

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	POPLAR ELEMENTARY 36-67710-6035869		SSC Approval Date: October 11, 2018
School Address	9937 Poplar Avenue Fontana, CA 92335		Local Governing Board Approval Date: _____
Name of Principal	Darlene Meyers	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum (909) 357-5720 Darlene.Meyers@fusd.net
Name of SSC Chairperson	Jose Tejada	Phone # and Email	909-809-1491 Btejeda70@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>VISION AND MISSION</p>	<p>Poplar Elementary School is a community united to ensure every student is prepared for success in college, career and life. Our mission is to place all students on the “Road to Success.” In addition, we support the mission of the Fontana Unified School District to graduate all students prepared to succeed in a changing world. In support of our vision and mission, Poplar Elementary School is prepared to:</p> <ul style="list-style-type: none"> • Increase student academic achievement • Provide a positive and safe learning environment • Ensure students attend school daily and on time
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Poplar Elementary School serves approximately 550 students from preschool as well as TK through 6th grade. We have four Special Day Care (SDC) classrooms: 1st – 3rd Moderate to Severe, 4th – 6th Moderate to Severe, 1st – 3rd Autistic and 6th Mild to Moderate which comprise total of 64 students. The ethnicity of our school is 97% Hispanic, 1% African American, and 2% Caucasian. English Language Learners comprise 40% (264 students) of the student population at Poplar Elementary School. All students receive free and reduced lunches and breakfasts.</p> <p>All Poplar families are encouraged to become actively involved in their child’s education. Coffee with the Principal meetings held every other month to provide parents with information about the school, district, and community programs and resources. This is an opportunity for parents to ask questions and share comments about the school. At an annual Title, I parent meetings, information is shared about this program, including assessment data and how we plan to ensure all students achieve at grade level standards. Throughout the year, parents are invited to attend workshops on a variety of topics and community events, and performances. Parents are encouraged to become involved in school decision-making by participating in the English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC).</p> <p>Poplar is not in Program Improvement as we continue to implement supplemental programs during the school day and as part of extended learning opportunities to differentiate instruction. Such programs are Systems 44, Read 180, Accelerated Reader (AR), LEXIA and United2Read (A2I) for grades K-2nd.</p> <p>The partnership between FUSD, Poplar, and the Fontana City After School Program is currently providing students with a structured and safe environment to complete homework, receive academic enrichment, participate in physical education activities, and receive nutritious snacks every day after school until 6:00 P.M. Additional enrichment opportunities such as music, choir, and band. A forty-minute block of English Language Development (ELD) instruction is implemented daily in every classroom. Students who need assistance in language arts and/or mathematics receive instruction at their instructional level during our Reading and Math Intervention. Those students who have been identified through testing to participate in Gifted and Talented Education (GATE) program have the opportunity to focus on enrichment opportunities to meet their unique needs.</p>

<p>SPSA HIGHLIGHTS (bullet points)</p>	<p>The following are the key features of this school year’s SPSA:</p> <ul style="list-style-type: none"> •United2Read (A2I) program utilized in all Kindergarten and 2nd grade classrooms students become proficient readers •Professional development in Write From the Beginning (WFTB) to extend writing across all content areas •Three Cycles of Professional Learning •Tier II Positive Behavior Intervention and Support (PBIS) to decrease our 93 incidents on campus – received Bronze Award •Attendance: Foster Youth 95.8%, African American 88.1%, Special Education 91.2% and ELL Students 96.4% •Increase our attendance from 96% to 97% •Implement Blended Learning throughout the school to increase our SBAC scores in English Language Arts (ELA) -23 Distance From Standard (DFS) and Math -53 DFS •Support students at their instructional level in Math and ELA to close the gap in SBAC scores •Increase the implementation of technology to 15 laptops in each 3rd to 6th grade classroom to increase student engagement •Small Group instruction is implemented for Reading Intervention/ Enrichment: Phonics, Comprehension, Vocabulary, Writing, and Technology •One Administrative Day is focused on Math: Number Talks, Role Modeling Lessons, and Clarity (Learning Targets & Success Criteria)
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> •Implementation of A2I program in grades K-2nd to improve intervention using data analysis •Professional Development to improve our instruction of the Wonders curriculum and utilize all the resources •Development of Tier II PBIS to maintain a positive and safe learning environment for all students •Integration of the Learning Cycle to continue support teachers with Write From the Beginning •Reading and Math Interventions at students’ instructional level •Implement a new structure for Student Intervention Team (SIT) for students
<p>MOONSHOT</p>	<p>Poplar’s Moonshot Statement: All students will be proficient readers by 3rd grade so they will be able to access and interact with complex text. Students will be working towards a milestone of analytical proficiency as to breaking down the content to form an educated opinion of the concept. This skill will enhance their ability to make knowledgeable decisions about the implementation of technology, science, math or other paths to careers that involve critical thinking. They will be the “Thinkers” of the next generation!!</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards	-18.5	-22.6 from DFS
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards	-40.3	-53.5 from DFS
NWEA MAP Reading: % of students who meet expected fall to fall growth	52%	50.38%
NWEA Math: % of students who meet expected fall to fall growth	52%	51.51%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	30%	25%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A Supplemental Instructional Materials to support instruction	\$4,200 \$2,191		Materials Ordered Books for the classroom and materials for the Science Lab, Math and Language Arts Instruction increased MAP scores in 50.31% ELA and Math 51.51%	Continue
1B Targeted Instructional Support <ul style="list-style-type: none"> • Tutor Monitor 	\$5,397	\$5,397	Tutor Monitor Worked with students in reading at their instructional reading level in the United to Read Program. K-1 st students increased in reading levels to reading at grade level at 2 nd grade	Continue
1C Software Licenses <ul style="list-style-type: none"> • AR/Star Reading 	\$2,694	\$5,632	AR There was an increase school wide in our Reading MAP's score 50.31% and our ELA SBAC scores increased -22.6 DFS	Continue
1D Supplemental Printing <ul style="list-style-type: none"> • Math & ELA materials to differentiate instruction 	\$10,000 \$5,014		Printing usage/Invoices Allocation funded supplemental printing needs. Total invoices	Continue

			<p>confirm an expenditure of \$ 2,000 of Title I These materials differentiated our instruction which increased our MAP scores in 50.31% ELA and Math 51.51%</p>	
1E Technology	<p>\$20,078 \$24,586</p>	<p>\$16,967 \$12,280</p>	<p>SBAC Data ELA -23 DFS/Math -53 DFS MAP Data The overall percentages of students in grades K-6th who met their growth targets from Fall 2018 to Spring 2019</p> <p>Reading 50.31% Math 51.51%</p> <p>Inventory Log Allocation allowed teachers to have 15 or more laptops in their classroom for instruction and intervention. Computer Programs such as Lexia, Moby Max, AR and blended learning model being implemented with technology.</p>	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	12.6%	13.2%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-66.4 DFS	-68.8 DFS
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-84 DFS	-91.9 DFS

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A Substitute Coverage for ELPAC Testing <ul style="list-style-type: none"> • Substitute Coverage 		\$2,000 \$2,700	Reclassification Students 75% of Students were proficient and above in ELA 46.9% of Student were proficient and above in Math	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 college and career readiness	8 activities	10 Activities

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		
Career Day and promote College Day			<p style="text-align: center;">Career Day</p> <p style="text-align: center;">TK-6th Grade had Career Day with 15 plus Speakers.</p> <p style="text-align: center;">Kaiser Permanente</p> <p style="text-align: center;">Kaiser Intern Doctors present to our 4th and 6th grade classes once a month on Health Topics and careers in the medical field</p>	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

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

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A Cycles of Professional Learning <ul style="list-style-type: none"> • Substitute Hourly • Instructional Supplies • Additional Teacher Hourly (PD, PLC, Collaboration Time) 	\$14,587		Professional Learning Teachers received in depth training on Wonders and the integration of Writing, planning for math instruction, A2i reading instruction, and collaboration as a PLC. Our ELA and ELA MAP scores increased: ELA -22.6 DFS ELA MAPs 50.38%	Continue
4B Professional Development Training <ul style="list-style-type: none"> • Write From the Beginning • Math Training 	\$10,101 \$2,000		WFTB Training to support the writing in the classroom and the Math Training to support the Intervention Grouping, Number Talks, and in-depth discussion on math concepts. Whole staff conducted Learning Walks throughout the school with the conclusion of an increase in rigor in writing from reading informational text.	Continue
4C Grade Level Collaboration <ul style="list-style-type: none"> • Additional Teacher Hourly Kindergarten 				
4D Conferences for Teachers	\$10,080			

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		NA	NA
Suspension rate:	SW	1.6%	1.5%
	FY (homeless)	0%	0%
	Hisp	10%	1.6%
	ELL	4%	2.3%
	AA	0%	0%
	Sped	3%	2.3%
Expulsion rate		0%	0%
Attendance Rate		96%	96.34%
Chronic Absenteeism Rate		11.8%	10.4%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A After School Education & Safety Program (ASES) <ul style="list-style-type: none"> • Staffing • Consultant and Vendor Contracts • Transportation • Nutrition 	NA	NA	Afterschool Program Supports our families and students in giving them a safe place to be while interacting with other students, homework, and build character traits	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8	10
Parent Engagement and Local Climate Survey	25%	40%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A Parent Groups (SSC, ELAC, Parent Conferences, SIT Parent Workshops) <ul style="list-style-type: none"> • Child Care for Parent Meetings • Translation for Parent Meetings • Other Supplies • Printing 	\$500		Number of Events September – Movie Night October – Harvest Festival November – Movie Night December – Talent Show January – Movie Night March – Family Read Across America March – Family Literacy and Math Night April – volunteer Appreciation Breakfast May End of the Year Carnival Staff Appreciation ELD Workshops for Parents Social Media Information by District Police	Continue
6B Conferences for parents <ul style="list-style-type: none"> • Educate our Parents • Parent Engagement Activities 	\$5,480		CABE Conference 17 parents attended the conference	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	55%	26.2%

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 Ensure well-designed and implemented physical fitness activities for all students	\$3,000		Support the students in being Healthy by providing incentives for the Mile Walk at Poplar	Continue

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The Principal shared the actions and the results of each Goal above. School Site Council gave input on whether to Continue the Action or Not to Continue for the following year.</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>A combination of actions and services provided supported the teachers and students in making great gains in student achievement. The Actions in Goal 2: Providing substitute coverage for teachers to analyze data on the ELPAC and to administer the ELPAC one teacher per grade level increased our ELL students' proficient levels in the ELA and Math of the SBAC. Providing the English Language Development instruction every day provided the ELL students the support needed to increase in their ELD Level. Monitoring our Reclassification Students who 75% met Proficient and Exceeded in ELA and Math SBAC. Reclassification Rate increased due to the above implementation.</p> <p>Goal 3: Our site continues to increase the awareness of College and Career Readiness through many activities and discussions at our site, such as, Kaiser Intern Doctors teaching healthy topics and their own career and Career Day which attracts many of our Community Members to participate.</p> <p>Goal 4: Teachers having the opportunity to plan for small group instruction in Reading with students who were struggling in learning how to read, comprehend and write. Teachers being able to differentiate instruction to meet the needs of their students is essential to their learning. Time is allotted to meet as a PLC to talk about students' progress. Professional Development in Write From The Beginning and Math Topics was essential in giving the teachers the skills needed to teach our students how to write from informational text and utilize resources in problem solving. Collaborating with teachers to discuss next steps in the instruction aspect of the school is essential in moving the school forward.</p> <p>Goal 5: The implementation of PBIS and our After-School Program has decreased our suspension rate among all subgroups.</p> <p>Goal 6: Family Engagement is the backbone of our site. The activities throughout the year and the opportunities for parents to attend conferences bridge the learning and communication gaps at our site. We are always here to support our parents and students with outside activities and learning.</p>

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

Goal 1: We did not meet our ELA and Math SBAC targets. We did hire a Tutor Monitor to assist in small group instruction which did assist in the small group instruction. The Accelerated Reader (AR) was not being utilize by all staff to the full potential which would affect students' reading and motivation to read. The purchase of laptops to engage students in the learning did support the instruction. Supplemental Printing for Math and ELA materials to differentiate instruction was not used to the full potential.

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?

Goal 2: Our ELL students did have gaps in scoring 15.7% in ELA and 10.7% in Math. We had 0% African American students, Students with Disabilities (SWD) decreased to 3.9% in ELA and 7.7% in Math. We had two Foster Youths whose scores increased.

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

The SSC Members agreed to keep those programs that are increasing student achievement in the plan and to support all students in learning. The ELL Students did not show tremendous growth. PLC time and grade level collaboration is needed to assist teachers in focusing on those areas' students are struggling identified by the ELPAC, SBAC, and Assessments. The school needs to analyze the data and focus on those critical areas as a school, class, and student in meeting the needs of the ELL student.

2017-2020 Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards	-22.6 DFS	-12.6 DFS
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standard	-53.5 DFS	-38,5 DFS
NWEA MAP Reading: % of students who meet expected fall to fall growth	50.38%	54%
NWEA Math: % of students who meet expected fall to fall growth	51.51%	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	25%	45%

Identified Need(s):	<p>Teachers need PLC time to plan instruction and share teaching strategies in all subjects.</p> <p>Teachers need professional development in math concept of concrete, representational and abstract to increase student potential</p> <p>Teachers need to deliver differentiated instruction to meet students needs in reading, writing and math</p> <p>Students need small group instruction to meet their instructional needs in reading, math, and writing</p> <p>Students need interventions in reading and math to increase their potential in both subjects</p>
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<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Teachers will give all students opportunities to be part of the learning process to acquire the skills necessary to meet grade level standards. English Language Learners will be given instruction utilizing strategies for the ELL Learner, Students with Disabilities will be given work pertaining to the Common Core Standards but scaffolded down to their level, Foster Youth and African American students are given the opportunities and support in the classroom to understand and grasp the Common Core Standards. All students which involve all subgroups will be give intervention at their reading and math level. Poplar is here to support all students to be successful!</p>	<p>August – May 2020</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Our teachers will receive training on how to teach students to read two nonfiction articles and be able to write a compare/contrast, opinion, response to the text, and informative piece of writing. Kindergarten to second are receiving United to Read instruction which increases a students' level of reading with the goal students are reading on grade level by third grade. This model is also implemented in the upper grades. Teachers are receiving training in Number Talks to increase and sustain our students' ability to communicate their reasoning, think outside the box and use outside resources to solve problems. Poplar has a Science Lab where students receive hands materials for experiments. Every Wednesday the Science Club meets to explore Science 2-6th grade students. Poplar is offering the Mile Walk every Friday to encourage our students to be active citizens in life.</p>	<p>August – October 2019 Writing Training/United to Read Training September – May 2020 Admin Days with teachers focus on one day Math and the other day PLC around Math and ELA. October – May 2020 Every Friday Students will walk or run the field! Every Wednesday is Science Club. September – March 2020 Writing/United to Read Training</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>	<p>Those students who are at risk of not meeting the challenging State academic standards are receiving small group instruction at their math and reading instructional level during Response to Intervention. Small group instruction is provided for those students during core instruction. Students who are not showing progress are referred to the Student Intervention Team where the school monitors the students progress on a set of goals. If a student is still declining, they are referred to the psychologist for testing.</p>	<p>August – October 2019 November – January 2020 February – April 2020 May - 2020</p>

<p>2019-20 Evidence-based Actions/Services</p>	<p>Metric(s) for evaluating Action/Service</p>	<p>Pupils to be served</p>	<p>Person(s) Responsible</p>	<p>2019-20 Estimated Cost</p>
				<p>Title 1</p>

1A. Implement Differentiated Instruction <ul style="list-style-type: none"> • Supplemental materials • Supplemental printing • Instructional software • Tutor Monitor 	MAP (fall, winter) CFAs and STAR Reading Assessment A2i Lexia Classroom Walkthrough Data	All students	Teachers	\$24,557
1B. Technology	AR/Star Reading	All students	Teachers	\$3,700
Total Estimated Cost for This Goal:				\$28,257

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	13.2%	14.2%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-68.8	-58.8
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-91.9	-85.9

Identified Need(s):	<p>EI Site Monitor needs additional time and support to identify students for reclassification and communicate with Colleagues regarding reclassification requirements</p> <p>Teachers need time to plan and create lessons that are clear and accessible to English Language Learners for English Language Development</p>
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A Instructional Planning and Collaboration <ul style="list-style-type: none"> Additional Teacher Hourly 	MAP Language Assessment 2 nd -6 th MAP Reading and Math	English Learners	EL Site Monitor Teachers	\$2,000
Total Estimated Cost for This Goal:				\$2,000

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 readiness activities	10 activities	20 activities

Identified Need(s):	Teachers need to expose the students to a variety of colleges
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Total Estimated Cost for This Goal:				

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

Identified Need(s):	<p>Teachers need professional development in increasing student engagement and promoting a positive classroom environment and collaborating as a professional learning community</p> <p>Teachers need designated time for consistent PLC meetings in order to lesson plan and analyze student data</p>
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A. PLC Collaboration Meetings <ul style="list-style-type: none"> Substitutes Coverage 	PLC Agendas	All Students	Teachers	\$16,000
4B. Professional Development <ul style="list-style-type: none"> Substitute Coverage 	SBAC and MAPs	All Students	Teachers	\$2,000
Total Estimated Cost for This Goal:				\$18,000

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates

Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		NA	NA
Suspension rate:	SW	1.5%	.5%
	FY (homeless)	0%	0%
	Hisp	1.6%	.6%
	ELL	2.3%	1.3%
	AA	0%	0%
	Sped	2.3%	1.3%
Expulsion rate		0%	0%
Attendance Rate		96.34%	96.50%
Chronic Absenteeism		10.4%	9.4%

Identified Need(s):	Poplar needs to continue to grow in PBIS to create a positive environment Classrooms need to be recognized for Perfect Attendance
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
5A. Poplar Implement PBIS Poplar Increase Attendance	Discipline Referrals Monthly Attendance Reports, SARB Referrals, LAMP Meetings	All Students	Assistant Principal PBIS Coaches	
Total Estimated Cost for This Goal:				

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	10	15
Parent Engagement and Local Climate Survey	40%	50%

Identified Need(s):	<p>Poplar needs to increase opportunities for parent involvement</p> <p>Poplar needs to have a source of on-going parent/teacher communication</p> <p>Poplar needs to engage parents in the academic knowledge of how to support their child for academic success</p>
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
6A Provide Parent Learning Opportunities <ul style="list-style-type: none"> • CAFE Conference, • Workshops for Parents • Child Care 	Number of Events Sign in Sheets Parent Event Activities	All Students	Principal and Assistant Principal	\$6,584
Total Estimated Cost for This Goal:				\$6,584

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Technology – TVs in classroom/projectors/document cameras/technology supplies	All Students	\$20,000	Principal and Assistant Principal
Substitute Cost for teachers (PBIS, PLC, Collaboration, Professional Development Training/Present Workshops to Parents	All Students	\$10,000	Teachers
Instructional Materials	All Students	\$5,000	Teachers
Books	All Students	\$3,000	Teachers

Programs Included in this Plan

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.	\$54,841.00
<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).	\$2,204.00
Total amount of federal funds allocated to this school		\$54,841.00

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

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

<p>Goal 4</p>	<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
<p>Goal 5</p>	<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
<p>Goal 6</p>	<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
<p>Goal 7</p>	<ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites

School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Darlene Meyers	Principal	Not Applicable	Not Applicable	1
Bobbie Jessen	Classroom Teacher	2 years	May 2020	1
Emilio Alvarez	Classroom Teacher	1 years	May 2021	1
Diana Annunziato	Classroom Teacher	2 years	May 2020	1
Andrea Eitelman	Other Staff Member (Specify):	1 years	May 2021	1
Sub Total: 5				
Perla A. Duarte	Parent/Community Member	1 years	May 2021	1
Cynthia Ruiz	Parent/Community Member	1 years	May 2021	1
Diana Elizabeth Reyes	Parent/Community Member	1 years	May 2021	1
Jose Tejeda	Parent/Community Member	2 years	May 2020	1
Sonia Lara	Parent/Community Member	2 years	May 2019	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 Jose Tel 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:

Attested:

O. Mayers
Typed name of School Principal

O. Mayers
Signature of School Principal

10-31-2019
Date

Jose Tel
Typed name of SSC Chairperson

Jose Tel
Signature of SSC Chairperson

10-31-2019
Date