

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

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code		RANDALL PEPPER ELEMENTARY 36-67710-6035877		SSC Approval Date: 10/23/19	
School Address		16613 Randall Avenue Fontana, CA 92335		Local Governing Board Approval Date: _____	
Name of Principal		Annette Beasley, Ed.D	Phone # and Email	(909) 357-5730 Annette.Beasley@fusd.net	
Name of SSC Chairperson		Tomas Vasquez	Phone # and Email	(909) 357-5730	
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)		SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP		<input type="checkbox"/> Targeted Assistance Program (TAS)		<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds				<input type="checkbox"/> Targeted Support and Improvement (TSI)	
				<input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

## SCHOOL BACKGROUND

<p><b>VISION AND MISSION</b></p>	<p>The mission of Randall Pepper Elementary, a diverse school community, is to ensure the academic achievement of all students in reaching and exceeding the California State Standards in a collaborative partnership with parents, community, students, and staff.</p> <p><i>The purpose of Randall Pepper Elementary is to teach, educate, and enrich the lives of its students through a collaboration of staff, students, and parents by providing a nurturing and safe environment along with rigorous and relevant instruction. Students will become productive and self-reliant citizens equipped to handle the demands of the 21st century.</i></p>
<p><b>SCHOOL AND COMMUNITY PROFILE</b></p>	<p>Randall Pepper Elementary School is one of thirty elementary schools in the Fontana Unified School District. It serves approximately 582 students in kindergarten through fifth grade. Our student population consists of approximately 93.6% Hispanic or Latino, 3.1% African American, 1.5% White, 0.5% Pacific Islander, 0.3% Asian, 0.2% American Indian or Alaska Native, and 0.7 % Two or More Races. Randall Pepper serves students through consistent use of state and district approved curriculum, use of effective instructional strategies and support provided by highly qualified teachers and support staff.</p>
<p><b>SPSA HIGHLIGHTS (bullet points)</b></p>	<ul style="list-style-type: none"> <li>• Student achievement in English Language Arts increased by 5.2% on the 2018-2019 CAASPP (24.4% to 29.6)</li> <li>• Student achievement in Mathematics increased by 4.8% on the 2018-2019 CAASPP (10.9 to 15.7%)</li> <li>• Students meeting their growth projections on the MAP Reading decreased by 2.2% (44.4% to 42.2%)</li> <li>• Students meeting their growth projections on the MAP Math assessment increased by 6% (43% to 49%)</li> <li>• In response to current student achievement levels in Mathematics (Math) and English Language Arts (ELA), targeted after school extended learning opportunities in Math and ELA will be offered to students</li> <li>• In response to current student achievement levels for our English Language Learner (ELL) students, targeted after school extended learning opportunities in English Language Development (ELD) will be offered</li> <li>• Purchase supplemental resources to support ELA and Math to help increase student achievement</li> <li>• Update classroom computers and technology to support instruction in ELA and Math</li> <li>• Provide extended learning opportunities &amp; academic field trips for all students that support ELA and Math</li> <li>• Increase College &amp; Career events and activities</li> <li>• Professional Development opportunities for teachers in ELA and Math</li> <li>• Professional Learning Community (PLC) collaboration time for teachers to analyze data and plan for instruction</li> <li>• Parent education workshops and trainings</li> <li>• Purchase of PE equipment to help support students reaching the Healthy Fitness Zone in 5<sup>th</sup> grade</li> </ul>

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> <li>• Increase extended learning opportunities for all at-risk students in ELA and Math</li> <li>• Increase extended learning opportunities for ELL students</li> <li>• Positive Behavioral Interventions and Supports (PBIS) implementation and monitoring</li> <li>• Increase parent education workshops and training</li> <li>• Increase parent attendance to school events</li> <li>• Provided targeted professional development in ELA, Math, and STEAM (Science, Technology, Engineering, Arts, and Math) to help increase student achievement</li> </ul>
<p>MOONSHOT</p>	<ul style="list-style-type: none"> <li>• Our moonshot is still being developed as we are currently participating in Discovery Education’s STEMformation professional development for teachers in grades 2<sup>nd</sup>-5<sup>th</sup>. This is a three-year professional development opportunity for our entire school community to help build and sustain a culture of STEAM teaching and learning. Through this process, we will engage our stakeholders to create a shared STEAM vision that will cultivate inquiry-based, transdisciplinary instruction that will prepare our students for careers that are not yet in existence. Once the professional development component is complete, our goal is to offer pathways at the elementary level that are STEAM focused. Teachers will have the opportunity to select pathways that spark their interests. There will be a five-week pathway unit in both the Fall and Spring that will take place on Wednesdays. Students in grades K-3, will have exposure to different pathways to allow them to gain experience in all areas. Students in grades 4 and 5 will be able to select their pathway of choice with parent/teacher recommendations.</li> </ul>

## 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>	-46.6	-48
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>	-68	-75
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	52%	53.03%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	52%	42.29%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	48%	50%

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- Implement a Blended Learning Model for Instruction: <ul style="list-style-type: none"> <li>Research based software licenses to support ELA &amp; Math instruction</li> <li>Supplemental materials for intervention in ELA &amp; Math</li> <li>Supplemental Close Reading materials to support key instructional practices &amp; ELA instruction (Scholastic News)</li> <li>Supplemental materials &amp; workbooks for Read 180 and System 44</li> <li>Supplemental materials to support ELA &amp; Math</li> <li>Supplemental printing for ELA &amp; Math</li> <li>Purchase classroom computers/laptops for Lexia usage</li> </ul>	\$19,000	\$3,000	<ul style="list-style-type: none"> <li>Map growth from Fall 2018 to Winter 2018 in Reading and Math for K-2<sup>nd</sup> grades- <b>see below</b></li> <li>Map growth from Winter 2018 to Spring 2019 in Reading and Math for K-2<sup>nd</sup> grades</li> </ul> MAP growth: <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th rowspan="2" style="width: 20%; padding: 2px;">% of Students who MET growth projections</th> <th colspan="2" style="width: 20%; padding: 2px;">Fall 2018- Winter 2018</th> <th colspan="2" style="width: 20%; padding: 2px;">Winter2019- Spring 2019</th> </tr> <tr> <th style="width: 10%; padding: 2px;">Reading</th> <th style="width: 10%; padding: 2px;">Math</th> <th style="width: 10%; padding: 2px;">Reading</th> <th style="width: 10%; padding: 2px;">Math</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 2px;">K</td> <td style="text-align: center; padding: 2px;">22%</td> <td style="text-align: center; padding: 2px;">31%</td> <td style="text-align: center; padding: 2px;">47%</td> <td style="text-align: center; padding: 2px;">63%</td> </tr> <tr> <td style="text-align: center; padding: 2px;">1</td> <td style="text-align: center; padding: 2px;">40%</td> <td style="text-align: center; padding: 2px;">55%</td> <td style="text-align: center; padding: 2px;">70%</td> <td style="text-align: center; padding: 2px;">72%</td> </tr> <tr> <td style="text-align: center; padding: 2px;">2</td> <td style="text-align: center; padding: 2px;">42%</td> <td style="text-align: center; padding: 2px;">31%</td> <td style="text-align: center; padding: 2px;">49%</td> <td style="text-align: center; padding: 2px;">48%</td> </tr> </tbody> </table>	% of Students who MET growth projections	Fall 2018- Winter 2018		Winter2019- Spring 2019		Reading	Math	Reading	Math	K	22%	31%	47%	63%	1	40%	55%	70%	72%	2	42%	31%	49%	48%	Continue	
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<p>1B- Extended Learning Opportunities to Increase Student Achievement and Student Engagement:</p> <ul style="list-style-type: none"> <li>Student engagement assemblies to support ELA and/or Math</li> <li>Field trips and/or traveling field trip assembly experiences to support ELA or Math instruction using project-based learning, research projects, oral and written presentations/reports on the experience</li> <li>Transportation for field trips to support ELA or Math instruction</li> <li>Extending learning opportunities that will take place before or after school for K-5 students in ELA, Math, and Science</li> </ul>	<p>\$14,000</p>	<p><del>\$8,000</del> \$6,600</p>	<ul style="list-style-type: none"> <li>Map growth from Fall 2018 to Winter 2018 in Reading and Math for K-2<sup>nd</sup> grades- <b>See below</b></li> <li>Map growth from Winter 2018 to Spring 2019 in Reading and Math for K-2<sup>nd</sup> grades</li> </ul> <table border="1"> <thead> <tr> <th rowspan="2">% of Students who MET growth projections</th> <th colspan="2">Fall 2018- Winter 2018</th> <th colspan="2">Winter2019- Spring 2019</th> </tr> <tr> <th>Reading</th> <th>Math</th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>22%</td> <td>31%</td> <td>47%</td> <td>63%</td> </tr> <tr> <td>1</td> <td>40%</td> <td>55%</td> <td>70%</td> <td>72%</td> </tr> <tr> <td>2</td> <td>42%</td> <td>31%</td> <td>49%</td> <td>48%</td> </tr> </tbody> </table>	% of Students who MET growth projections	Fall 2018- Winter 2018		Winter2019- Spring 2019		Reading	Math	Reading	Math	K	22%	31%	47%	63%	1	40%	55%	70%	72%	2	42%	31%	49%	48%	<p>Continue</p>																								
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<p>1D—Purchase &amp; Replace classroom technology as needed to support ELA and Math instruction: laptop/desktop computers, printers, projectors, document cameras, classroom amplifiers, headphones, DVD drives, interactive flat panel computers, digital cameras.</p>	<p>\$8,924</p>	<p>\$10,200</p>	<ul style="list-style-type: none"> <li>Lexia and Accelerated Reader usage reports for K-5 students</li> </ul> <p>Lexia:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>% students meeting usage</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>22</td> </tr> <tr> <td>1</td> <td>80</td> </tr> <tr> <td>2</td> <td>88</td> </tr> <tr> <td>3</td> <td>27</td> </tr> <tr> <td>4</td> <td>58</td> </tr> <tr> <td>5</td> <td>58</td> </tr> <tr> <td>School</td> <td>57</td> </tr> </tbody> </table> <p>Accelerated Reader:</p> <table border="1"> <tr> <td>Number of Students</td> <td>407/582</td> </tr> <tr> <td>At/Above 85%</td> <td>40%</td> </tr> <tr> <td>Below 85%</td> <td>60%</td> </tr> <tr> <td>Engaged minutes per day</td> <td>21 minutes</td> </tr> </table>	Grade	% students meeting usage	K	22	1	80	2	88	3	27	4	58	5	58	School	57	Number of Students	407/582	At/Above 85%	40%	Below 85%	60%	Engaged minutes per day	21 minutes	<p>Continue</p>
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<p>1E-Academic awards for ELA and Math achievement.</p>	<p>\$200</p>	<p>\$200</p>	<ul style="list-style-type: none"> <li>Map growth from Fall 2018 to Fall 2019 in ELA and Math for all students</li> </ul> <table border="1"> <thead> <tr> <th>% of Students who MET growth projections Fall 18-Fall 19</th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> </tr> <tr> <td>1<sup>st</sup></td> <td>29%</td> <td>34%</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>57%</td> <td>60%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>57%</td> <td>41%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>72%</td> <td>39%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>46%</td> <td>38%</td> </tr> </tbody> </table>	% of Students who MET growth projections Fall 18-Fall 19	Reading	Math	K			1 <sup>st</sup>	29%	34%	2 <sup>nd</sup>	57%	60%	3 <sup>rd</sup>	57%	41%	4 <sup>th</sup>	72%	39%	5 <sup>th</sup>	46%	38%	<p>Continue</p>			
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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 growth toward EL proficiency: ELPAC		Pending anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	12.6%	4.5%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-94%	-83.3%
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-105.6%	-98.3

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A—Meet the Masters Art Enrichment Program after School to support English Language Development and Writing.	\$0	\$1,200	<ul style="list-style-type: none"> <li>• <b>ELPAC results</b></li> <li>• Number of participants in program- 10 student participants</li> </ul>	Continue
2B—Extended Learning opportunity for English Learners—after school tutoring for students not meeting MAP reading criteria for reclassification or students not making progress on the ELPAC assessment.	\$0	\$4,800	<ul style="list-style-type: none"> <li>• <b>ELPAC results</b></li> <li>• EL Reclassification Rate- 4.5%</li> </ul> <p>The California Department of Education has been working to change the assessment used to measure English Language Proficiency from the CELDT to the ELPAC. During this transition period, the criteria for reclassifying English</p>	Continue

			<p>language learners has changed. In addition, the CELDT was not administered in the 2017-2018 school year and the ELPAC was not yet operational, therefore there was no English proficiency data available to use for reclassification that year. Because of these factors, reclassification rates cannot be compared from year to year during this transition period. The drop-in reclassification rates was directly related to the changes in the assessments and reclassification criteria.</p> <ul style="list-style-type: none"> <li>• Number of participants in extending learning classes- 37 student participants</li> </ul>	
2C—Supplemental materials to support instruction of ELL students.	\$0	\$500	<ul style="list-style-type: none"> <li>• EL Reclassification Rate- 4.5%</li> </ul>	Continue
2D—Substitutes and/or additional hourly for teachers to analyze data and plan instruction pertaining to ELL students.	\$2,000	\$3,000	<ul style="list-style-type: none"> <li>• EL Reclassification Rate- 4.5%</li> <li>• ELPAC results</li> </ul>	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 3: Increase Graduation and College &amp; Career Readiness</b>		
<b>School Metrics/Indicators</b>	<b>2018-19 Expected Outcomes</b>	<b>2018-19 Actual Outcomes</b>
Increase college and career readiness activities and events	7	8

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results Include the metric(s) for evaluating the Action/Service</b>	<b>SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue</b>
	<b>Title 1</b>	<b>SUPC</b>		
3A—Teacher Additional hourly for planning and participating in College and Career events and activities	\$0	\$200	There was a committee formed to plan the events with our school counselor as the lead <ul style="list-style-type: none"> <li>The committee did not meet, the school counselor planned all events</li> </ul>	Discontinue The SSC discussed that we do not need to continue with this action area since the school counselor is taking the lead of this area and that we have not used any expenditures in this area for the last two years.
3B—Instructional materials and supplies to support College and Career events and activities.	\$0	\$200	No Excuse University books were purchased for 1 <sup>st</sup> -5 <sup>th</sup> grades  Activities: <ul style="list-style-type: none"> <li>College &amp; Career Week with guest presentations- college &amp; career day took place in Spring 2019</li> <li>College Tuesdays- Took place every Tuesday of 2018-2019</li> <li>4<sup>th</sup> &amp; 5<sup>th</sup> Grades Goal Setting – Counselor met with all students to do goal setting</li> <li>University of California at Riverside (UCR) field trip for 5<sup>th</sup> grade- 5<sup>th</sup> grade students attended field trip</li> </ul>	Continue
3C—Provide opportunities for high achieving students and GATE students to attend enrichment classes. (i.e.: Mad Science)	\$0	\$3,000	This activity serves students in 4 <sup>th</sup> and 5 <sup>th</sup> grades who were either identified GATE or high achievers- MAD Science provided a 6-weeks class for students.	Continue
3D—Field trips to local college campuses including transportation	\$0	\$2,000	Two field trips to University of California at Riverside for 5 <sup>th</sup> grade students- The entire grade level went on one field trip in spring 2019.	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 4: Cultivate Effective Teachers and Leaders</b> Sites to complete this table		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	<b>Cycle Calendar &amp; Implementation= Proficient,</b> <b>High quality input training= Proficient,</b> <b>Safe practice=Advanced,</b> <b>Professional Reading= Proficient,</b> <b>Peer Visit &amp; Reflection= Advanced,</b> <b>PLC Meetings= Advanced,</b> <b>Instructional Rounds=Proficient</b>	<b>Cycle Calendar &amp; Implementation= Proficient</b> <b>High quality input training= Proficient,</b> <b>Safe practice=Advanced,</b> <b>Professional Reading= Proficient,</b> <b>Peer Visit &amp; Reflection= Advanced,</b> <b>PLC Meetings= Advanced,</b> <b>Instructional Rounds=Proficient</b>
Instructional Leadership Team Rating	<b>ILT Team Focus: Developing</b> <b>CCSS Ownership: Developing</b> <b>Composition: advance</b> <b>ILT Meeting Frequency: Proficient</b> <b>Shared Leadership: Proficient</b> <b>Data-Driven Discussions and Decision-Making:</b> Emergent <b>Staff &amp; Teacher Teams Communication: Proficient</b>	<b>ILT Team Focus: Developing</b> <b>CCSS Ownership: Developing</b> <b>Composition: Proficient</b> <b>ILT Meeting Frequency: Developing</b> <b>Shared Leadership: Developing</b> <b>Data-Driven Discussions and Decision-Making:</b> Emergent <b>Staff &amp; Teacher Teams Communication: Developing</b>

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—Provide opportunity and or substitutes for staff and administrators to attend Professional Development conferences and/or District training opportunities.	\$2,000	\$0	Professional Development agenda/ sign in sheets. <ul style="list-style-type: none"> <li>Other than district provided trainings that happened during the school day where substitute coverage was provided by the district, no other professional development conferences were attended. Coding /Robotics professional development was provided to teachers in May 2019.</li> </ul>	Continue
4B—Provide Substitutes for teachers to attend professional development and Instructional Leadership Team (ILT) sessions including Instructional Rounds and ILT meetings.	\$0	\$3,600	Professional Development agenda/ sign in sheets. <ul style="list-style-type: none"> <li>ILT planning and meeting for team (10 hours each teacher).</li> </ul>	Continue
4C—Provide substitutes for Teachers on Assignment (TOA) to work with ILT members and teacher multipliers.	\$3,000	\$0	Professional Development agenda/ sign in sheets. <ul style="list-style-type: none"> <li>No substitutes were needed for ILT members to work with TOA during 18-19.</li> </ul>	Discontinue The SSC discussed that there has not been the need to allow time for ILT members to work with the TOA over the last two school years. Therefore, the SSC decided to discontinue this action area.
4D--Additional hourly and/or substitutes for teachers to work collaboratively in PLC's to complete and analyze data, and/or analyze student work and/or Common Assessment data analysis.	\$13,000	\$0	Professional Development agenda/ sign in sheets. <ul style="list-style-type: none"> <li>Each grade level received 3-4 PLC grade level meeting dates during 18-19.</li> </ul>	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	0%	1.1%
	FY (homeless)	10.0%	0%
	Hisp	0%	1.0%
	ELL	0%	1.7%
	AA	0%	0%
	Sped	0.1%	0%
Expulsion rate		0%	0%
Attendance Rate		96%	96.18%
Chronic Absenteeism Rate		8.6%	12.1%

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-Additional hourly and/or substitutes for SIT coordinator to support teachers in developing and implementing academic and behavior interventions through the SIT process.	\$0	\$1,900	<p>SIT folders and logs, PLC agendas and minutes, Suspension and Expulsion Rates</p> <ul style="list-style-type: none"> <li>• # of students with SIT 1 meetings held: 45</li> <li>• # of students with SIT 2 or 3 meetings held: 52</li> <li>• Suspension Rate: 1.1%</li> <li>• Expulsion Rate: 0%</li> </ul> <p>Justification: Due to the large number of students who are at-risk of not meeting grade level standards, the SIT coordinator will help provide guidance to teachers as to when it is appropriate to submit SIT paperwork and the type of progress monitoring data that needs to be collected. The SIT coordinator will also help each teacher develop an appropriate intervention plan for students based on need and data collected.</p>	Continue
5B-Provide weekly attendance incentives/awards—perfect attendance and improved attendance.	\$0	\$400	<ul style="list-style-type: none"> <li>• Attendance Rates: 98.16%</li> <li>• Chronic Absenteeism Rates: 12.1%</li> </ul>	Continue
5C—Provide weekly/monthly incentives and awards for citizenship.	\$0	\$214	<ul style="list-style-type: none"> <li>• Report Cards</li> <li>• Semester Awards for citizenship- each teacher can select 2-3 students from their classrooms for each semester to give citizenship awards.</li> </ul>	Continue
5D-After School Education & Safety Program (ASES)	\$0	\$0	<ul style="list-style-type: none"> <li>• FELP rosters and attendance sheets-76 students enrolled during 18-19 school year</li> </ul>	<p>Discontinue</p> <p>The SSC discussed that there is not a need to continue with this action because the FELP program has its own funding.</p>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

**LEA/School GOAL 6: Strengthen Family and Community Engagement** Sites to complete this table

Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	10	10
Parent Engagement and Local Climate Survey	25%	63%

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																																				
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6A- Provide parent workshop opportunities i.e.: ESL classes	\$2,500	\$0	Workshop sign-in sheets, agendas, number of participants  <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th style="width: 30%;">Event</th> <th style="width: 20%;"># of Meetings</th> <th style="width: 50%;">Total # of Parents</th> </tr> </thead> <tbody> <tr> <td>Coffee with principal</td> <td style="text-align: center;">6 meetings</td> <td style="text-align: center;">155 parents</td> </tr> <tr> <td>Back to School Night</td> <td style="text-align: center;">1 Evening</td> <td style="text-align: center;">296 parents</td> </tr> <tr> <td>Coffee with a Cop</td> <td style="text-align: center;">1 meeting</td> <td style="text-align: center;">28 parents</td> </tr> <tr> <td>Donuts w/ Grandparents</td> <td style="text-align: center;">1 event</td> <td style="text-align: center;">70 grandparents</td> </tr> <tr> <td>Trunk or Treat</td> <td style="text-align: center;">1 event</td> <td style="text-align: center;">250 parents</td> </tr> <tr> <td>Kinder Parent Workshop</td> <td style="text-align: center;">1 Meeting</td> <td style="text-align: center;">15 parents</td> </tr> <tr> <td>EL Parent Workshop</td> <td style="text-align: center;">3 meetings</td> <td style="text-align: center;">30 parents</td> </tr> <tr> <td>Family Nights</td> <td style="text-align: center;">3 Events</td> <td style="text-align: center;">144 parents</td> </tr> <tr> <td>Robotics Parent Meeting</td> <td style="text-align: center;">1 meeting</td> <td style="text-align: center;">89 parents</td> </tr> <tr> <td>Open House</td> <td style="text-align: center;">1 evening</td> <td style="text-align: center;">355 parents</td> </tr> <tr> <td>Volunteer Tea</td> <td style="text-align: center;">1 event</td> <td style="text-align: center;">50 parents</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Provided 3 family nights with six teachers per night receiving 2 hours of additional pay.</li> </ul>	Event	# of Meetings	Total # of Parents	Coffee with principal	6 meetings	155 parents	Back to School Night	1 Evening	296 parents	Coffee with a Cop	1 meeting	28 parents	Donuts w/ Grandparents	1 event	70 grandparents	Trunk or Treat	1 event	250 parents	Kinder Parent Workshop	1 Meeting	15 parents	EL Parent Workshop	3 meetings	30 parents	Family Nights	3 Events	144 parents	Robotics Parent Meeting	1 meeting	89 parents	Open House	1 evening	355 parents	Volunteer Tea	1 event	50 parents	Continue
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<p>6B-Student Agendas for grades 3-5 to increase communication between home and school.</p>	<p>\$2,000</p>	<p>\$0</p>	<ul style="list-style-type: none"> <li>• Parent survey results- 63% of parents completed survey:</li> </ul> <p>In the category of parental involvement at school, 87% of parents responded that they have gone to a regularly scheduled parent-teacher conference with the child's teacher.</p> <p>In the category of school keeps parents well-informed, 93% of parents responded that they agree or strongly agree that the school keeps them well-informed about school activities.</p> <p>In the category of school keeps parents well-informed, 97% of parents responded that they agree or strongly agree that teachers communicate with parents about what students are expected to learn in class.</p> <p>In the category of school keeps parents well-informed, 93% of parents responded that they agree or strongly agree that school promptly responds to phone calls, messages, or emails.</p>	<p>Continue</p>
<p>6C-Monthly newsletters for parents and families in Spanish and English.</p>	<p>\$500</p>	<p>\$0</p>	<ul style="list-style-type: none"> <li>• Parent survey results- 63% of parents completed survey:</li> </ul> <p>In the category of school encourages parental involvement, 95% of parents responded that they agree or strongly agree that the school encourages them to be an active partner with the school in educating their child.</p> <p>In the category of information dissemination to parents, 94% of parents responded that the school does very well and just okay with providing information about how to help their child with homework.</p>	<p>Continue</p>
<p>6D-Child care for parent meetings and/or workshops.</p>	<p>\$500</p>	<p>\$500</p>	<ul style="list-style-type: none"> <li>• Workshop sign in sheets, agendas-19 workshops or events held</li> </ul>	<p>Continue</p>
<p>6E—Written and oral translation for parent workshops and trainings.</p>	<p>\$200</p>	<p>\$0</p>	<ul style="list-style-type: none"> <li>• Workshop sign in sheets, agendas-19 workshops or events held</li> <li>• Community aide provided 7 hours of oral translation for parent workshops.</li> </ul>	<p>Continue</p>
<p>6F—Snacks for parent meetings and workshops</p>	<p>\$200</p>	<p>\$0</p>	<ul style="list-style-type: none"> <li>• Workshop sign in sheets, agendas-19 workshops or events held</li> </ul>	<p>Discontinue The SSC discussed that providing snacks for parent meetings in not an allowable expense from title 1 funds. Funding from snacks will need to come from another funding source.</p>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 7: Promote Healthy Environments</b>		
<b>School Metrics/Indicators</b>	<b>2018-19 Expected Outcomes</b>	<b>2018-19 Actual Outcomes</b>
Increase number of <b>fifth/seventh/ninth</b> grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	65.4%	26 students 23.4%

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results Include the metric(s) for evaluating the Action/Service</b>	<b>SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue</b>
	<b>Title 1</b>	<b>SUPC</b>		
7A- Implement Positive Behavior Intervention Support (PBIS). Purchase books, materials, and supplies for teachers to support PBIS strategies.	\$0	\$100	<ul style="list-style-type: none"> <li>• PBIS meeting agendas and sign in sheets- 19 meetings held</li> <li>• PBIS TFI survey results: 83% in Spring 2019/ qualified and earned PBIS Silver Certification</li> </ul>	Continue
7B- Purchase awards and incentives for students to promote healthy environments and positive behavior.	\$0	\$100	<ul style="list-style-type: none"> <li>• HFZ results</li> </ul>	Continue
7C—Additional hourly for teachers to plan and evaluate positive behavior activities and to analyze data pertaining to positive behavior and healthy environments.	\$0	\$100	<ul style="list-style-type: none"> <li>• PBIS Meeting agenda, sign in, and minutes- 19 meetings held</li> </ul>	Continue
7D- Campus Beautification project—playground benches for students.	\$0	\$1,000	<ul style="list-style-type: none"> <li>• A purchase requisition for 6 school benches was submitted on 2/4/19 in the amount of 1,327.25</li> </ul>	Continue
7E—Campus Beautification project—school gardening	\$0	\$500	<ul style="list-style-type: none"> <li>• A school gardening committee was formed to oversee implementing a school gardening project</li> </ul>	Continue
7F—Campus Beautification project—school mural	\$0	\$1,000	<ul style="list-style-type: none"> <li>• A purchase requisition for PBIS signs and mural was submitted on 2/4/19 in the amount of \$996.26</li> </ul>	Continue
7G- Purchase Physical Education equipment.	\$0	\$600	<ul style="list-style-type: none"> <li>• HFZ results – 26 5<sup>th</sup> grade students (23.4%) met standards on this assessment.</li> </ul>	<p style="text-align: center;">Continue with modification</p> <p>The SSC discussed that we would like to continue with this action area, however, there needs to be more funds allocated to replace outdated equipment.</p>

### 2018-2019 SPSA Evaluation Summary

**Summarize the evaluation process and the conclusions drawn.**

<p><b>Describe how the evaluation was conducted:</b></p>	<p>The 2018-2019 evaluation was conducted by taking the following steps:</p> <ul style="list-style-type: none"> <li>• Dr. Beasley provided 2017-2018 and 2018-2019 data that was inserted into the evaluation.</li> <li>• The SSC meet September 25, 2019 to conduct the annual evaluation. This was done by reviewing data, each action and service area, and having a discussion on whether the action/service should be continued, modified, and discontinued. Input was provided by both parent and staff members.</li> </ul>
<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><b>Goal 1: Increase Proficiency and Strategic was met.</b></p> <ul style="list-style-type: none"> <li>• This goal was met in the area of NWEA MAP Reading when comparing the percentage of students who met expected fall 2018 to fall 2019 growth. The expected outcome for 2018-2019 was 52% and the actual outcome was 53.03%, which was an increase of 1.03% above the expected outcome.</li> <li>• This goal was also met in the area of Depth of Knowledge by the percentage of classrooms visited that demonstrated level 3 strategic thinking. The expected outcome for 2018-2019 was 48% and the actual outcome was 50%, which was an increase of 2% above the expected outcome.</li> <li>• The action/service that was most effective in achieving these results was 1A (implementing a blended learning model for instruction: supplemental close reading materials to support key instructional practices &amp; ELA instruction). This was the most impactful area because it provided additional non-fiction reading material that was both relevant and engaging to students. Teachers were able to provide student additional reading material to practice close reading strategies. Teachers also expressed they utilizing this supplemental resource helped them provide higher level questioning to students that was related to the text.</li> </ul> <p><b>Goal 2: Promote Multilingualism and Multiculturalism was met.</b></p> <ul style="list-style-type: none"> <li>• This goal was met in the area of English Learner (EL) students' performance on the SBAC for ELA in the change in average scaled score points from meeting standards. The expected outcome for 2018-2019 was -94% and the actual outcome was -68.8%, which is a decrease of -25.2% in distance from standard (DFS).</li> <li>• The goal was also met in the area of EL students' performance on the SBAC for Math in the change in average scaled score points from meeting standards. The expected outcome for 2018-2019 was -105.6% and the actual outcome was -91.9%, which is a decrease of -13.7% in DFS.</li> <li>• The action/service that was most effective in achieving these results was 2D (substitutes and/or additional hourly for teachers to analyze data and plan instruction pertaining to EL students). This was the most impactful area because it provided teachers additional time to plan, collaborate, and analyze data. Teachers expressed that having the additional time allowed them to research and learn best practices to meet the diverse needs of their EL students.</li> </ul> <p><b>Goal 3: Increase Graduation and College &amp; Career Readiness was met.</b></p> <ul style="list-style-type: none"> <li>• This goal was met in the area of increase college and career readiness activities and events. The expected outcome for 2018-2019 was 7 activities/events and the actual outcome was 8 activities/events.</li> <li>• The action/service that was most effective in achieving this result was 3D (field trips to local college campuses including transportation). This was the most impactful area because it provided students the opportunity to visit a local university and learn about the enrollment requirements, academic and social aspects of attending college. Students also participated in goal setting to help prepare them for college and career.</li> </ul>

**Goal 4: Cultivate Effective Teachers and Leaders was met.**

- This goal was met in the area of certificated professional development rating. The expected outcome for 2018-2019 was to be proficient in cycle calendar & implementation, high quality input training, professional reading, Instructional rounds, and to be advanced in safe practice, peer visit & reflection, and PLC meetings. The actual outcomes were that we met the expected outcomes in all areas.
- The actions/services that were most effective in achieving this results was 4A (provide opportunity and or substitutes for staff and administrators to attend professional development conferences and/or district opportunities) and 4D (additional hourly and/or substitutes for teachers to work collaboratively in PLCs to complete and analyze data, and/or analyze student work and/or common assessment data analysis). These were the two most impactful areas because they both provided teachers opportunities to attend professional development to learn new instructional strategies and allowed teacher additional time to collaborate to put their learning into practice.

**Goal 6: Strengthen Family and Community Engagement was met.**

- This goal was met in the area of hosting at least eight parent/community events annually. This expected outcome was to host 10 events for the 2018-2019 school year and the actual outcome was that we hosted ten events.
- The goal was also met in the area of participation rate for the annual parent engagement and local climate survey. The expected outcome for 2018-2019 was 25% of families would participate and the actual outcome was that 63% of families participated in the survey, which was an increase of 38%.
- The actions/services that were most effective in achieving these results were 6A (provide parent workshop opportunities), 6B (student agendas for grades 3-5 to increase communication between home and school), and 6E (written and oral translation for parent workshops and trainings). These were the most impactful actions/services because we were able to provide parents many different types of parental involvement and learning opportunities that were well attended because parents received timely home-to-school communication and translation both written and oral was available for all events.

**Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?****Goal 1: Increase Proficiency and Strategic Thinking was not met.**

- This goal was not met in the change in average scaled score from meets standards on the SBAC for both ELA and Math for grades 3-5. The expected outcome for 2018-2019 in ELA was -46.6 and the actual outcome was -48, which was a difference of -1.4 points. The expected outcome for 2018-2019 in Math was -68 and the actual outcome was -75, which was a difference of -7 points.
- The goal was also not met in the NWEA math for percentage of students who met expected fall to fall growth. The expected outcome for 2018-2019 was 52% and the actual outcome was 42.29%, which was a difference of 9.71%.
- There were no actions/services that were least effective. There was evidence of growth in all areas, however, the growth fall short of the expected outcomes by less than 10%. All actions/services will continue for 2019-2020 to maintain consistent practices and to allow for continued growth to take place.

**Goal 4: Cultivate Effective Teachers and Leaders was not met.**

- This goal was not met in the area of Instructional Leadership Team rating, specifically in composition, ILT meeting frequency, shared leadership, and staff and teacher teams' communication.
- The goal that was least effective was 4C- provide substitutes for TOA to work with ILT members and teachers. This goal was least effective because it was not utilized because our campus did not have a consistent TOA for majority of the school year. The goal for this school year is to improve in this area by making sure the composition of the ILT is correct, there will be monthly 75-minute meetings, shared leadership will be practiced, and improved communication will take place.

**Goal 5: Engage Students & Decrease Dropout Rates was not met.**

- This goal was not met in the area of suspension rate (school-wide, Hispanic, English Language Learner) and chronic absenteeism rate. The expected outcome was 0% for school-wide suspension rate, Hispanic, and ELL. The actual outcome was 1.1% school-wide suspension rate, 1.0% for Hispanic, and 1.7% for ELL. The expected outcome for chronic absenteeism rate was 8.6% and the actual outcome was 12.1%.
- There were no actions/services that were least effective, however, there is a clear need to continue to implement our school-wide Positive Behavioral Interventions and Support program that provide clear expectations to students. The program was only implemented for five months of the previous school year. Regarding the chronic absenteeism rate, there is a clear need to provide targeted intervention for students with chronic attendance issues.

**Goal 7: Promote Healthy Environments was not met.**

- The area was not met based on 5<sup>th</sup> grade student performance on the Healthy Fitness Zone (HFZ) assessment.
- All actions and services in this goal area were not effective except for 7G (purchase physical education equipment) because all the other actions and services were more aligned to implementing Positive Behavioral Interventions and Supports (PBIS), which has a direct impact of promoting a healthy environment, but not aligned to the physical demands that are needed to pass the HFZ assessment.

**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 1:**

- English Language Arts- Our African American students just became a reportable subgroup with 18 students who were assessed in 2018. The proficiency in ELA for African American students is 16.7% compared to Hispanic students that have a proficiency rate of 31.4% in 2019, which is an increase of 7.1% compared to 2018.
- Math- Our African American students' proficiency in Math is 5.6% compared to Hispanic students that have a proficiency rate of 16.9% in 2019, which is an increase of 6.1% compared to 2018.

It is important that we continue to analyze the formative assessment data of our African American students to monitor their progress in both ELA and Math to ensure that they continue to improve their proficiency rate. Since this is the first time this subgroup data has been provided to our school site, it is imperative that we begin to strategize how to effectively reach this population of students.

**Goal 2:**

- English Language Arts- Our English Learner (EL) students improved proficiency from 4.6% in 2018 to 13.3 % in 2019, which is a growth of 8.7%. However, our EL students are still performing lower than our English Only (EO) students. Our EO students' proficiency is 29%. Our Reclassified Fluent English Proficient (RFEP) students improved proficient from 57% in 2018 to 69.5% in 2019, which is a growth of 12.5%. Our RFEP students outperformed both our EO and EL students.
- Math- Our English Learner (EL) students improved proficiency from 4.6% in 2018 to 8.9 % in 2019, which is a growth of 4.3%. However, our

	<p>EL students are still performing lower than our English Only (EO) students. Our EO students' proficiency is 14%. Our Reclassified Fluent English Proficient (RFEP) students improved proficient from 25% in 2018 to 30.5% in 2019, which is a growth of 5.5%. Our RFEP students outperformed both our EO and EL students.</p> <p>Our EL students grew in both ELA and Math by 4-8% and this growth can be attributed to focusing on providing teachers professional development to identify the difference and importance between integrated and designated English Language Development (ELD). Teachers also worked with the EL TOA to analyze student data and plan for designated ELD instruction. Extended learning session was provided to targeted students in 4<sup>th</sup> and 5<sup>th</sup> grade, which had a positive impact on their student achievement.</p> <p><b>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)?</b></p> <p>After carefully analyzing the data and gathering stakeholder input, the following conclusions have been identified that will be addressed in the 2019-2020 school plan:</p> <ul style="list-style-type: none"> <li>• There is a need to increase student achieve for all students in both English Language Arts and Math. This will be done by guaranteeing all teachers are providing effective first instruction utilizing adopted core instructional material and evidence-based instructional practices. Also, by implementing a blended learning model for instruction in ELA and Math and continuing to provide extended learning opportunities in both areas for targeted students.</li> <li>• There is a need to continue to increase the proficiency and reclassification rate of our English Learner students. This will be done by providing evidence based extended learning opportunities and providing teachers additional time to plan and analyze EL data both with their PLC teams and with the EL TOA.</li> <li>• There is a need to continue to provide college and career readiness by providing opportunities for students to visit college and universities, as well as increasing the number of college and career readiness events on campus.</li> <li>• There is a continued need to provide quality professional development opportunities to teachers. This will be done by providing teachers release time to attend professional development trainings and extended time to collaborate with PLC teams to plan and analyze student data.</li> <li>• There is a need to provide extended learning opportunities to targeted students who are not meeting behavior and attendance expectations to begin to bring awareness to students of the importance of attending school consistently.</li> <li>• There is a need to continue to provide family engagement opportunities throughout the school year and elicit parent input through participation in the yearly parent engagement and local climate survey.</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

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-48	-38
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>	-75	-60
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	53.03%	55.03%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	42.29%	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	50%	60%

<b>Identified Need(s):</b>	<p style="color: green; margin: 0;"><b>Consider what teachers need to improve their instructional delivery.</b></p> <p style="color: green; margin: 0;"><b>Consider what students need in order to learn.</b></p> <ul style="list-style-type: none"> <li>Teachers need supplemental resources to help differentiate instruction.</li> <li>Teachers need organizational material and furniture that allows flexible seating to implement small group instruction.</li> <li>Teachers need access to updated technological tools that support instruction.</li> <li>Students need extended learning opportunities to enhance their learning experience.</li> <li>Students need academic awards to encourage and motivate student achievement.</li> <li>Students need access to updated books in the school library to support independent reading.</li> </ul>
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<p><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:</p>	<p><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>The provisions will be accomplished by:</p> <ul style="list-style-type: none"> <li>• Effective 1<sup>st</sup> instruction utilizing adopted core curriculum by all teachers</li> <li>• Implementing a blended learning model for instruction that provides targeted research-based instruction for all students in ELA and Math</li> <li>• After school extended learning opportunities in ELA, Math, ELD</li> </ul>	<ul style="list-style-type: none"> <li>• Daily; August 2019-May 2020</li> <li>• Daily; August 2019-May 2020</li> <li>• 18 hours during a seven-week session; offered February 2020-March 2020</li> </ul>
<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>• Purchase supplemental materials in ELA and Math and research-based software licenses</li> <li>• Provide academic related extended learning opportunities in ELA, Math, ELD, STEAM</li> <li>• Purchase and Replace classroom technology as needed to help provide high quality lesson delivery</li> </ul>	<ul style="list-style-type: none"> <li>• August 2019- May 2020</li> </ul>
<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>• Identified needs are related to increasing student achievement by implementing a blended learning model for instruction that will help provide more differentiated instruction and allow for targeted interventions in both ELA and Math.</li> <li>• There is also a need to provide extended learning opportunities related to extending learning outside of the classroom, providing enrichment opportunities, and tutoring in ELA, Math, and ELD.</li> <li>• There is a need to increase student technology usage to prepare for state testing requirements and for college and career readiness.</li> <li>• There is a need to increase student engagement opportunities by using hands-on learning through implementing STEAM education into our school at all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily; August 2019-May 2020</li> <li>• January 2020-May 2020</li> <li>• Daily; August 2019-May 2020</li> <li>• Weekly; August 2019-May 2020</li> </ul>



2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
1A- Implement a Blended Learning Model for Instruction: <ul style="list-style-type: none"> <li>• Research based software licenses to support ELA &amp; Math instruction</li> <li>• Supplemental materials for intervention in ELA &amp; Math</li> <li>• Supplemental Close Reading materials to support key instructional practices &amp; ELA instruction (Scholastic News)</li> <li>• Supplemental materials to support ELA &amp; Math</li> <li>• Supplemental printing for ELA &amp; Math</li> <li>• Purchase classroom computers/laptops/headphones for evidence-based computer software usage</li> <li>• Furniture for flexible seating and small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Map growth from Fall 2018 to Winter 2018 in Reading and Math for K-2<sup>nd</sup> grades</li> <li>• Map growth from Winter 2018 to Spring 2019 in Reading and Math for K-2<sup>nd</sup> grades</li> <li>• Map growth from Fall 2019 to Fall 2020 in Reading and Math for 1<sup>st</sup>-5<sup>th</sup> grades</li> <li>• Lexia and Accelerated Reader Reports in grades K-5</li> </ul>	K-5 students	Principal Assistant Principal Instructional Support Teacher (IST) K-5 Teachers	12,706.54
1B- Extended Learning/Academic Enrichment Opportunities to Increase Student Achievement and Student Engagement: <ul style="list-style-type: none"> <li>• Student engagement assemblies to support ELA, Math, and/or STEAM.</li> <li>• Field trips and/or traveling field trip assembly experiences to support ELA, Math, or STEAM instruction using project-based learning, research projects, oral and written presentations/reports on the experience</li> <li>• Transportation for field trips to support ELA, Math, or STEAM instruction</li> <li>• Extending learning opportunities that will take place before or after school for K-5 students in ELA, Math, and STEAM</li> </ul>	<ul style="list-style-type: none"> <li>• Map growth from Fall 2018 to Winter 2018 in Reading and Math for K-2<sup>nd</sup> grades-</li> <li>• Map growth from Winter 2018 to Spring 2019 in Reading and Math for K-2<sup>nd</sup> grades</li> <li>• Map growth from Fall 2019 to Fall 2020 in Reading and Math for 1<sup>st</sup>-5<sup>th</sup> grades</li> <li>• Number of students participating in extended learning opportunities</li> <li>• Percentage students meeting or exceeding standards on CAASPP Results for ELA and Math for 3-5</li> </ul>	K-5 students	Principal Assistant Principal K-5 Teachers Secretary	2,800.00
1C—Purchase & Replace classroom technology as needed to support ELA and Math instruction: student laptop/desktop computers, classroom amplifiers, headphones.	<ul style="list-style-type: none"> <li>• Lexia and Accelerated Reader usage reports for K-5 students</li> </ul>	K-5 students	Principal Assistant Principal K-5 teachers	9,435.43
1D-Academic awards for ELA and Math to support student achievement and student engagement/motivation.	<ul style="list-style-type: none"> <li>• Map growth from Fall 2019 to Fall 2020 in Reading and Math for 1<sup>st</sup>-5<sup>th</sup> grades</li> </ul>	K-5 students	Principal Assistant Principal K-5 teachers	284.15

	<ul style="list-style-type: none"> <li>CAASPP Results in ELA and Math for 3<sup>rd</sup>-5<sup>th</sup> grade students</li> </ul>		Bilingual Community Aide	
1E-Library books to support student instruction in English Language Arts	<ul style="list-style-type: none"> <li>Accelerated Reader usage reports for K-5 students</li> </ul>	K-5 students	Principal Assistant Principal K-5 teachers Librarian	3,000.00
<b>Total Estimated Cost for This Goal:</b>				28,226.12

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	4.5%	12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-83.3%	-73.3%
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-98.3%	-92.3%

<b>Identified Need(s):</b>	<p><b>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</b></p> <p><b>Consider what English Learners need to improve their language proficiency and academics.</b></p> <ul style="list-style-type: none"> <li>Teachers need additional planning or substitute release time to analyze student data and plan for differentiated instruction to support English Language Learners.</li> <li>Teachers need professional development to learn to effectively use evidence based EL strategies during designated and integrate English Language Development instruction.</li> <li>Students need additional extended learning time to support their development of proficient English Language skills.</li> <li>Students need access to high quality supplemental resources to support their development of proficient English Language skills.</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 A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A- Extended Learning opportunity for English Learners that will take place before or after school—targeting EL students who do not meet reclassification criteria or students not making one level growth progress each academic year on the ELPAC assessment: <ul style="list-style-type: none"> <li>Purchasing supplemental evidence-based computer software</li> <li>Purchase supplemental instructional materials to support instructions of ELL students</li> </ul>	Reclassification Rate ELPAC results Pre/Post Tests	EL students in grades 1-5	Principal Assistant Principal After School Teachers EL TOA	4,500.00

2B- Provide Substitutes and/or additional hourly for teachers to analyze data and plan instruction pertaining to ELL students with guidance from English Learner Teacher On Assignment.	Reclassification Rate	K-5 students	Principal Assistant Principal Teachers EL TOA	2,650.00
	ELPAC results			
	Classroom Visit Data			
<b>Total Estimated Cost for This Goal:</b>				7,150.00

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase college and career readiness activities and events	8	10

<b>Identified Need(s):</b>	<p style="color: green;"><b>Consider what students need who are not on track for achieving “prepared” on the College/Career Readiness Indicator. (Elementary) – Consider what students need to be prepared to meet the requirements for college and career preparation that are not covered in Goals 1 and 2 (SBAC)</b></p> <ul style="list-style-type: none"> <li>Students need access to college and career activities, events, and extended learning opportunities like visits to college campuses to prepare for their future.</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
These actions/service will be provided using general and/or Supplemental Concentration funds.				

Total Estimated Cost for This Goal:

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

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Cycle Calendar & Implementation= Proficient High-quality input training= Proficient, Safe practice=Advanced, Professional Reading= Proficient, Peer Visit & Reflection= Advanced, PLC Meetings= Advanced, Instructional Rounds=Proficient	Cycle Calendar & Implementation= Proficient High-quality input training= Proficient, Safe practice=Advanced, Professional Reading= Proficient, Peer Visit & Reflection= Advanced, PLC Meetings= Advanced, Instructional Rounds=Proficient
Instructional Leadership Team Rating	ILT Team Focus: Developing CCSS Ownership: Developing Composition: Proficient ILT Meeting Frequency: Developing Shared Leadership: Developing Data-Driven Discussions and Decision-Making: Emergent Staff & Teacher Teams Communication: Developing	ILT Team Focus: Proficient CCSS Ownership: Proficient Composition: Proficient ILT Meeting Frequency: Proficient Shared Leadership: Proficient Data-Driven Discussions and Decision-Making: Developing Staff & Teacher Teams Communication: Proficient

<b>Identified Need(s):</b>	<p><b>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</b></p> <ul style="list-style-type: none"> <li>• Teachers need professional development to support their delivery of differentiated small group instruction.</li> <li>• Teachers need professional development and planning support to design rigorous and engaging lessons.</li> <li>• Teachers need access to high quality professional learning material.</li> <li>• Teachers need additional time to plan and collaborate with their PLC teams.</li> <li>• Teachers need additional time to analyze student data.</li> </ul>
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2019-20 Evidence-based Actions/Services <b>Must address the Identified Needs</b>	Metric(s) for evaluating Action/Service <b>Include metrics for monitoring progress (such as walk-throughs, PLC agendas)</b>	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A—Provide additional hourly or substitutes for staff and administrators to attend Professional Development conferences and/or District training opportunities that also includes purchasing professional books.	Professional Development Agendas  Classroom Visit Data	K-5 students	Principal Teachers	1,200.00

4B—Additional hourly and/or substitutes for teachers to work collaboratively in PLCs to complete and analyze data, and/or analyze student work and/or Common Assessment data analysis and engage in professional book review.	PLC agendas	K-5students	Principal Teachers TOAs	14,500.00
<b>Total Estimated Cost for This Goal:</b>				15,700.00

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	1.1%	0.1%
		FY (homeless)	0%
		Hisp	0%
		ELL	0.7%
		AA	0%
		Sped	0%
Expulsion rate		0%	0%
Attendance Rate		96.18%	97.18%
Chronic Absenteeism		12.1%	11.1%

<b>Identified Need(s):</b>	<p style="color: green;"><b>Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful.</b></p> <ul style="list-style-type: none"> <li>Identified students need extended learning opportunities that focus on increasing attendance and improving behavior.</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 Attendance supports and incentives are not allowable out of Title I.
These actions/service will be provided using general and/or Supplemental Concentration funds.				
<b>Total Estimated Cost for This Goal:</b>				

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	10	11
Parent Engagement and Local Climate Survey	62%	72%

<b>Identified Need(s):</b>	<p><b>For Title I, consider what is needed to implement the site’s Title I parent and family engagement policy. Title I, Part A, of the ESEA, reauthorized as the Every Student Succeeds Act (ESSA), ensures that districts and schools provide parents and families of Title I students with the information they need to make well-informed choices for their children including more effectively sharing responsibility for their child’s success, and helping their children’s schools develop effective and successful programs.</b></p> <ul style="list-style-type: none"> <li>• Parents need opportunities to participate in their child’s education by having access to engaging school events and learning opportunities.</li> <li>• Parents need effective home to school communication tools to stay updated on their child’s progress and school events.</li> <li>• Parents need communication in their primary language to help them feel welcomed and valued to participate in school events.</li> <li>• Parents need access to childcare when attending important school meetings and learning opportunities.</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 Engagement and Involvement- additional hourly, instructional materials, printing, and cost of programs for the following: <ul style="list-style-type: none"> <li>• Parent Trainings and Workshops</li> <li>• Family Learning Events</li> <li>• Parent Involvement Programs</li> <li>• Childcare</li> <li>• Written and Oral Translation and Interpretation</li> </ul>	Workshop sign in sheets, agendas, # of participants	K-5 Students	Principal Assistant Principal Bilingual Community Aide Teachers Noon Supervisors Parent Leaders	1,500.00
6B- Home-to- School Communication <ul style="list-style-type: none"> <li>• Communication folders</li> <li>• Students planners/agendas</li> <li>• Monthly newsletters</li> </ul>	Parent survey results	K-5 Students	Principal Assistant Principal Bilingual Community Aide Office Attendance Clerk Secretary 3-5 Teachers	1,873.88
<b>Total Estimated Cost for This Goal:</b>				3,373.88



### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Interactive Flat Panel Displays & Wireless Connection Devices	All Students	\$60,000	Teachers Principal
Student Desks & Chairs	All Students	\$50,000	Teachers Principal
Class Sets of Novels/books & Leveled Classroom Library Sets	All Students	\$15,000	Teachers Librarian
STEAM Classroom Activity Kits and Supplies	All Students	\$15,000	Teachers
Classroom sets of PE equipment	All Students	\$10,000	Noon Aides Teachers Assistant Principal
Overnight Science Field Trip for 5 <sup>th</sup> Grade Students	5 <sup>th</sup> Grade Students	\$20,000	Teachers Assistant Principal Principal
STEAM focused Enrichment Classes	All Students	\$20,000	Teachers Assistant Principal Principal
Tutoring in English Language Arts	Students not meeting grade level standards	\$10,000	Teachers Assistant Principal Principal
Tutoring in Math	Students not meeting grade level standards	\$10,000	Teachers Assistant Principal Principal
Replacement laptops for mobile cart	All Students	\$40,000	Computer Tech Teachers Assistant Principal

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

Federal Programs		Allocation
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation including carryover</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.	\$54,450.00
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,163.00
<b>Total amount of federal funds allocated to this school</b>		\$54,450.00

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

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

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

## School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Annette Beasley, Ed. D	Principal	Non-applicable	Non-Applicable	1
Jeff Rich	Teacher	1 <sup>st</sup> Year	May 2021	1
Alice Strout	Teacher	2 <sup>nd</sup> Year	May 2020	1
Mary Carlson	Teacher	2 <sup>nd</sup> Year	May 2020	1
Betsy Chavarin	Other Staff Member (Specify): Bilingual aide	1 <sup>st</sup> Year	May 2021	1
<b>Sub Total: 5</b>				
Alma Cota	Parent/Community Member	2 <sup>nd</sup> year	May 2020	1
Hortencia Canseco	Parent/Community Member	2 <sup>nd</sup> Year	May 2020	1
Paola Duarte	Parent/Community Member	1 <sup>st</sup> Year	May 2021	1
Natalia Sanchez	Parent/Community Member	1 <sup>st</sup> Year	May 2021	1
Tomas Vasquez	Parent/Community Member	1 <sup>st</sup> Year	May 2021	1
<b>Sub Total: 5</b>				
<b>Total: 10</b>				

# RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Required:**

English Learner Advisory Committee  \_\_\_\_\_  
Signature

**Recommended:**

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

**Optional:**

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/XX/2019 10/23/19

Attested:

Annette Beasley  
Typed name of School Principal

  
Signature of School Principal

10/23/19  
Date

Tomas Vasquez  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

10/23/19  
Date