

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

SPSA Year:

2017-18

2018-19

2019-20

<b>School Name and School Code</b>	SHADOW HILLS 36-67710-6108070		SSC Approval Date: September 25, 2018
<b>School Address</b>	14300 Shadow Drive Fontana, CA 92337		Local Governing Board Approval Date: _____
<b>Name of Principal</b>	Joel Avina	<b>Phone # and Email</b>	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum (909) 357-5750 Joel.Avina@fUSD.net
<b>Name of SSC Chairperson</b>	Kelli Gonzalez	<b>Phone # and Email</b>	(909) 357-5750
<b>SCHOOLWIDE PROGRAM (SWP)</b>	<b>TARGETED ASSISTANCE PROGRAM (TAS)</b>	<b>SCHOOL IMPROVEMENT</b>	
<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

### VISION AND MISSION

The community of Shadow Hills Elementary School works collaboratively to ensure that every student is prepared for college, career and life; carrying out its collective mission to place all students on a trajectory of success. Our motto is: A University Education Begins Here at Shadow Hills Elementary. 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, Shadow Hills Elementary School is prepared to:

- Increase student academic achievement
- Provide a positive and safe learning environment
- Ensure students attend school daily and on time

### SCHOOL AND COMMUNITY PROFILE

Shadow Hills Elementary School serves approximately 464 students from preschool through fifth grade. The ethnicity of our K-5 student population is 85% Latino, 6% African American, 6% Caucasian, and 3% other. English Language Learners comprise 31% of the student population. All students receive free and reduced lunches and breakfasts.

All Shadow Hills families are encouraged to become actively involved in their child's education. Coffee with the Principal (CWP) meetings are held monthly to provide parents with information about student learning, the school in general, the district, and community programs and resources. This is also an opportunity for parents to ask questions and share comments about the school. Before parents visit classrooms on Back to School Night, the principal holds a brief informational meeting with them. At the annual Title I parent meetings, information is shared about this program, including assessment data and how we plan to ensure all students achieve grade level standards. Throughout the year, parents are invited to attend workshops on a variety of topics and community events, performances are completed on a regular basis. Parents are also 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).

Shadow Hills Elementary continues to implement supplemental programs during the school day and as part of extended learning opportunities to differentiate instruction. Such programs are System 44, Read 180, Accelerated Reader (AR) Program and LEXIA. The partnership between FUSD, Shadow Hills Elementary, 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 PM. Additional enrichment opportunities such as choir and band are offered to fourth and fifth grade students and STEAM robotics enrichment lessons are provided to all students in grades k-5. A forty-minute block of English Language Development (ELD) instruction is implemented daily in every classroom. For our students identified through testing to participate in Gifted and Talented Education (GATE), a Visual and Performing Arts (VAPA) program is provided to 2<sup>nd</sup> – 5<sup>th</sup> grade students.

SPSA  
HIGHLIGHTS

SBAC Increase:

○ SBAC ELA 2018-19

- 5<sup>th</sup> grade: 14.75% of students Exceeded Standard; 39.34% of students Met Standard; 54.09% of students either Met or Exceeded Standard.
- 4<sup>th</sup> grade: 19.75% of students Exceeded Standard; 27.16% of students Met Standard; 46.91% of students either Met or Exceeded Standard.
- 3<sup>rd</sup> grade: 17.65% of students Exceeded Standard; 33.82% of student Met Standard; 51.47% of students either Met or Exceeded Standard.

- Upon reviewing SBAC ELA data, we have slightly decreased our student achievement from 2017-2018 school year (SY) to the 2018-2019 school year. 51.4% of students in 3<sup>rd</sup> – 5<sup>th</sup> grade Met or Exceeded Standard in ELA during the 2017-2018 SY compared to 50.48% of students who Met or Exceeded Standard in ELA during the 2018-2019 SY which indicates a decrease of -0.92% (under 1%).

○ SBAC Math 2018-19

- 5<sup>th</sup> grade: 8.2% of students Exceeded Standard; 14.75% of students Met Standard; 22.95% of students either Met or Exceeded Standard.
- 4<sup>th</sup> grade: 29.27% of students Exceeded Standard; 13.41% of students Met Standard; 42.68% of student either Met or Exceeded Standard.
- 3<sup>rd</sup> grade: 36.76% of students Exceeded Standard; 4.41% of students Met Standard; 41.17% of student either Met or Exceeded Standard.

- Upon reviewing SBAC Math data, we have decreased our student achievement from 2017-2018 SY to the 2018-2019 SY. 38.9% of students in 3<sup>rd</sup> – 5<sup>th</sup> grade Met or Exceeded Standard in Mathematics during the 2017-2018 SY compared to 36.49% of students who Met or Exceeded Standard in Math during the 2018-2019 SY which indicates a decrease of -2.41%.

LEA/School Goal 1: Increase Proficiency and Strategic Thinking

○ SBAC ELA Change in Distance from Standard (DFS)

- 2018-19 DFS: -6
- 2018-19 Change: -12

- SBAC Math Change in Distance from Standard (DFS)

- 2018-19 DFS: -25
- 2018-19 Change: 1

- NWEA MAP Reading 2018-19

- 55.02% of students in K-5<sup>th</sup> who met the expected Fall to Fall Growth

- NWEA MAP Math 2018-19

- 53.98 % of students in K-5<sup>th</sup> who met the expected Fall to Fall Growth
- Upon reviewing the 2018-19 NWEA Reading and Math data, Shadow Hills has exceeded the District projected Outcomes of 55% for Reading and almost met the District projected Outcomes of 54% for Math by a margin of -2%.

Attendance Gains:

- During the 2018-19 SY, Shadow Hills Elementary went from being ranked number 24 out of 30 elementary schools in attendance rates to number 3 out of 30. As of 9/20/19, we are now ranked number 14 out of 30 with an attendance rate of 97.12% with a difference of -.94%. The Chronic Absenteeism Rate improved as well as seen below.
  - Attendance Rate for 2016-2017: 96%
  - Attendance Rate for 2017-2018: 96.4%
  - Attendance Rate for 2018-2019 as of 10/19/18: 97.89%
  - Attendance Rate for 2019-2020 as of 9/20/ 19: 97.12%
  - Chronic Absenteeism Rate for 2016-2017: 10.18%
  - Chronic Absenteeism Rate for 2017-2018: 8.00%
  - Chronic Absenteeism Rate for 2018-2019: 6.00%

- The following are the key features of this school year's SPSA:
  - Character Counts! and Positive School-Wide Expectations
  - College and Career Awareness: All classrooms selected a college/university that they will represent. Students will learn about their college/university and create a presentation. All classroom will present their college/university presentation to other classrooms. During our Monday Morning School-Wide Assemblies, all classes will have an opportunity to present their college/university chant/song.
  - Extended Learning Opportunities (ELO) for students in 3<sup>rd</sup> – 5<sup>th</sup> grades.
    - Focus: Mathematics/ELA
  - Extended Learning Opportunities (ELO) for students in K – 5<sup>th</sup> grades.
    - Focus: ELD
  - Extended Learning Opportunities (ELO) for students in 3<sup>rd</sup> – 5<sup>th</sup> grades.
    - Focus: Guitar Club
  - Extended Learning Opportunities (ELO) for students in K – 5<sup>th</sup> grades.
    - Focus: Science Club
  - Extended Learning Opportunities (ELO) for students in K – 5<sup>th</sup> grades.
    - Focus: Race Engineering Program
  - Parent Workshops
    - Focus: Family STEM Nights
  - All teachers were provided additional hours for Professional Learning Community.
    - Break down of new math curriculum/CFA's/Writing
    - Plan intentional lessons focused on mathematics/ELA/Writing instruction
  - All students will have the opportunity to participate in Programming/Coding via Ozobot lessons in the classroom.
  - All student will have the opportunity to participate in Robotics/Drones/Racing via classroom lesson with Engineering for Kids program.
  - All students will have the opportunity to participate in VAPA/Painting Program.

<p style="text-align: center;"><b>INCREASED OR IMPROVED SERVICES</b></p>	<p>Professional Development Opportunities for Teachers:</p> <ul style="list-style-type: none"> <li>• Additional hours for teachers to participate in Professional Learning Communities</li> <li>• Continued training in Write from the Beginning</li> </ul> <p>Extra-Curricular Opportunities:</p> <ul style="list-style-type: none"> <li>• Extracurricular will be extended to all K-5 students:             <ul style="list-style-type: none"> <li>▪ Programming/Coding activities via classroom lessons and lunch recess opportunities.</li> <li>▪ Maker Space (STEAM) activities presented via classroom lessons and library opportunities.</li> <li>▪ VAPA activities presented via assemblies and classroom lessons.</li> </ul> </li> <li>• After School VAPA Clubs extended to students via invitation to participate.             <ul style="list-style-type: none"> <li>▪ VAPA Art Club/Painting presented to 3<sup>rd</sup> – 5<sup>th</sup> grade students.</li> <li>▪ VAPA Guitar Club presented to 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students.</li> </ul> </li> <li>• STEAM - Engineering             <ul style="list-style-type: none"> <li>• Students will participate in in-school Engineering instruction with Engineering for Kids.</li> <li>• Students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will participate in an after school intensive Engineering for Kids program</li> </ul> </li> </ul> <p>Global Communication Academy:</p> <ul style="list-style-type: none"> <li>• Increase in student opportunities to improve global communication skills, research skills, writing skills utilizing Thinking Maps and Write from the Beginning, presentation skills and utilization of software technology following the Common Core Standards. Classrooms will participate in Virtual Field Trips and Expert Interviews via Skype Learning.</li> </ul>
<p style="text-align: center;"><b>MOONSHOT</b></p>	<p>Shadow Hills Moonshot Statement:</p> <p>To promote Global Communications where all students have autonomy and agency in their classrooms. Students will effectively develop 21<sup>st</sup> century skills by focus on the four C's of education—communication, collaboration, critical thinking and creativity. Students will have the opportunity to develop skills to effectively communicate and collaborate with their peers and/or adults in their classrooms via class activities, research projects and presentations, as well as, global communications via Skype Virtual Field Trips and Expert Presentations. Students will engage in opportunities that allow for critical thinking and creativity that call for students to demonstrate effective oral and auditory communication skills, as well as, communication in written form. Evaluation of moonshot will take part in production of student work samples, research projects and presentations, as well as, observational form.</p>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	+16	-6 = 2019 Site DFS
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-11	-25 = 2019 Site DFS
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	52.7%	55%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	55%	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	40%	53%

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		
<b>1A – Extended Learning Opportunity in Math &amp; ELA</b> Additional Teacher Hourly	\$1,700	\$3,000	67% of students attending Extended Learning Opportunity program improved their scores on a pre and post IAB.	Continue
<b>1B – Implement differentiated Instruction</b> <ul style="list-style-type: none"> <li>• Supplemental Printing &amp; Instructional Materials</li> <li>• Technological Resources – Software</li> <li>• Technological Resources – Computers &amp; Peripherals</li> <li>• Instructional Technology – Document Cameras, Projectors, etc.</li> <li>• Engineering for Kids/STEAM</li> </ul>	\$18,205.50	<del>\$8,604</del> \$9,967.24	After qualifying at a regional competition, three teams of students from Shadow Hills competed at the national World Robot Olympiad. These three teams, as well as all students at Shadow Hills, received Extended Learning Opportunities during the school day and after school, in Engineering for Kids. Accelerated Reader (A.R.) data reflect an average of 73% weekly school-wide usage during non-testing periods. One hundred percent (100%) of teachers utilize the STAR Reading diagnostic in order to track student reading growth.	Continue with modifications: <ul style="list-style-type: none"> <li>• Increase funding if available</li> <li>• Look at an SBAC based math supplemental program to support the math learning</li> </ul>
<b>1C – Awards: Academic Awards for ELA, Math &amp; EL Achievement</b> Student Awards		\$500	23% more students improved their reading, based on A.R. assessments; from prior year	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%	12%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-39.1	-42.9 = 2019 Site EL DFS
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 60.8	-55.9 = 2019 Site EL DFS

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
<b>2A – Extended Learning Opportunities for English Learners</b> <ul style="list-style-type: none"> <li>• Tutoring – Additional Hourly for Classified Staff Working with Students</li> <li>• Tutoring – Additional Hourly for Certificated Staff Working with Students</li> </ul>	\$2,350.00		Eighty-eight (88) English Learners participated in Extended Learning Opportunities. Eighty-two (82%) of participating students increase target skills based on pre and post tests.	Continue with modifications: <ul style="list-style-type: none"> <li>• Increase funding (if available)</li> <li>• Increase number of students served</li> </ul>
<b>2B – Supplemental Instructional Materials: Instructional Materials &amp; Books</b> <ul style="list-style-type: none"> <li>• Supplemental Materials</li> </ul>		\$0	Teachers are utilizing the Designated and Integrated ELD programs within our existing curriculum. There was no need to purchase additional, supplemental materials.	Discontinue



## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase college and career readiness activities	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		
<b>3A - College and Career Experiences</b>		\$1,000.00	92% more students who attended the university fieldtrip event indicated that they would attend university based on a pre and post survey.	Continue with modifications: <ul style="list-style-type: none"> <li>• Increase funding (if available)</li> <li>• Increase number of students participating</li> </ul>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

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

Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Proficient, Advanced	Proficient
Instructional Leadership Team Rating	Proficient, Advanced	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		
<b>4A – Cycles of Professional Learning</b> Substitute costs (PD, PLC/Collaboration Time, Intervention)		\$8,500.00 \$7,133.76	Fifteen (15) teachers participated in Professional Learning Community (PLC) additional hourly work. One hundred percent (100%) of participating teachers created target-skills lesson plans and activities to support student learning. Fifty-five percent (55%) of students met their English Language Arts (ELA) targets.	Continue with modifications: <ul style="list-style-type: none"> <li>• Increase funding (if available)</li> </ul>
<b>4B – Travel – Mileage</b> Home Visits, Transporting Parents	\$1,000.00		Attendance rates continue to improve at Shadow Hills. Based on ranking by school. Shadow Hills’ attendance rate went from being the 26 <sup>th</sup> out of 30, to being the 4 <sup>th</sup> out of 30.	Continue
<b>4C – Professional Learning Community: Math &amp; ELA</b> Additional hours for articulation, Planning, Grade-Level Teamwork	\$13,657		Fifteen (15) teachers participated in Professional Learning Community (PLC) additional hourly work. One hundred percent (100%) of participating teachers created target-skills lesson plans and activities to support student learning. Fifty-five percent (55%) of students met their English Language Arts (ELA) targets.	Continue with modifications: <ul style="list-style-type: none"> <li>• Increase funding (if available)</li> </ul>

## 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	1%	1.7%
	FY (homeless)	1%	14.3%
	Hisp	1%	1.1%
	ELL	1%	1.9%
	AA	1%	3.6%
	Sped	1%	1.8%
Expulsion rate		0%	0%
Attendance Rate		96.4%	96.85%
Chronic Absenteeism Rate		8%	6.4%

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		
<b>5A – Attendance Incentives</b> <ul style="list-style-type: none"> <li>Student Awards</li> </ul>		\$500	Attendance rates continue to improve at Shadow Hills. Based on ranking by school. Shadow Hills' attendance rate went from being the 26 <sup>th</sup> out of 30, to being the 4 <sup>th</sup> out of 30.	Continue
<b>5B – Outside Consultants</b> Meet the Masters	\$2,987.50		Vendor was unable to fulfill contract	Continue with modifications: <ul style="list-style-type: none"> <li>Research a similar program</li> <li>Identify staff member to lead program</li> <li>Otherwise, move funding to 1B</li> </ul>

<b>5C – After School Education &amp; Safety Program (ASES)</b> <ul style="list-style-type: none"><li>• Staffing</li><li>• Supplies and Equipment</li><li>• Consultant and Vendor Contracts</li><li>• Transportation</li></ul> Nutrition	N/A	N/A		
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## 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	12	16
Parent Engagement and Local Climate Survey	25%	35% of Parents Surveys completed by Household

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		
<b>6A – Parent Workshops</b> <ul style="list-style-type: none"> <li>Additional Classified Hourly</li> <li>Additional Teacher Hourly</li> </ul>	\$3,200.00		Monthly SSC, ELAC, Coffee with the Principal, and STEAM Family Events were scheduled. Sign-in sheets indicated a 27% increase in family attendance at these events.	Continue
<b>6B – Parent Workshops/Meetings</b> <ul style="list-style-type: none"> <li>Childcare for Parent Meetings</li> <li>Catering</li> </ul>		\$1,350.00	Monthly SSC, ELAC, Coffee with the Principal, and STEAM Family Events were scheduled. Sign-in sheets indicated a 27% increase in family attendance at these events.	Continue

## 2018-2019 SPSA Evaluation Summary

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

<p><b>Describe how the evaluation was conducted:</b></p>	<p>Members of the Shadow Hills Elementary School Site Council convened for the purpose of reviewing each of the expenditures within the SPSA. Academic achievement data was analyzed and discussed. Needs were identified and each action and expenditure were evaluated based on the results of the achievement data. The School Site Council, based on this, decided to either Continue, Discontinue, or Continue with Modifications, each of the actions/expenditures within the SPSA.</p>
<p><b>Describe the conclusions drawn from the overall results:</b></p>	<p><i>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</i>  <b>The percentage of students meeting their MAP Growth Targets from Fall 2018 to Fall 2019 in English Language Arts went from 52% to 55%. This goal was met. The following actions all contributed to this growth: Additional Hourly for Teachers and Sub Release time to provide additional time for teachers to develop lessons that target areas where students experience challenges, Extended Learning Opportunities for students in ELA, Math, and STEAM – Engineering for Kids.</b></p> <p><i>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</i>  <b>The percentage of students meeting their MAP Growth Targets from Fall 2018 to Fall 2019 in Math went from 55% to 54%. This goal was not met. The following actions all contributed to this decline: There is a need to shift our resources towards more Math/STEAM focused actions. There is a need to continue to work as grade-level Professional Learning Communities; specifically targeting skills where students need more support and identifying the rigor, format, and assessment type of how these skills are evaluated so that this will inform instruction. The action that was least effective is the bringing in of art consultants; namely because the consultants were not able to fulfill their contract with us.</b></p> <p><i>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?</i>  <b>There were notable gaps in ELA performance between EL students and Non-EL Students which can be attributed to a need to refine our ELD Designated and Integrated Instruction. African American students scored lower than the overall student population on the SBAC ELA (-26 DFS vs. -6 DFS). This can be attributed to a need to refine our phonemic awareness instruction. The suspension rates among FY/Homeless and African American students were considerably higher than the school-wide averages. We are now being more proactive in making a strong home and school connection.</b></p>

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

The following conclusions can be drawn from this data and stakeholder input:

- There will be more emphasis on Lesson Planning that targets standards-based skills where students are demonstrating challenges
- Differentiation within the instructional day will be increased
- Extended Learning Opportunities will be offered targeting skills/areas of need
- There will be a stronger home and school connection.
- There will be stronger phonemic awareness instruction.

Pre-Tests and Post-Tests will be utilized more frequently in determining the effectiveness of our plan.

### 2017-2020 Planned Improvements in Student Performance

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

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

<b>LEA/School GOAL 1: Increase Proficiency and Strategic Thinking</b>		
<b>Elementary and Middle School Metrics/Indicators</b>	<b>2018-19 Outcomes</b>	<b>2019-20 Expected Outcomes</b>
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>	-12	4 = 2019 Site DFS + 10 points
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	1	-10 = 2019 Site DFS + 15 points
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	55%	57%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	54%	56%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	53%	60%

<b>Identified Need(s):</b>	<p><b>Students need differentiated instruction</b></p> <p><b>Students need access to STEAM related activities through Extended Learning Opportunities</b></p> <p><b>Students need Extended Learning Opportunities in Math and ELA</b></p> <p><b>Students need to be recognized for their successes</b></p> <p><b>Teachers need professional development in technology skills in order to improve students' technology skills as they relate to mandated online tests</b></p> <p><b>Teachers need supplemental resources to increase student understanding of content through differentiated instruction</b></p> <p><b>Teachers need additional time (additional hours and/or sub release time) in order to receive professional development, meet in the Professional Learning Communities, plan lessons</b></p>
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<b>SWP Requirements:</b> [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	<b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b>	<b>TIMEFRAME(s)</b>
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Through the utilization of multiple measures, students who are at risk of not meeting the challenging state academic standards, will be identified. They will receive Extended Learning Opportunities in the areas where they are encountering the most difficulties.	12/2/19 to 5/1/20
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	Teachers will be afforded additional time for the purpose of strengthening the academic program, increasing the amount and quality of learning time and providing an enriched and accelerated curriculum. Teachers will work in their Professional Learning Community (PLC) groups. They will work on target-skills lesson plans and activities to support student learning.	8/1/19 to 4/17/20
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	Well prepared, targeted lessons that address the needs of students at risk of not meeting the challenging state academic standards is what teachers will be focusing on through the additional time they will be afforded. Extended Learning Opportunities in STEAM will be provided for all students, creating a more engaging learning experience for them.	Weekly From 8/1/19 to 4/17/20

<b>2019-20 Evidence-based Actions/Services</b>	<b>Metric(s) for evaluating Action/Service</b>	<b>Pupils to be served</b>	<b>Person(s) Responsible</b>	<b>2019-20 Estimated Cost</b>
				<b>Title 1</b>
<b>1A – Extended Learning Opportunity in Math &amp; ELA</b> Additional Teacher Hourly	MAP IABs IO CFAs	Students identified using multiple measures	Teachers Principal	\$1,465.84
<b>1B – Implement differentiated Instruction</b> <ul style="list-style-type: none"> <li>• Supplemental Printing &amp; Instructional Materials</li> <li>• Technological Resources – Software</li> <li>• Technological Resources – Computers &amp; Peripherals</li> <li>• Instructional Technology – Document Cameras, Projectors, etc.</li> <li>• Engineering for Kids/STEAM</li> </ul>	MAP IABs IO CFAs	All Students Students identified using multiple measures	Principal Teachers Engineering for Kids Attendance Clerk (Categorical)	\$23,725.04
<b>1C – Awards: Academic Awards for ELA, Math &amp; EL Achievement</b> Student Awards	Students identified as meeting academic goal in reading. AR Reports	All Students	Principal Teachers	\$116.51
<b>Total Estimated Cost for This Goal:</b>				\$25,307.39

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	11.6%	12.6% ≥12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-42.9	-32.9 = 2019 Site EL DFS + 10 points
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-55.9	-49.9 = 2019 Site EL DFS + 6 points

<b>Identified Need(s):</b>	<p><b>Students need differentiated instruction within the Designated and Integrated ELD program</b></p> <p><b>Students need to learn the specific ELD skills assessed within the ELPAC; specifically, how these skills are assessed (i.e. format, type, and rigor)</b></p> <p><b>Students need Extended Learning Opportunities in order to receive additional instruction in specific ELD skills</b></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
<b>2A – Extended Learning Opportunities for English Learners</b> <ul style="list-style-type: none"> <li>Tutoring – Additional Hourly for Classified Staff Working with Students</li> <li>Tutoring – Additional Hourly for Certificated Staff Working with Students</li> </ul>	<ul style="list-style-type: none"> <li>MAP</li> </ul>	Students identified using multiple measures	<ul style="list-style-type: none"> <li>Teachers</li> <li>Principal</li> <li>Bilingual Aide</li> </ul>	\$2,331.73
<b>Total Estimated Cost for This Goal:</b>				\$2,331.73

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	8 activities	10 activities

<b>Identified Need(s):</b>	<b>Students need opportunities to learn about the requirements for attending college/university</b> <b>Students need opportunities to experience a college/university</b>
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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
<b>Total Estimated Cost for This Goal:</b>				

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

<b>Identified Need(s):</b>	<p><b>Teachers need additional time to meet as a Professional Learning Community</b></p> <p><b>Teachers need additional time to work on Lesson Plans that target students' areas of need</b></p> <p><b>Teachers need professional development to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery</b></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
<p><b>4A – Professional Learning Community: Math &amp; ELA</b></p> <p>Additional hours for articulation, Planning, Grade-Level Teamwork</p>	<p>Teacher participation in Professional Learning Community (PLC) additional hourly work.</p> <p>Teacher-created target-skills lesson plans and activities to support student learning. Percentage of students meeting their ELA MAP growth targets</p>	<ul style="list-style-type: none"> <li>All Students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Principal</li> </ul>	\$8,456.29
<b>Total Estimated Cost for This Goal:</b>				\$8,456.29

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	1.7%	.5%
	FY (homeless)	14.3%	.5%
	Hisp	1.1%	.5%
	ELL	1.9%	.5%
	AA	3.6%	.5%
	Sped	1.8%	.5%
Expulsion rate		0%	0%
Attendance Rate		96.85%	96.95%
Chronic Absenteeism		6.4%	5.4%

<b>Identified Need(s):</b>	
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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
<b>Total Estimated Cost for This Goal:</b>				

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	16	18
Parent Engagement and Local Climate Survey	35% Completion Rate	40% Completion Rate

<b>Identified Need(s):</b>	<b>Parents/Families need to be provided 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 Shadow Hills needs to provide organized Parent/Family Workshops and Meetings for Parents/Families</b>
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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
<b>6A – Parent Workshops</b> <ul style="list-style-type: none"> <li>Additional Classified Hourly</li> </ul>	Parent/Family attendance at monthly SSC, ELAC, and Coffee with the Principal meetings.	<ul style="list-style-type: none"> <li>All students</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Bilingual Community Aide</li> </ul>	\$1,655.59
<b>Total Estimated Cost for This Goal:</b>				\$1,655.59

**Unfunded School Site Council Priorities**

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
Supplemental instructional materials and printing	All	Up to \$20,000	Principal/Teachers
Extended Learning Opportunities for students	All	Up to \$10,000	Principal/Teachers
Professional Learning Community: Additional hours for articulation, Planning, Grade-Level Teacher Teamwork	All	Up to \$20,000	Teachers

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
<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.	\$37,751.00
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,304.00
<b>Total amount of federal funds allocated to this school</b>		<b>\$37,751.00</b>



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

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

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

## School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Joel Aviña	Principal	Not-Applicable	Not-Applicable	1
Maritza Alvarez	Classroom Teacher	2 years	May 2020	1
Shelly Coakley	Classroom Teacher	2 years	May 2021	1
Laura Lyons	Classroom Teacher	2 years	May 2021	1
Alma Osollo	Other Staff Member: Bilingual Aide	2 years	May 2021	1
<b>Sub Total: 5</b>				
Jorge Carranza	Parent/Community Member	2 years	May 2021	1
Kelli Gonzales	Parent/Community Member	2 years	May 2020	1
Maria Guzman	Parent/Community Member	2 years	May 2020	1
Marilyn Pena	Parent/Community Member	2 years	May 2021	1
Annette Smiley	Parent/Community Member	2 years	May 2021	1
<b>Sub Total: 5</b>				
				<b>Total: 10</b>

# RECOMMENDATIONS AND ASSURANCES

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

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

**Required:**

English Learner Advisory Committee \_\_\_\_\_ Rosa Gallejos  
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: 10/17/2019.

Attested:

Joel Avifa  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

10-17-19  
Date

Kelli Gonzales  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

10/17/19  
Date