade) <ul style="list-style-type: none"> • Transportation (\$1,200) 		\$1,200	According to survey and interviews, students indicated they enjoyed and got positive ideas for future plans in regard to college.	Continue
3B Career Day <ul style="list-style-type: none"> • Printing and Instructional Materials (\$500) 		\$500	According to survey and interviews, students indicated they got positive ideas from Career Day presentations.	Continue

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, Advanced	Proficient
Instructional Leadership Team Rating	Proficient, Advanced	Between Proficient and Advanced (2.44 on 3-point scale)

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-Peer observations <ul style="list-style-type: none"> Substitutes 8 days for all grade levels (\$5,200) 		\$5,200	2-year trend in SBAC Growth (17.58% in ELA, 14.34% in Math)	Continue
4B-Increased time for PLC (covered during admin Wednesdays)			2-year trend in SBAC Growth (17.58% in ELA, 14.34% in Math)	Continue
4C-Kindergarten PLC Hours (15 hours X 4 Teachers) <ul style="list-style-type: none"> \$2,888.36 Title 1 	\$2,888.36		Kindergarten students scored very well on NWEA MAP Assessments (80% Met/Exceeded Reading goals and 78% in Math)	Continue

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	.5%	0.4%
	FY (homeless)	0	0
	Hispanic	0	.2%
	ELL	0	.8%
	AA	0	4.0%
	Sped	0	2.0%
Expulsion rate		0	0
Attendance Rate		98.41%	96.33%
Chronic Absenteeism Rate		5%	7.5%

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 Panther Pride High Five (Be: A Friend, Safe, Kind, Responsible, Respectful) <ul style="list-style-type: none"> • Certificates and printing (\$500) • End of year celebration-contracted services (\$2,000) 		0	Positive feedback, SSC discussion of being on "right track"	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
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	10	16 Events as evidenced by sign-in sheets (Yes)
Parent Engagement and Local Climate Survey 34%	95 (25%)	36% Yes

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
6A Parent Workshops (literacy night, ESL, Coffee with Principal) <ul style="list-style-type: none"> • Additional Hourly (\$2118.16) • Child Care (\$200) • Light Refreshments (\$200) • Family STEAM Night (\$100) 	\$2,118.16	\$500	Increased number of workshops offered and positive feedback during meetings and on survey. Parents shared that they were very happy with the initiatives and progress being laid out by the school. They were happy with Oak Park staying focused on the academic success of their students. They liked that they were exposed to STEAM activities and concepts as well.	Continue

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	37.8% (Dist. Goal was 50.8%)	12.2% (no)

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		
Identify nutrition and exercise education centered on healthy choices and upper body exercises specifically.	0			
Continue to adhere to California Healthy Kids Standards	0			
Contribute to increasing the districtwide growth in four of six HFZ standards.	0			

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>We looked at several pieces of data including but not limited to state testing (CAASPP), MAPS data, grades, attendance data, suspension rate, and internal surveys. We shared with all stakeholders involved (parents through SSC and Coffee with the Principal, staff in staff meetings, and students through MAPS goal setting and schoolwide assemblies.</p>												
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>According to CAASPP data, Oak Park saw an increase in percentage of students meeting/exceeding standards in both ELA and Math. ELA improved from 40.95% in 17/18 to 45.70% in 18/19. In Math we improved from 32.9% in 17/18 to 36.65% in 18/19.</p> <p>2 Year Growth, Percentage Met/Exceed Standard</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 15%;">16/17</th> <th style="width: 15%;">17-18</th> <th style="width: 15%;">18-19</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>28.12%</td> <td>40.95%</td> <td>45.70%</td> </tr> <tr> <td>Math</td> <td>22.31%</td> <td>32.90%</td> <td>36.65%</td> </tr> </tbody> </table> <p>According to MAPS mathematical data, Oak Park fell into the Positive Growth/Increased column with 58.09% meeting or exceeding expected Fall to Fall growth. We also met our target in the area SBAC Mathematics for English Learners: Change in average scale score points from Meets Standards 61.1</p> <p>One area where we felt actions/services were effective was teachers working with the TOA on classroom strategies in mathematics. In speaking to teachers, many related that they were putting a more concerted effort in the area of mathematics which would also help account for the math progress. For Career Day we conducted a survey and 82% said they learned something new, different and/or interesting, meeting our goal for career awareness. Oak Park saw a two-year trend in SBAC growth (17.58% in ELA and 14.34% in Math. We also made gains in terms of professional development and leadership training gains according to surveys. Suspension rate saw positive improvement from .5% to .4% as well. We also had improvement in the number of parent events and school climate survey (36% participation). Actions that were found to be effective were as aforementioned our focus on academics, RTI initiative, PLC focus, teachers working with our TOA, and schoolwide Panther Pride High Five initiative which focuses the school on positive behavior and academic improvement.</p> <p>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</p> <p>While we did not meet our targets in ELA, we felt that the RTI initiative is showing promise. New strategies or initiatives sometimes take time to be most effective and it was felt that our efforts in RTI were beginning to show growth for students. We were on the side of “positive growth” in ELA but the change was not as drastic as those in mathematics. Goals were not met in EL classification rate and scale score improvement. In looking at the data, the goal was set based on large increase in 18-19 and should have used baseline. 5th graders didn’t meet goals in the fitness testing and teachers this year are looking at the standards ahead of time to incorporate practice into PE minutes. We also didn’t meet goals in attendance rate and chronic absenteeism. Improvements we’re planning include improved practice in daily attendance calls, discontinued ineffective grade-level competition and signed up for second year of Sports for Learning.</p>		16/17	17-18	18-19	ELA	28.12%	40.95%	45.70%	Math	22.31%	32.90%	36.65%
	16/17	17-18	18-19										
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	<p>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?</p> <p>The group that struggled to make progress the most of all our subgroups was SWD. They had an overall negative growth in ELA by 120 points and 145 in math. Through walk through observations and data, the principal had concerns about the overall pedagogical approach being taken and was taking steps to rectify. Disparity in suspension rates among African Americans and SWDs, principal will investigate PD opportunities to bring awareness. Efforts are also made to help population be more successful through connection, positive interactions, counseling if necessary, and encouragement.</p> <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)?</p> <p>As stated above, working with a continued emphasis on mathematics instruction, working with the TOA to improve pedagogical approach, a continued emphasis on RTI to give another year of practice with the proven strategy. This year we are making a more concerted effort to pay attention to Visible Learning as well. We are ensuring that all teachers have Learning Targets and Success Criteria posted and ensuring that all students understand both. One strategy we are implementing is peer observation of LTs and SC where ILT members observe a class then interview students to inquire the depth of understanding of the day's LT and SC which they then share with the classroom teacher in order to further improve instruction. Also, school will explore professional development opportunities to increase awareness of outreach and support for our struggling populations. Efforts are also made to help population be more successful through connection, positive interactions, counseling if necessary, and encouragement.</p>
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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 scale score points from Meets Standards (Change in Distance from Standard or DFS)	-17.7 (No)	-7.7 = 2019 Site DFS + 10 points
SBAC Math for Grades 3-8: Change in average scale score points from Meets Standards (Change in Distance from Standard or DFS)	-26.2 (No)	-11.2 = 2019 Site DFS + 15 points
NWEA MAP Reading: % of students who meet expected fall to fall growth	52.32% (No)	54.32%
NWEA Math: % of students who meet expected fall to fall growth	58.09% (Yes)	60.09
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	35%	40%

Identified Need(s):	<p style="color: green; margin: 0;">Consider what teachers need to improve their instructional delivery.</p> <p style="color: green; margin: 0;">Consider what students need in order to learn.</p> <ul style="list-style-type: none"> Students need continued efforts in RTI as last year was the first year of implementation. Teachers need to continue with our work with our TOA in math as Oak Park saw good growth in mathematics. Teachers need to improve on our knowledge and skillset in the area of visible learning. ILT agreed to do a check on schoolwide Visible Learning progress by having each ILT member observe co-grade-level instruction and posting of Learning Targets, then interview students to ask what they feel was their learning goal for the lesson followed by a report back to the teacher to check to see how effective they were in communicating the Learning Target and Success Criteria. Teachers will use this information to adjust their Visible Learning approach. In regard to RTI, through principal PLC group collaboration who are farther along in RTI process, reported that often the first year of implementation did not yield expected growth, many times it takes a year to learn/perfect the process. They encouraged the continuation and further streamlining of the process.
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SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards. Improvement is being provided by the EL TOA by giving the teachers inservice on what EL curriculum is available to them and coaching on effective EL strategies. EL TOA will pull levels 3s and 4s during RTI time (5 th grade) to discuss progress and outline how to advance. We also are having improved ELAC meetings to educate parents on the process and how to help their students advance.	Provide curriculum and ensure teachers are making improvements in the area of Visible Learning campus wide. PLCs are coordinating together to observe another grade-level, interview students on what the Learning Target and Success Criteria were and give the teacher feedback on the effectiveness of the lesson.	Aug. to May (ongoing), each semester.
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	We are currently beginning our second year of RTI providing targeted instruction based on data gathered throughout the year. In addition to our collaboration in our own PLCs, we work with another elementary school to co-collaborate and share data and best practices. We will meet together twice this year to review CFA data.	Sept. to May (ongoing), each semester.
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. In particular, EL students and African American students, along with SWDs needs.	PLCs meet bi-monthly to inspect, summarize, and prioritize state standards. The subgroup that proved to struggle the most was SWD. There are new personnel providing RSP services and we have instituted new procedures including but not limited to push-in services where applicable and more emphasis on working one-on-one directly on skills outlined in the student's IEP. A change in SWD student services approach to include more push-in has been implemented as well as more concerted effort in students meeting their academic goals. EL students are serviced more directly in goal setting and awareness of individual levels and advancement requirements are newly in place. Principal will provide professional development in the area of African American student needs to teachers.	October to April, bi-monthly.

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 Increased PLC teacher collaboration time <ul style="list-style-type: none"> Additional Hourly 	CFA review. CFAs, IABs, fall/winter MAP	All	ILT, Teachers, Principal	\$12,397.88
1B Increase in differentiated instruction in a blended learning environment <ul style="list-style-type: none"> Technology Hardware Technology Software 	CFAs, walk throughs to view devices being utilized	All	ILT, Teachers, Principal	\$15,221.94

1C SIT Coordinator collaboration time with teachers <ul style="list-style-type: none"> Additional Hourly 	CFAs, fall/winter MAP	At risk students	SIT coordinator, Principal, Teachers	\$3,877.68
1D Provide Extended Learning Opportunities in areas of academic student need and enrichment <ul style="list-style-type: none"> tutoring after school STEM activities 	Pre/Post assessment, projects, CFAs	All	ILT, Teachers, Principal	7,325.98
Total Estimated Cost for This Goal:				\$38,323.48

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	6.4% (n)	Increase to 20%
SBAC ELA for English Learners: Change in average scale score points from Meets Standards	-58.7 (n)	2019 Site EL DFS + 10 points -48.7
SBAC Mathematics for English Learners: Change in average scale score points from Meets Standards	-61.1 (y)	2019 Site EL DFS + 6 points -55.1

Identified Need(s):	<p>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</p> <p>Consider what English Learners need to improve their language proficiency and academics.</p> <p>Our EL population consistently ranked as one of the groups to focus on in both ELA and math.</p> <p>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 drop-in reclassification rates was directly related to the changes in the assessments and reclassification criteria. Our new EL TOA will be more pro-active in training teachers on EL strategies throughout lessons. She has begun meeting with 4th and 5th grade students to outline where they are in terms of reclassification and what is needed to advance. At this point in the year we are already seeing positive results. Principal will seek out more professional development opportunities on effective EL classroom strategies.</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

	Total Estimated Cost for This Goal:
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LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the number of college and career awareness activities	2 events	2 events

Identified Need(s):	<p>Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator.</p> <ul style="list-style-type: none"> (Elementary) – Consider what students need to be prepared to meet the requirements for college and career preparation that are not covered in Goals 1 and 2 (SBAC) At the elementary level, students need to work on their basic skills and higher-level thinking skills. They also need to be aware of the requirements for possible college in their future.
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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 surveys and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Total Estimated Cost for This Goal:				

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Move closer to advanced.
Instructional Leadership Team Rating	Between Proficient and Advanced (2.44 on 3-point scale)	Move to higher ranking.

Identified Need(s):	<p>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</p> <ul style="list-style-type: none"> • Though we made growth in both ELA and math according to CAASPP, we did not meet our targets in ELA. • We need to conduct peer observations and continue our work in the area of Visual Learning and RTI. As noted in the plan, teachers made suggestions for improvement which are being implemented (for example the list of services available for teachers by both TOAs). Through comments on the Teacher Survey, the suggestion was made for the TOA to provide a list of services that are available. Teachers could then make a more informed choice on how to utilize the TOA services. According to 3-year data, we are making steady growth (4.75% growth in ELA and 3.75% in Math when compared to 17/18 CAASPP).
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as walk through data, PLC agendas)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4B Increase Kindergarten Collaboration time through PLC Hours (15 hours x 4 teachers)	CFAs, Classroom Walk Through Data, MAP	Kindergarten	Kinder teachers	\$2,888.36
Total Estimated Cost for This Goal:				\$2,888.36

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0	0
Suspension rate:	SW	.4%	.2%
	FY (homeless)	0	0
	Hispanic	.2%	.1%
	ELL	.8%	.4%
	AA	4%	2%
	Sped	2%	1%
Expulsion rate		0	0
Attendance Rate		96.33%	97.33%
Chronic Absenteeism		7.5%	3.75%

Identified Need(s):	<p>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</p> <ul style="list-style-type: none"> • Attendance clerk needs to make more frequent phone calls regarding absences and tardies. • We will have a school-wide positive reinforcement system for acknowledging continued positive attendance and behavior with our Panther Paw Coupon system and weekly Fun Friday and announcements. We also put an emphasis on teachers making positive connections with their students on an ongoing basis. Our counselor provides ongoing group and individual counseling in the areas of anger management and positive choices. We are participating in our second year of Sports for Learning to increase attendance rates. • The suspension rate of African American and SPED students was higher than other student population groups and this disparity has been noted. Efforts are made to help population be more successful through connection, positive interactions, counseling if necessary, and encouragement. • We are embarking on a schoolwide initiative known as “Water the Bamboo” to increase awareness and efforts to never give up on a child even when progress isn’t immediately apparent. We shared this information with staff, students, and parents. In addition, we have a bulletin board for teachers to post what it means to them and how they will implement in their classrooms. We did this not only to put in writing their beliefs and plans but to share ideas as well.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
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	Include metrics for monitoring progress (such as monthly attendance/behavior reports)			Title 1 Attendance supports and incentives are not allowable out of Title I.
Attendance incentive program. (estimated cost \$500)	Monthly attendance report	All	Attendance clerk, counselor	
Total Estimated Cost for This Goal:				\$0 (incentives will come out of PTA donations)

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	16	18
Parent Engagement and Local Climate Survey	36%	46%

Identified Need(s):	<p>For Title I, consider what is needed to implement the site’s Title I parent and family engagement policy. Title I, Part A, of the ESEA, reauthorized as the Every Student Succeeds Act (ESSA), ensures that districts and schools provide parents and families of Title I students with the information they need to make well-informed choices for their children including more effectively sharing responsibility for their child’s success, and helping their children’s schools develop effective and successful programs.</p> <ul style="list-style-type: none"> Administration and community liaison need to make a more concerted effort to increase attendance at parent meetings. We have had an active PTA and we are striving to keep it moving forward. Mr. Mullins shares regularly with parents in such meetings as Coffee with the Principal, Fun Friday events, and PTA functions. He also shared with parents at ELAC meeting on 10-14-19 about the “Water the Bamboo” initiative where adults never give up on a child even if there is little to no evidence of progress.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A Parent Workshops (literacy night, ESL, Coffee with the Principal)	Sign in sheets, academic achievement of participating students, such as grades and MAP	All	Community Liaison, principal, counselor, office staff	\$2,118.16
Total Estimated Cost for This Goal:				\$2,118.16

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Books for the library	All	\$10,000	Principal
Electronic marquee	All	\$40,000	Principal
Extra computers/laptops	All	\$30,000	Principal
COW (Computer On Wheels) for testing flexibility and improved computer access	All	\$40,000	principal
More technology for the classroom (25 computers at \$1,000)	All	\$25,000	principal
Software for EL learners and struggling students in math and ELA	EL and At Risk	\$5,000	Principal, Teachers
Extra printing encumbrance	All	Up to \$2,500	Principal, Teachers
Additional Teacher Hourly (release days, workshops, tutoring, PLC, etc.)	All	Up to \$1,500	Principal, Teachers
Furniture and equipment for Maker Space	All	\$30,000	Principal, Teachers

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

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.	\$43,830.00
<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).	\$1,377.00
Total amount of state and federal funds allocated to this school		\$43,830.00

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"> • 0. 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 the peers who they represent on the SSC must have voted them in.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Gerald Mullins	Principal	Not Applicable	Not-Applicable	1
Daniel Gregory	Classroom Teacher	2 Years	May 2021	1
Ena Picon	Classroom Teacher	2 Years	May 2020	1
Elizabeth Arat	Classroom Teacher	2 Years	May 2021	1
Ana Quiroz	Other Staff Member (Specify):	2 Years	May 2020	1
Sub Total: 5				
Jefferson Garcia	Parent/Community Member	2 Years	May 2020	1
Jessica Colorado	Parent/Community Member	2 Years	May 2021	1
Ana Rodriguez	Parent/Community Member	2 Years	May 2020	1
April Hernandez	Parent/Community Member	2 Years	May 2020	1
Jeanette Alvarez	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 _____  _____ 11-05-19
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: 10-29-19.

Attested:

Gerald Mullins
Typed name of School Principal


Signature of School Principal

11/4/19
Date

Eva Picon
Typed name of SSC Chairperson


Signature of SSC Chairperson

11/4/19
Date