

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

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	OLEANDER ELEMENTARY 36-67710-6035844		SSC Approval Date: <u>October 10, 2019</u>
School Address	8650 Oleander Avenue Fontana, CA 92335		Local Governing Board Approval Date: _____
Name of Principal	Terry Ceja	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum (909) 357-5700 Maria.Ceja@fusd.net
Name of SSC Chairperson	Claudia Berg	Phone # and Email	(909)559-3708 EMAIL: claudiamin68@gmail.com
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT
<input checked="" type="checkbox"/> SWP		<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds			<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)

## SCHOOL BACKGROUND

<p style="text-align: center;">VISION AND MISSION</p>	<p style="text-align: center;">Oleander Elementary School is an engaging community built on <b>positive relationships</b> where every student <b>meets or exceeds all <u>academic standards, thinks critically, and collaborates productively</u></b> to compete and be successful in college and career aspirations.</p>
<p style="text-align: center;">SCHOOL AND COMMUNITY PROFILE</p>	<ul style="list-style-type: none"> <li>• According to the California School Dashboard, Oleander had an enrollment of <a href="#">830</a> students. This overall population consisted of <a href="#">94%</a> socioeconomically disadvantaged, <a href="#">11%</a> special education, and <a href="#">55.2%</a> English learners and <a href="#">0.7%</a> Percentages of foster youth.</li> <li>• Oleander provides free and reduced lunch to all students. Title 1 funds are designated to serve the entire student population.</li> <li>• Academically, Oleander uses four portable laptop labs, two classroom computer labs, as well as 10 United 2 Read (U2R) laptop stations in every K-2 class to ensure that all students have access to appropriate technology. The technology facilitates the use of daily intervention programs for the students, such as Lexia, the U2R Program, and the Accelerated Reader program. Oleander incorporates a daily Response to Intervention (RTI) block during the school day to provide additional math and language arts support for students that need time to master the grade-level standards.</li> <li>• In the 2019-2020 school year, Oleander will build upon the various school-wide instructional strategies such as the Kagan Cooperative Grouping, Thinking Maps, and Write From the Beginning to differentiate instruction and support students' learning.</li> </ul>
<p style="text-align: center;">SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> <li>• Oleander had the highest point gain in Fontana Unified for the 2018-2019 school year. There was an increase of +17.4 points Distance from Standard in Language Arts on the California Assessment of Student Performance and Progress (CAASPP) State Test.</li> <li>• Oleander was one of 11 elementary schools in Fontana Unified that increased +11 points Distance From Standard in Math on the CAASPP State Test.</li> <li>• Oleander made a 2-year growth in English Language Arts (ELA) on the CAASPP. The percentage of students meeting and exceeding grade-level standards increased from 30.7% to 42.49%, a +11.79% increase.</li> <li>• Oleander made a one-year growth in Math on the CAASPP. The percentage of students meeting and exceeding math grade-level standards increased from 29% to 33.99%, a +4.99% increase.</li> <li>• Compared to all elementary schools, Oleander had the highest number of students meet their prescribed minutes on the district's Lexia program last year. Over 90% of the students used it every week.</li> <li>• Over 90% of the Oleander teachers have integrated the Kagan and Thinking Maps instructional strategies in their classrooms with fidelity.</li> <li>• Oleander created multiple training opportunities for parents last year. The three-session workshop for English Learners was appreciated and well attended by parents. As well, Reading Night, Math Night, and Steam Night were very successful for the Oleander community. Over 200 family members participated at all 11 events. Parents requested to have additional workshops and community involvement opportunities for the 2019-2020 school year.</li> </ul>

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> <li>• Oleander will focus on improving services for all subgroups by continuing to engage all teachers in the Professional Learning Community (PLC) process. Teachers will continue to use rubrics to create common assessments and units of study based on our district's pacing guide. They will continue to identify appropriate learning targets based upon the Common Core State Standards, develop common formative assessments to measure student learning, and analyze the data to identify students that require additional support. Designated English Language Development (ELD), Response to Intervention (RTI) blocks, and the after school tutoring will be used to provide individualized instruction for at-promise students.</li> <li>• Oleander will implement technology-based lessons to increase the level of differentiation for all students. Using the Education (Ed) of Technology, Lexia, Accelerated Reader, Read 180, and the U2R program, teachers will be able to target students who need additional support during blended learning.</li> <li>• Oleander will put into place attendance, behavior, and academic frameworks to assist students that are not meeting the required standards to be successful in school. We will offer the necessary support to the families of these students, as well.</li> <li>• Oleander will improve services by incorporating the Write From the Beginning writing program, a K-8 writing curriculum designed to assist teachers and students in developing the knowledge and skills necessary for age-appropriate and domain-specific writing achievement.</li> </ul>
<p>MOONSHOT</p>	<p>Oleander's moonshot is to become the first elementary school in Fontana to have a Maker Space Lab available to all students.</p> <p><i>"...A school Maker Space is a place where young people have an opportunity to explore their interests; learn to use tools and materials, both physical and virtual; and develop creative projects."</i> Laura Flemming Worlds of Making.</p> <p>Though many schools are struggling to meet the task of producing creative and innovative learners, Oleander seeks to forge a proactive path to meet this challenge. Through the use of our Maker Space Lab, students' inquiry will be the vehicle that drives learning. Oleander's students will solve real-world problems with a hands-on approach. The scope of classroom education will be broadened as our students design and create their video games, build robots, and wire circuits firsthand. The Maker Space lab provides opportunities for child-centered learning as each child engages in authentic problem-solving. We hope that the motto, "If you can conceive it and believe it, you can achieve it." resounds deeply within the hearts and minds of our students and spurs them on to a future with limitless possibilities.</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: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-32	-25
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>	-30	-34
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	52% and a 2% increase from the previous year	48.24%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	52% and a 2% increase from the previous year	53.42%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	65%	70%

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. Blended Learning Purchase of a technology equipment, software, peripherals <b>(\$69,718)</b> <ul style="list-style-type: none"> <li>• Roving Labs (\$28,000)</li> <li>• Accelerated Reader (AR)(\$8,421)</li> <li>• AR Books (\$2,000)</li> <li>• Technology Upgrade (\$14,553)</li> <li>• Technology Material, Supplies &amp; other Services (\$4,744)</li> <li>• Furniture for Blended Learning (\$12,000)</li> </ul>	\$50,713	<del>\$19,005</del> \$22,005	<ul style="list-style-type: none"> <li>• CAASPP Score Distance From Standard (DFS)</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">17-18- ELA DFS: -42.4</td> <td style="width: 33%;">18-19- ELA DFS: -25</td> <td style="width: 33%;">Total Points + 17.4</td> </tr> <tr> <td>17-18- Math DFS: -45.2</td> <td>18-19- Math DFS: -34</td> <td>+11.2</td> </tr> </table> <p>CAASPP School wide Public Results:                      3rd: ELA 22.14% to 50.39%    Math 28.03% to 42.64%                      4th: ELA 48.8% to 33.90%    Math 48.80% to 26.05%                      5th: ELA 22.70% to 42.60%    Math 12.67% to 32.41%</p> <p>2 Year CAASPP Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">17-18- ELA 30.73%</td> <td style="width: 50%;">18-19- ELA 42.49%</td> </tr> <tr> <td>17-18- Math 29.07%</td> <td>18-19- Math 33.99%</td> </tr> </table> <ul style="list-style-type: none"> <li>• Our Lexia reading program was very successful this past year. Our schoolwide</li> </ul>	17-18- ELA DFS: -42.4	18-19- ELA DFS: -25	Total Points + 17.4	17-18- Math DFS: -45.2	18-19- Math DFS: -34	+11.2	17-18- ELA 30.73%	18-19- ELA 42.49%	17-18- Math 29.07%	18-19- Math 33.99%	Continue Blended Learning actions but modify amounts based on the new budget
17-18- ELA DFS: -42.4	18-19- ELA DFS: -25	Total Points + 17.4												
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17-18- Math 29.07%	18-19- Math 33.99%													

			<p>data indicates that overall we increased from 23% to 72% of our students meeting and exceeding grade-level reading standards.</p> <ul style="list-style-type: none"> <li>○ K- 18% to 96%</li> <li>○ 1 36% to 85%</li> <li>○ 2- 20% to 66%</li> <li>○ 3- 8% to 52%</li> <li>○ 4- 25% to 73%</li> <li>○ 5- 29% to 59%</li> </ul> <ul style="list-style-type: none"> <li>● Our Accelerated Reader program was another indicator of students' success. <ul style="list-style-type: none"> <li>○ Books/School-Wide Reading Level Increased from 2.81 to 3.13 a .32 increase</li> <li>○ Student Participation Rate was 98%</li> </ul> </li> </ul>							
1B: Tutoring (\$8,000)	\$8,000 \$7,307.97	\$0	<p>Entrance &amp; Exit Tutoring Assessment</p> <ul style="list-style-type: none"> <li>○ One hundred thirty-one students attended the after school ALL-STARS intervention program in 2018-2019.</li> <li>○ 106 out of 131(85%) students increased on their posttest by at least 10%.</li> </ul>	Continue tutoring hours but modify costs based on the new budget						
1C: Supplemental Material ● Other Books/Instructional Material (\$6,059.10)	\$3,000	<del>\$3,059.10</del> \$3,114.67	<p>Instructional Walk/Peer Walk Data</p> <ul style="list-style-type: none"> <li>○ 90% of our teachers use at least one out of 6 school-wide Kagan Cooperative Structures in their classrooms daily.</li> <li>○ At least 60% of the teachers demonstrate level 3 of strategic thinking in the classrooms</li> </ul>	Discontinue supplemental material Goal 1C, and add Materials and Supplies to Goal 1A						
1D: Printing (\$9,435.40)	\$5,435.40	<del>\$4,000</del> \$944.43	<ul style="list-style-type: none"> <li>● CAASPP Score Distance From Standard (DFS)</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">17-18- ELA DFS: -42.4</td> <td style="width: 33%;">18-19- ELA DFS: -25</td> <td style="width: 33%;">Total Points + 17.4</td> </tr> <tr> <td>17-18- Math DFS: -45.2</td> <td>18-19- Math DFS: -34</td> <td>+11.2</td> </tr> </table>	17-18- ELA DFS: -42.4	18-19- ELA DFS: -25	Total Points + 17.4	17-18- Math DFS: -45.2	18-19- Math DFS: -34	+11.2	Discontinue printing Goal 1D and add printing to Goal 1A
17-18- ELA DFS: -42.4	18-19- ELA DFS: -25	Total Points + 17.4								
17-18- Math DFS: -45.2	18-19- Math DFS: -34	+11.2								

			<p>CAASPP School wide Public Results:          3rd: ELA 22.14% to 50.39%    Math 28.03% to 42.64%          4th: ELA 48.8% to 33.90%    Math 48.80% to 26.05%          5th: ELA 22.70% to 42.60%    Math 12.67% to 32.41%</p> <p>2 Year CAASPP Scores</p> <table border="1" data-bbox="1204 331 1884 391"> <tr> <td>17-18- ELA 30.73%</td> <td>18-19- ELA 42.49%</td> </tr> <tr> <td>17-18- Math 29.07%</td> <td>18-19- Math 33.99%</td> </tr> </table>	17-18- ELA 30.73%	18-19- ELA 42.49%	17-18- Math 29.07%	18-19- Math 33.99%	
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<p>1E: Extra Hours/Stipends (\$13,218.60)</p> <ul style="list-style-type: none"> <li>• ILT- \$1,941.73</li> <li>• Positive Behavior Intervention &amp; Supports (PBIS)- \$1,941.73</li> <li>• PLC-\$7,362.12</li> <li>• Math Committee: \$311.02</li> <li>• Student Intervention Team (SIT)-\$554</li> <li>• Data -\$554</li> <li>• RTI -\$554</li> </ul>	<p>\$12,518.60</p>	<p>\$700</p>	<p><u>Measures of Academic Progress (MAP) Testing</u></p> <ul style="list-style-type: none"> <li>○ Reading -Goal 52% and a 2% increase             <ul style="list-style-type: none"> <li>○ Actual Outcome: 48.24% - Goal was not met</li> <li>○ 1-        22.4% to 24%</li> <li>○ 2-        55% to 63% - Met Goal</li> <li>○ 3-        61% to 45%</li> <li>○ 4-        40% to 58% -Met Goal</li> <li>○ 5-        56% to 47%</li> </ul> </li> <li>○ Math- School-Wide Goal 52% and a 2% increase             <ul style="list-style-type: none"> <li>○ Actual Outcome: 53.42% - Goal was not met= 1.42%</li> <li>○ 1-        31.1% to 40%</li> <li>○ 2-        61% to 67% - Met Goal</li> <li>○ 3-        63% to 56%</li> <li>○ 4-        47% to 63% -Met Goal</li> <li>○ 5-        69% to 40%</li> </ul> </li> <li>• At least 90% of all teachers use at least 1 out of 6 school-wide Kagan Cooperative strategies based on Instructional Walk-Throughs</li> </ul> <p><u>Instructional Walk Data</u></p> <ul style="list-style-type: none"> <li>• PLC Data: 5 out of 6 PLCs met the PLC elements.</li> <li>• ILT Data: The Instructional Leadership Team (ILT) met 5 out of the 7 elements of a successful team using the ILT Rubric in May 2019.</li> <li>• We use the Professional Learning Committee (PLC) and ILT Rubrics three times a year. For the 2018-2019 school year.</li> </ul>	<p>Continue extra hours/subs but modify costs based on the new budget</p>				

			<ul style="list-style-type: none"> <li>2nd Grade through 5th Grade PLCs had at least one new member added to their team; hence planning is an essential component for instructional development &amp; group cohesiveness. PLC will work with Tina Starks, our Teacher on Assignment (TOA), 3-times this year, to calibrate student work and analyze common assessments. Actions were made based on data results to plan new instruction and to reteach old concepts to at-promise students.</li> </ul>	
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## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level of growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	12.6%	5.0% (23/430)
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 78.6 + 10= -68.6	-60.3
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-73.7 +6= -67.7	-60.9

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A: Materials and Supplies (\$4,878.90) <ul style="list-style-type: none"> <li>Supplemental English Development Program</li> <li>Reclassification Ceremony</li> </ul>	\$4,750	\$128.90	English Language Proficiency Assessment for California (ELPAC) Data <ul style="list-style-type: none"> <li>Reclassification Data Goal- 12.6%</li> </ul>	Continue materials and supplies cost but modify based on current funds

<ul style="list-style-type: none"> <li>○ Certificates</li> <li>○ Bilingual AR Books</li> <li>○ Refreshments</li> </ul>			<ul style="list-style-type: none"> <li>○ Actual Outcomes: - 5.0% - Did not meet goal</li> </ul>	Discontinue refreshments; it is not a Title 1 allowable expense
2B: Printing-\$250	\$0	\$250	<p>Smarter Balanced Assessment Consortium (SBAC) Data</p> <ul style="list-style-type: none"> <li>• ELA Distance from Standard Goal: -68.6                             <ul style="list-style-type: none"> <li>○ Actual Outcomes: -60.3- We did not meet our goal by 8.3</li> </ul> </li> <li>• Math Distance from Standard Goal: -67.7                             <ul style="list-style-type: none"> <li>○ Actual Outcomes: -60.9- We did not meet our goal 6.8 points</li> </ul> </li> </ul>	Discontinue printing action; it is challenging to track printing costs
2C: Extra Hours/Subs-\$1,000	\$0	\$1,000	<p><u>Needs Assessment:</u></p> <ul style="list-style-type: none"> <li>• Teachers need to provide Integrated and Designated ELD with fidelity every day.</li> <li>• There is a need for additional professional development for teachers to learn about Learning Targets and Success Criteria based on the ELD Standards</li> <li>• Teachers need to know how to differentiate lessons based on Language Development Levels.</li> <li>• There is a need for additional support for newcomers. We have over 14 students that need Level 1 high-intensity support.</li> <li>• There is a need for additional time for our English Learner (EL) Site Monitor to work with our teachers to monitor At-promise EL students.</li> </ul>	Discontinue ELPAC subs; it is not a title 1 allowable expense

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase College and Career Readiness Activities	Proficient	Proficient

2018-19 Actions/Services	Estimated Expenditures	Actual Results	SSC's Decision based on the Results:
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	Title 1	SUPC	Include the metric(s) for evaluating the Action/Service	Continue Modify (list the modifications) Discontinue
3A: Career Day Materials Additional Hourly (\$800)	\$800	\$0	College and Career Events <ul style="list-style-type: none"> <li>Fieldtrips related to careers were a priority for Parent Teacher Association (PTA).</li> <li>All 3<sup>rd</sup>-5<sup>th</sup> Grade students completed a college and career project that they presented during Open House.</li> <li>Career Day was unable to take place, as we did not have coordinators to create the event.</li> </ul>	Discontinue extra hours for Career Day and use the funding to buy supplemental material for college and career projects/presentation boards
3B: Materials & Supplies (\$100)	\$100	\$0		Continue materials and supplies but modify by increasing the cost to \$800 to provide college and career materials for projects/presentations Expo (Open House) College Night

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders <span style="color: red;">Sites to complete this table</span>		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	6 out of 6 PLCs to score proficient or advanced on the PLC rubric	Proficient/Advanced: 5 out of 6 PLCs scored proficient or advanced on the PLC rubric
Instructional Leadership Team Rating	Meet 5 out of 7 elements on the ILT Rubric	Proficient: We met 5 out of 7 elements on the ILT Rubric

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. PLCs (\$26,320) <ul style="list-style-type: none"> <li>Subs – (\$10,800)</li> <li>Additional hourly (\$13,520)</li> <li>Professional books (\$2,000)</li> </ul>	\$20,000	\$6,320	<u>MAP Testing</u> <ul style="list-style-type: none"> <li>Reading -Goal 52% and a 2% increase                             <ul style="list-style-type: none"> <li>Actual Outcome: 48.24% - Goal was not met</li> <li>1- 22.4% to 24%</li> <li>2- 55% to 63% - Met Goal</li> </ul> </li> </ul>	Continue PLC action but modify based on the new budget. Add materials and supplies to Goal 4A

			<ul style="list-style-type: none"> <li>○ 3- 61% to 45%</li> <li>○ 4- 40% to 58% -Met Goal</li> <li>○ 5- 56% to 47%</li> <li>○ Math- Schoolwide (SW) Goal 52% and a 2% increase             <ul style="list-style-type: none"> <li>○ Actual Outcome: 53.42% - Goal was not met= 1.42%</li> <li>○ 1- 31.1% to 40%</li> <li>○ 2- 61% to 67% - Met Goal</li> <li>○ 3- 63% to 56%</li> <li>○ 4- 47% to 63% -Met Goal</li> <li>○ 5- 69% to 40%</li> </ul> </li> </ul>	
<p>4B Professional Development (\$18,214)</p> <ul style="list-style-type: none"> <li>• Subs (\$1,860)</li> <li>• Consultants/Conferences (\$13,994)</li> <li>• Kagan &amp; Write from the Beginning Professional Development (PD) Books (\$1,360)</li> <li>• Other PD Books (\$1,000)</li> </ul>	\$ 18,214	\$0	<p><u>PLC Data</u></p> <ul style="list-style-type: none"> <li>• 5 out of 6 PLCs increased proficiency in at least one of the 4 PLC conditions.</li> <li>• 5 out of 6 PLC's scored proficient on the PLC conditions rubric</li> <li>• 4 out of 6 PLCs met an additional hour every month to calibrate student work samples and to create monthly instructional plans.</li> </ul>	<p>Continue Professional Development action but modify based on the new budget. Add materials and supplies to Goal 4B</p>
<p>4C Materials and Supplies</p> <ul style="list-style-type: none"> <li>• Common Core Material for Kagan, TM, Writing/Other (\$2,320)</li> </ul>	\$0	\$2,320	<p>Kagan Professional Development</p> <ul style="list-style-type: none"> <li>• 100% of our teachers set up their classrooms based on the Kagan model to ensure that students have ample opportunities to collaborate during the lesson.</li> <li>• Over 80% of our teachers use Kagan/Thinking Maps/Step Up to Writing and other professional development strategies throughout the day based on ILT/Teacher and Principal Walkthrough Data.</li> </ul> <p><u>Needs Assessment:</u></p> <ul style="list-style-type: none"> <li>• Additional CAASPP training for all 3rd-5th Grade teachers is needed. Four out of thirteen teachers are new to the 3<sup>rd</sup>- 5<sup>th</sup>-grade teams this year.</li> <li>• Four out of six PLCs have new teachers in their team. There is a need for additional planning hours for all PLCs to work together to plan 6-week Units of Study</li> <li>• Six out of eight ILT members are new to the ILT team. Extra hours need to be allotted during the school year and in the</li> </ul>	<p>Discontinue materials and supplies action items. Add materials and supplies to Goal 4A &amp; 4B</p>

			summer to plan our instructional program for the 2019-2020 school year.	
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## 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		.05%	0%
Suspension rate:	SW	0%	1.2%
	FY (homeless)	0%	0%
	Hisp	.25%	1.1%
	ELL	0%	0.7%
	AA	3.5%	2.6%
	Sped	0%	8.1%
Expulsion rate		0%	0%
Attendance Rate		96%	96.34%
Chronic Absenteeism Rate		17/18      10.1 % - 1% = 9.1%	9.6%

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		

<p>5A- Attendance Incentives <b>(\$2,500)</b></p> <ul style="list-style-type: none"> <li>• Student Awards- \$1,500</li> <li>• School Assessment and Review Team (SART) Meeting Childcare- \$1,000</li> <li>• Semester Movie &amp; Popcorn Award -\$ 500 PTA Donations</li> <li>• Parent Recognition Award Breakfast- \$500- PTA Donations</li> </ul>	\$1,500	\$1,000	<ul style="list-style-type: none"> <li>• Average Daily Attendance decreased from 96.50% to 96.34%, a change of -.16%. Hence; we stayed within the 96% range and met the goal.</li> <li>• Chronic absenteeism decreased from 10.1% to 9.6%, a reduction of 0.5%; however, we did not achieve the expected outcome of 1%. We did not meet this goal.</li> <li>• Suspension Rate decreased from 1.6% to 1.2%, a decrease of .4%; however, we did not meet the expected outcome of 1% - We did not achieve this goal.</li> <li>• There is a need to develop an attendance intervention framework for student support that includes attendance contracts, Special Emergency Response Team (SERT) &amp; School Attendance Review Board (SARB) processes</li> </ul>	<p>Discontinue attendance and PBIS actions. Transfer funds from Goal 5A to Goal 1A.</p>
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## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement <span style="color: red;">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	9	11
Parent Engagement and Local Climate Survey	25% (161)	23%

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		
<p>6A- Parent Workshops/Parent Council Groups (\$9,612)</p> <ul style="list-style-type: none"> <li>• Consultant/Teacher Hourly to provide workshops (\$5,000)</li> <li>• Materials and Supplies (\$3,000)</li> </ul>	\$7,442		<p>We created 11 family and community engagement opportunities for parents. Reading Night, Math Night, Science/Technology/Engineering/Art/Math (STEAM) Night,</p>	<ul style="list-style-type: none"> <li>• Continue parent services but modify costs based on the new budget</li> </ul>

<ul style="list-style-type: none"> <li>Child Care (\$1,000)</li> <li>Refreshments (\$612)</li> </ul>	\$7,804.03	\$2,500	Donuts for Dad and Muffins for mom were some of the new events that we provided last year. Over 200 hundred family members attended all events evidence by sign-in sheets. We met this goal.	<ul style="list-style-type: none"> <li>Discontinue refreshments; it is not an allowable Title 1 expense</li> </ul>
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## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of <b>fifth/seventh/ninth</b> -grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	5th Gr. $\geq$ 40.9%	13 Students 11.6%

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		
7A- PBIS Program (\$2,500) <ul style="list-style-type: none"> <li>Additional Hourly for office staff to contact at-promise parents &amp; paperwork for behavior, attendance and academic SIT processes (\$2000)</li> <li>Noon Aide Training (\$500)</li> <li>PBIS Team Extra Hourly/Stipend-Expense in 1E</li> </ul>	\$0	\$1,500	PBIS SIT Data Sheets Contribute to 1) maintaining the number of fifth grade students districtwide who meet Healthy Fitness Zone (HFZ) standards of Trunk Extension Strength and Flexibility; and 2) increasing the number of fifth graders districtwide who meet HFZ standards in Aerobic Capacity, Body Composition, Abdominal Strength, and Upper Body Strength, as shown by districtwide results on the Physical Fitness Test.	Discontinue, PBIS program costs. Goal 7 is not a Title one allowable expense.
<ul style="list-style-type: none"> <li>7B- Materials and Supplies for Student Store (\$1,158)</li> </ul>	\$0	\$1,158	PBIS Teacher Survey/PBIS Needs Assessment Reports	Discontinue, materials, and supplies action for PBIS program. Goal 7 is not a Title 1 allowable expense.

## 2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions and are drawn.

<p><b>Describe how the evaluation was conducted:</b></p>	<p>The School Site Council met on Thursday, August 29<sup>th</sup>, to review the 2018-2019 expected outcomes and the actual results. The team examined each goal, the actionable items, the identified needs based on the data, and made decisions to keep, modify, or discontinue the items. The Principal provided a PowerPoint about schoolwide and subgroup data. The School Site Council (SSC) team discussed the four questions below, and the following is a summary of their responses. The review of data was also shared at the October 3<sup>rd</sup> and October 10<sup>th</sup> meetings to decide the new actions for each of the goals.</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> <p><u>Goal 1:</u> We partially met the expected outcome of increasing proficiency and strategic thinking.</p> <ul style="list-style-type: none"> <li>• Our expected outcome for the CAASPP Language Arts assessment was to score -32 DFS, and our actual result was -25 DFS.</li> <li>• Our expected outcome for MAP Math Fall score was 52%, and our actual result was 53.42%. We met the 52% expected outcome; however, we did not meet the 2% increase.</li> <li>• Our 2<sup>nd</sup>-grade students met both Reading and Math Fall Map expected outcomes. They scored 63% in Reading and 67% in Math.</li> <li>• Our 4<sup>th</sup>-grade students met both their Reading and Math Fall Map expected outcomes. They scored 58% in Reading and 63% in Math.</li> </ul> <p><u>Goal 2:</u> We met and exceeded two out of the four expected outcomes for our EL on the CAASPP assessment.</p> <ul style="list-style-type: none"> <li>• Our expected outcome was to score -68.6 DFS in ELA for our EL students, and we scored -60.3, a + 8.3 points above our goal.</li> <li>• Our expected outcome was to score -67.7 in Math for our EL students, and we scored -60.9, a + 6.8 points above our goal.</li> </ul> <p><u>Goal 3:</u> We met the expected outcome of providing College and Career Readiness experiences for our students.</p> <ul style="list-style-type: none"> <li>• This year, we created 3 activities that included college and career research projects that students presented during Open House.</li> </ul> <p><u>Goal 4:</u> We partially met the expected outcome of cultivating effective teachers and leaders.</p> <ul style="list-style-type: none"> <li>• Although 4 out of 6 PLCs had new teachers, five teams scored proficient based on the PLC Rubric.</li> <li>• We met our expected outcome for our ILT. Based on the rubric, our Leadership Team met five out of the seven elements of a successful ILT team.</li> </ul> <p><u>Goal 5:</u> We partially met the expected outcome of engaging students and decreasing dropout rates.</p> <ul style="list-style-type: none"> <li>• We met our expected outcome of .05%, reducing dropouts. We had 0% of our students dropout.</li> </ul>

- We met our expected outcome of 0% suspensions for our homeless and African American subgroups.
- We met our expected outcome of 0% expulsions.
- We met our expected outcome of 96% average daily attendance. We had 96.34% of our students attend school every day.

Goal 6: We partially met our expected outcomes of strengthening family and community engagement.

- We met and exceeded our expected outcome of 8 family events. We provided 11 family involvement opportunities this year, including Math Night, Reading, and STEAM Night. Over 200 family members attended each event based on sign-in sheets.

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

Goal 1: We partially did not meet the expected outcomes for increasing proficiency and strategic thinking.

- Our expected outcome for Math CAASPP scores was -30 points from DFS, and our actual result was -34.
- Our expected outcome for MAP ELA Fall score was 52%, and we scored 48%.
- Our 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup>-grade students did not meet their expected outcomes for Reading Map Fall scores.
- Our 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup>-grade students did not meet their expected outcomes for Math MAP Fall scores.

- **Low Social Economic Students (SES):**

There was a slight gap in the academic achievement of Low Social Economic Students. Overall, 42.49% of all students met or exceeded the standards in CAASPP ELA and 33.99% in the CAASPP Math test. For SES students, 42.73% met or exceeded standards in ELA and 33.12% in Math. Our SES students moved from -41.6 DFS to -23.4 in CAASPP ELA and moved from -47.3 to -33.4 in CAASPP Math tests. We met the ELA DFS goal, but we did not meet our Math DFS goal for our SES students.

Goal 2: We did not meet our expected outcomes for improving multilingualism and multiculturalism.

- The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the California English Language Development Test (CELDT) to the ELPAC. During this transition period, the criteria for reclassifying English language learners has changed. We did not administer the CELDT 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, we cannot compare the reclassification rates from year to year during this transition period. The decrease in reclassification rates was directly related to the changes in the assessments and reclassification criteria.
- Our EL action items did not produce our intended outcomes for our reclassification rates. New action items have been added to include professional development for teachers to develop Designated and Integrated ELD lessons for our EL students.

Goal 5: We partially did not meet the expected outcome of engaging students and decreasing dropout rates

- We did not achieve our expected result of suspensions for the following subgroups:
  - The Schoolwide expected outcome was .2%. We had a 1.2% suspension rate.
  - The Hispanic subgroup's expected outcome was .1%. We had a 1.1% suspension rate.
  - The EL expected outcome was 0%. We had a 0.7% suspension rate.
  - The Special Ed expected outcome was 7.1%. We had an 8.1% suspension rate.
- Our PBIS actions did not provide the outcomes that we were expecting. Our Special Education subgroup had a 1% suspension rate increase. Oleander will use the funding to provide Special Education teachers additional professional development to decrease at-promise behaviors.

**Goal 6:** We partially did not meet our expected outcomes of strengthening family and community engagement.

- Only 23% of our parent engagement and local climate surveys were submitted. We did not meet our expected outcome of 25%.
- This year, our teachers will ask parents to complete the surveys during parent conferences.

**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?**

- **EL Students:**

There was a gap in academic achievement for EL students. Overall, 42.49% of all students met or exceeded the standards in ELA and 33.99% in Math. For EL students, 23.84% met or exceeded standards in ELA and 19.54% in Math.

- **Students with Disabilities (SWD):**

There was a gap in the academic achievement of Students with Disabilities. Overall, 42.49% of all students met or exceeded the standards in ELA and 33.99% in Math. For Students with disabilities, 17.77% met or exceeded standards in ELA and 6.66% in Math. Our SWD students moved from -102.4 DFS to -90.0 in ELA CAASPP and moved from -90.2 DFS to -101.9 in the CAASPP Math test. We met the SWD ELA goal, but we did not achieve the expected outcome for the math.

- **PBIS Program**

Although this is our fourth year implementing the PBIS program at Oleander, we need to continue to refine our school-wide framework to offer positive behavior interventions and supports for our Tier 2, Tier 3, and Special Day Class (SDC) students who are experiencing social, emotional, and behavioral difficulties. Oleander has scored high in the implementation of the Tier 1 supports; however, we need to continue to provide additional professional development for all staff and teachers to reduce our suspension rate for all subgroups. There was a noticeable high gap in behavioral performance on the following subgroups:

- Schoolwide suspension rate- 1.2%
- Hispanic- 1.1%
- English Language Learners-0.7%
- Special Education-8.1%

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

- We need to continue decreasing the academic gap between all subgroups. Although we had the highest increase in DFS points in the district in Language Arts, we need to continue to develop the effectiveness of all PLCs to help all students meet their grade-level standards.
- We need to improve the language development support for our English Learners. To help improve our practice, we need to provide teachers with Designated and Integrated ELD professional development opportunities. We also need additional planning time for PLCs to write lesson plans for small group instruction during Designated ELD.
- Our absenteeism rate was reduced significantly but remains high at 9.6%. We need to continue developing successful systems to identify and provide appropriate interventions and support to at-risk students and their families.



	<ul style="list-style-type: none"><li>• Our implementation of the PBIS Tier 1 and Tier 2 interventions was successful in decreasing the office support incidents last year; however, we need to continue developing, implementing, and refining the Tier 2 and Tier 3 interventions to improve the behavior of our at-promise and SDC students.</li></ul>
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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**

<b>LEA/School GOAL 1: Increase Proficiency and Strategic Thinking</b>		
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>	-25	-15
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>	-34	-19
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	48.24%	54%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	53.42%	56.42%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	65%	70%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• <i>Teachers need more time to plan and develop units of study that include Learning Targets and Success Criteria based on grade-level standards</i></li> <li>• <i>Teachers need additional supplemental supplies and materials to conduct blended learning groups to differentiate the instructional needs of all students</i></li> <li>• <i>Teachers need additional supplemental software programs to support intensive Language Arts and Math intervention programs in the classroom</i></li> <li>• <i>Students need additional instructional time to review and master their grade-level standards</i></li> <li>• <i>Students need access to grade-level reading books</i></li> </ul>
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<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	We will be providing teachers with Common Core-aligned instructional materials and software resources that support their implementation of essential instructional practices, such as Lexia, Accelerated Reader, U2R, Read 180, Thinking Maps, Write From the Beginning, and Kagan Cooperative Structures in all classrooms.	August to May

<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ul style="list-style-type: none"> <li>• Use essential instructional practices in all classrooms such as Kagan Cooperative Structures, Write from the Beginning Writing Program, and Thinking Maps, to support students in understanding the Common Core State Standards.</li> <li>• Implement Blended Learning during ELA and Math RTI time to allow students access to computers and opportunities to differentiate instruction.</li> <li>• Provide afterschool tutoring six weeks before the SBAC window opens to provide testing skills to our low performing students.</li> </ul>	<p>August to May</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<ul style="list-style-type: none"> <li>• Provide K-2 at-promise students with additional teacher-managed time through the use of the U2R reading program.</li> <li>• Provide uninterrupted time for at-promise students to receive additional instructional time in Reading and Math through the RTI block and the Read 180 reading program.</li> <li>• Provide an uninterrupted ELD block for all EL students to ensure that we are meeting their Language Development needs every day. Provide primary language ( L1) support services for EL students through integrated ELD.</li> <li>• Provide PBIS Tier 1 and Tier 2 supports for students that are struggling in attendance and behavior.</li> <li>• Use Behavior Support Plans for at-promise students in the Special Education Program and provide professional development for all new teachers to write effective Individualized Educational Plans (IEPs).</li> </ul>	<p>August to May</p>

<p><b>2019-20 Evidence-based Actions/Services</b>  <b>Must address the Identified Needs</b></p>	<p><b>Metric(s) for evaluating Action/Service</b>  <b>Include metrics for monitoring progress</b>  <b>(such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</b></p>	<p><b>Pupils to be served</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>2019-20 Estimated Cost</b></p>
				<p><b>Title 1</b></p>
<p>1A: 21<sup>st</sup> Century Classrooms for blended learning</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Furniture for blended learning</li> <li>• Supplemental Material and Supplies</li> <li>• Printing</li> <li>• Academic Awards</li> <li>• College &amp; Career Materials and Supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Fall MAP Scores</li> <li>• Lexia Data</li> <li>• AR Reading Levels</li> <li>• Instructional Walk-Throughs</li> </ul>	<p>All Students</p>	<p>All Teachers Principal Secretary</p>	<p>\$22,800.19</p>
<p>1B: Tutoring</p>	<p>Entrance &amp; Exit Tutoring Common Assessment</p>	<p>3<sup>rd</sup>- 5<sup>th</sup> Grade Students</p>	<p>Tutoring Teachers Principal Secretary</p>	<p>\$3,000</p>
<p>1C: Extra Hours/Stipends</p> <ul style="list-style-type: none"> <li>• Provide teachers additional planning time</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Walk Data</li> <li>• PLC and ILT Rubrics</li> </ul>	<p>All Students</p>	<p>Principal/Assistant Principal Secretary</p>	<p>\$13,000</p>
<p><b>Total Estimated Cost for This Goal:</b></p>				<p>\$38,800.19</p>

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level of growth toward EL proficiency: ELPAC	Pending Anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	5.0%	12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-60.3	-50.3
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-60.9	-54.9

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• <i>Teachers need additional training on the ELPAC standards and Designated and Integrated ELD strategies</i></li> <li>• <i>Teachers need supplementary material to increase student engagement with 21<sup>st</sup>-century skills</i></li> <li>• <i>Teachers need more time to plan together to develop Language Development lessons that are engaging and rigorous</i></li> <li>• <i>Students need supplemental resources that will help them increase their language development levels</i></li> <li>• <i>EL Site Monitor needs additional time to meet with EL students to complete ELPAC chats and to communicate with all teachers regarding the reclassification requirements</i></li> </ul>
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2019-20 Evidence-based Actions/Services <i>Must address the Identified Needs</i>	Metric(s) for evaluating Action/Service <i>Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</i>	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A: ELD Program <ul style="list-style-type: none"> <li>- Extra hours/Subs for teachers to receive ELD PD after school</li> <li>- Materials and Supplemental Supplies</li> <li>- Provide additional differentiated ELD support for newcomers</li> </ul>	<ul style="list-style-type: none"> <li>• Lexia data</li> <li>• Fall and Winter MAP Scores</li> </ul>	EL Students	Principal Secretary All Teachers EL Coordinators	\$1,817.00
<b>Total Estimated Cost for This Goal:</b>				\$1,817.00

**LEA/School GOAL 3: Increase Graduation and College & Career Readiness**

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
College and Career Student Opportunities	3	3

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Students need multiple experiences and exposure to college and career awareness through field trips, classroom college projects and other STEAM community events</li> </ul>
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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
<b>Total Estimated Cost for This Goal:</b>				

**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	4 out of 6 PLCs are Proficient	5 out of 6 PLCs are Proficient
Instructional Leadership Team Rating	5 out of 7 elements of ILT Rubric	6 out of 7 aspects on the ILT Rubric

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• <i>Teachers need additional time to plan Learning Targets and Success Criteria based on the grade-level state standards</i></li> <li>• <i>Teachers need continued professional development to improve their understanding of content standards and 21<sup>st</sup> Century skills</i></li> <li>• <i>Teachers need additional material and supplies to engage students in student managed and teacher managed blended learning rotations to individualize instruction of all students</i></li> </ul>
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2019-20 Evidence-based Actions/Services <i>Must address the Identified Needs</i>	Metric(s) for evaluating Action/Service <i>Include metrics for monitoring progress (such as walk-throughs, PLC agendas)</i>	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A: PLC Planning <ul style="list-style-type: none"> <li>• Extra Hourly/Subs</li> <li>• Materials and Supplies for PLCs</li> </ul>	<ul style="list-style-type: none"> <li>• PLC &amp; ILT Rubric Results</li> <li>• Walk-Through Data</li> <li>• MAP Fall Scores</li> </ul>	All Students	Principal Secretary All Teachers	\$4,345.00
4B: Professional Development <ul style="list-style-type: none"> <li>• Extra Hours/Subs</li> <li>• Materials and Supplies</li> <li>• Workshops, travel, and conferences</li> <li>• Consultants</li> <li>• Books</li> </ul>				\$8,483.81
<b>Total Estimated Cost for This Goal:</b>				\$12,828.81

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	1.2%	.2%
	FY (homeless)	0%	0%
	Hisp	1.1%	0.1%
	ELL	0.7%	0%
	AA	2.6%	1.6%
	Sped	8.1%	7.1%
Expulsion rate		0%	0%
Attendance Rate		96.34%	96 %
Chronic Absenteeism		9.6%	8.6%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li><i>We need to promote excellent attendance in all parent workshops &amp; Coffee with the Principal Meetings</i></li> <li><i>We need to create a systematic process of support for all families that have chronic absences</i></li> <li><i>We need to continue to develop our tier 1, 2 and 3 PBIS interventions of support for at-risk students</i></li> <li><i>We need to create action plans to support the SDC and RSP teachers to implement Behavior Intervention Plans for all Special Education students</i></li> <li><i>We need to create parent professional development opportunities for families to use at home about Positive Behavior Intervention and Supports strategies.</i></li> </ul>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>Attendance supports and incentives are not allowable out of Title I.</i>
<b>Total Estimated Cost for This Goal:</b>				

LEA/School GOAL 6: Strengthen Family and Community Engagement <b>Sites to complete this table</b>		
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	11	13
Parent Engagement and Local Climate Survey	23% (162/770)	25% (184/763)

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li><i>We need to continue to create additional family and community engagement opportunities to target different family groups to get involved</i></li> <li><i>We need to continue to provide parent and families crucial information that they will need to support their child's success in school through parent workshops and Coffee with the Principal (Bear Chats)</i></li> <li><i>We need to create a systematic process to collect parents' surveys</i></li> </ul>
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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 Workshop Materials and Supplies <ul style="list-style-type: none"> <li>Laptops for parents use</li> <li>Parent Books</li> <li>Materials and Supplies for workshops</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Sign-In Sheets                             <ul style="list-style-type: none"> <li>Bear Chats,</li> <li>Literacy Night</li> <li>Math Night</li> <li>STEAM Night</li> <li>English as a Second Language (ESL) Class</li> </ul> </li> </ul>	All Students	Principal Secretary Community Liaison District	\$2,656.00
<b>Total Estimated Cost for This Goal:</b>				\$2,656.00



## Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
21 <sup>st</sup> Century Classroom Furniture, Materials & Supplies and Technology	All Students	\$1,000,000	Principal Secretary
PLC 21 <sup>st</sup> Century Professional Development	All Students	\$500,000	Principal Secretary All Teachers
PLC 21 <sup>st</sup> Century Planning/Extra Hours	All Students	\$500,000	Principal Secretary All Teacher
Schoolwide campus beautification	All Students	\$1,000,000	Principal Secretary
Blended Learning Furniture, Materials & Supplies and Technology	All Students	\$500,000	Principal Secretary K-3 <sup>rd</sup> Grade Teachers
Maker Space Lab Furniture, Materials & Supplies and Technology	All Students	\$500,000	Principal Secretary
Parent Center Furniture, Technology and Materials and Supplies	All Students	\$200,000	Principal Secretary Community Liaison
Parent Workshops	All Students	\$200,000	Principal Secretary Community Liaison
21 <sup>st</sup> Century Library Furniture, Materials & Supplies, books & Technology	All Students	\$300,000	Principal Secretary Librarian
Tutoring Center/Homework Club/Detention Center	3 <sup>rd</sup> - 5 <sup>th</sup> Grade	\$100,000	Principal Secretary Teachers

Lunch & After School Visual and Performing Arts (VAPA), STEAM and Physical Education classes for students	All Students	\$300,000	Principal All Teachers
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**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 with a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.	\$56,102.00
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have the 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).	\$2,656.00
<b>The total amount of federal funds allocated to this school</b>		\$56,102.00

**The following site-level supports that 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 Gifted and Talented Education (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 a field trip to a 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>• Additional 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>

<p>Goal 4</p>	<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 locations</li> <li>• Extended work year for elementary and middle school principals</li> <li>• Induction and Peer Assistance Review (PAR) support for school sites/teachers</li> </ul>
<p>Goal 5</p>	<ul style="list-style-type: none"> <li>• PBIS and Restorative Practices professional development for Cohorts</li> <li>• PBIS extra hourly for site coaching support</li> <li>• Additional hourly for PBIS implementation</li> <li>• PBIS and Restorative practice materials</li> </ul>
<p>Goal 6</p>	<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>
<p>Goal 7</p>	<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
Terry Ceja	Principal	Not-Applicable	Not-Applicable	1
Amy Barry	Classroom Teacher	2 Years	May 2022	1
Jessica Castillo	Classroom Teacher	2 Years	May 2022	1
Rebekah Cherniss	Classroom Teacher	2 Years	May 2022	1
Doris Sorto	Other Staff Member (Principal's Secretary):	2 Years	May 2022	1
<b>Sub Total: 5</b>				
Claudia Berg	Parent/Community Member	2 Years	May 2020	1
Yara Medina	Parent/Community Member	2 Years	May 2020	1
Lizbed Martinez	Parent/Community Member	2 Years	May 2020	1
Martha Carreno	Parent/Community Member	2 Years	May 2020	1
Aided Marcial	Parent/Community Member	2 Years	May 2020	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 Beatriz Bello \_\_\_\_\_  
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: 10/10/19.

Attested:

Maria Teresa Ceja  
Typed name of School Principal

M. Ceja  
Signature of School Principal

11/21/19  
Date

Claudia Berg  
Typed name of SSC Chairperson

Claudia Berg  
Signature of SSC Chairperson

11/21/19  
Date