

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

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code		SIERRA LAKES ELEMENTARY 36-67710-6119986		SSC Approval Date: <u>November 1, 2019</u>	
School Address		5740 Avenal Place Fontana, CA 92336		Local Governing Board Approval Date: _____	
Name of Principal		James W. Raymond	Phone # and Email	(909) 357-5270 James.Raymond@fUSD.net	
Name of SSC Chairperson		Deborah Pagliero	Phone # and Email	(909) 357-5270 PagIDK@fUSD.net	
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

<b>VISION AND MISSION</b>	<p><u>Vision</u> – Sierra Lakes Elementary School has a vision to increase Student Growth, guided by the ongoing communication and collaboration of the School Site Council (SSC), the Instructional Leadership Team (ILT), and Professional Learning Communities (PLC). By using data to identify the strengths and weaknesses of the school, each grade level and individual students, we collectively implement instructional strategies, which support the highest levels of learning. Ultimately, we intend to make sure students have high levels of academic achievement that lead to every student being college and career ready, in the preparation to becoming global citizens.</p> <p><u>Mission Statement</u> - Sierra Lakes Elementary School will be a safe, positive school community dedicated to fostering passion, creativity, integrity, and unity, where all members are committed to the academic and personal success of all students.</p>
<b>SCHOOL AND COMMUNITY PROFILE</b>	<p>Sierra Lakes is among the district’s newer elementary schools and has one of the highest culturally diverse enrollments in the district. Built in 2002, the school sits on seven acres and includes a library, 25 permanent classrooms, six portable classrooms, two enrichment rooms, a computer lab, a staff lunchroom, a staff workroom, and a cafeteria /multipurpose room with a stage area. Students’ family origins represent 26 different countries of the world. During the 2005-06 school year, Sierra Lakes Elementary School received its designation as a California Distinguished School and the Title I Academic Achievement Award. Sierra Lakes Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Sierra Lakes Elementary School received its designation as a California Distinguished School and the Title I Accolade of “2017-18 Education Results Partnership California Honor Roll School Achievement Award.”</p>
<b>SPSA HIGHLIGHTS (bullet points)</b>	<ul style="list-style-type: none"> <li>• School climate has seen a change for the better with the implementation of Positive Behavior Interventions and Supports (PBIS). During the 2017-18 school year, the staff made a total of 349 office referrals, an average of 35 a month, and 36 suspensions. During the 2018-19 school year, the staff made 64 office referrals, an average of 6.4 referrals a month, and 10 suspensions.</li> <li>• Third, Fourth and Fifth grade California Assessment of Student Performance and Progress (CAASPP) scores showed increases in student learning in Language Arts.</li> <li>• Fourth grade CAASPP scores showed an increase in students learning for Mathematics.</li> <li>• Overall School-wide test results on CAASPP indicated that there was an increase in student learning in the areas of both, Language Arts and Mathematics.</li> <li>• The goal for the percentage of classrooms visited, which demonstrated Level 3 strategic thinking for Depth of Knowledge (DOK) was 30% and we reached that goal with 30%.</li> <li>• Although change in the overall average scaled scores did increase, Sierra Lakes did not meet the overall Smarter Balanced Assessment Consortium (SBAC) goals for ELA and Math.</li> <li>• SBAC ELA and Math for English Learners (EL) met goals for a change in average scaled score points from Meets Standards.</li> <li>• The overall percentages of students who met expected fall to fall growth goals for the Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP), were below the expected goals in English/Language Arts (ELA) and Math.</li> <li>• Reclassification Rate goal to maintain or increase English Learner Reclassification rate was not met.</li> <li>• Professional Development Rating goal was to achieve a status of “Proficient” and this goal was not met, as teachers indicated that we have a status of “Developing.”</li> </ul>
<b>INCREASED OR IMPROVED SERVICES (bullet points)</b>	<ul style="list-style-type: none"> <li>• With the reorganizations of classrooms and PLCs, teachers are working collaboratively to backwards plan, create units of study, develop common assessments and disaggregate data. The change has proven to be very successful. The levels of collaboration and collegiality have risen to new levels. We expect that this climate will promote an increase in student learning.</li> <li>• The teaching staff is focusing on Clarity and taking the rigor of their lessons to the next level by increasing quality first instruction supported by a focused improvement in Math lesson plans in the fall. Additionally, two consultants provided training to the staff to help support them by making connections between Wonders, Common Core State Standards (CCSS) and lesson planning.</li> <li>• The library received \$3,000 in new books and will be purchasing an additional \$3,000 in books this year.</li> <li>• One First grade teacher implemented “looping”, by moving with her class, into Second grade.</li> </ul>

MOONSHOT	<ol style="list-style-type: none"><li>1. Sierra Lakes Elementary School will form a committee and research the impact that “looping” has on student learning. In addition, the committee will explore the possibilities of expanding the number of classrooms on campus, which participate in “looping.”</li></ol> <ul style="list-style-type: none"><li>• Looping is the practice where teachers stay with their same students from year to year in grades K-1, 1-2, 2-3, 3-4 and/or 4-5.</li></ul>
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## 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	+1 point below level 3	-8 points below level 3 (44.1% - 48.4%)
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	-24 points below level 3	-36 points below level 3 (29.9% - 30.5%)
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	60.4%	54.08%
NWEA MAP Math: % of students who meet expected <b>fall to fall growth</b>	69.3%	55.19%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	30%	30%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results:
	Title 1	SUPC		Continue Modify (list the modifications) Discontinue
1A. Supplemental Instructional Materials (including printing)	\$ 3,000	\$10,000	Schoolwide Data indicates that SBAC Reading and Math levels of proficiency increased but decreased with respect to level 3. NWEA MAP Reading and Math mastery levels increased from Fall to Spring, but decreased, Fall to Fall.	Modify (Based on funds spent last year, we will reduce the amount by half)
1B. Ancillary Support Materials		\$ 7,000	Accelerated Reader data indicated that: 1. 26% of the students who took AR tests scored 85% or higher 2. 48% of the students increased their reading levels	Modify to include STAR
1C. Part Time Tutoring	\$0	\$0	This line item was discontinued in the 2018-19 SPSA.	Discontinue
1D. Extra Hours for Grade Level Planning	\$ 2,000		The teaching staff did not use these funds.	Discontinue
1E. Tutor Monitor	\$ 16,800		The Tutor Monitor worked with students at all grade levels. The teaching staff identified 115 students who mastered CCSS with the support of the Tutor Monitor.	Continue
1F. Purchase of Technology	\$6,266		Hardware was purchased to support classroom presentations. Use of software, Evidence of blended learning	Discontinue
1G. STEAM Club	\$ 1,500		Requisitions to purchase materials were submitted, but the District did not approve them before the budget cut-off date. Therefore, these funds were not used.	Discontinue

## 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%	1.3%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-75.2	- 67.7
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-97.5	- 70.7

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		
	N/A	N/A		

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the number of college and career awareness activities	Two Events: <ul style="list-style-type: none"> <li>• College and Career Day</li> <li>• College and Career Assembly making the connection between amount of education attained and amount of yearly income</li> </ul>	2

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3A. STEM Academy		\$ 7,200	80 students participated in the Engineering for Kids after school program. By splitting one eight-week session into two four-week sessions, the number of students who participated doubled.	Modify – Funding Source to be Title I
3B. College and Career Fair	\$ 500		These funds were not used.	Discontinue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

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

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A. ILT and PLCs Subs	\$ 1,500	\$ 7,850	Teachers received Professional Development from T4 Learning. They learned how to write lesson plans that are focused on Common Core State Standards for Reading. During the time that they received their training, substitutes were hired. This had an impact on students learning as SBAC Reading scores increased... 0.8 points in 3 <sup>rd</sup> grade, 9.9 points in 4 <sup>th</sup> grade and 1.8 points in 5 <sup>th</sup> grade. MAP Reading data indicated that 68% of Kindergarten students, 64% of 1 <sup>st</sup> grade students and 64% of 2 <sup>nd</sup> grade students met their projected growth. We will not be able to hire the consultant during the 2019-20 school year. Therefore, we will not need as much money for this Action/Services.	Modify - \$ 5,000 from Title I
4B. Conferences	\$ 14,000		Six teachers attended the CUE Technology Conference. They came back to campus and made presentations at faculty meetings, where they highlighted specific software and/or uses of technology in the classroom. Forty-eight percent of students using reading software increased their reading levels.	Modify - \$ 6,113 from Title I
4C. Effective Instruction Professional Development (Consultant from T4 Learning)	\$ 24,000		The teaching staff and administrators indicated, when surveyed, that the instruction received from T4 Learning was impactful and would like to work with the consultant again. MAP Reading data indicated that 68% of Kindergarten students, 64% of 1 <sup>st</sup> grade students and 64% of 2 <sup>nd</sup> grade students met their projected Reading levels by the end of the school year. However, the consultant will not be able to continue PD services at SLE for the 2019-20 school because of a conflict in our schedules.	Discontinue

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## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	3.2%	1.37%
	FY (homeless)	2.0%	5.3%
	Hisp	8.0%	1.0%
	ELL	1.0%	1.0%
	AA	10.0%	4.7%
	Sped	3.0%	3.1%
Expulsion rate		0%	0%
Attendance Rate		96.5%	96.62%
Chronic Absenteeism Rate		8.6%	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		
5A. PBIS Training and Implementation of school-wide program	\$ 1,000.00		Behavior problems have decreased and the use of positive reinforcement with prizes has been impactful. However, the MTSS Department will support SLE with \$ 5,000.	Modify to a lower amount - \$600 from Title I



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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	49
Parent Engagement and Local Climate Survey	25%	32%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A. Food for Parent Workshop	\$ 200		Title I Funds may not be used to purchase food. Therefore, these funds were not used.	Discontinue
6B. Raptor (Software that performs a background check on all guest who come onto campus)	\$ 510		Using the Raptor software to screen campus visitors, 1,234 parents were processed during the 2018-19 school year.	Modify - \$525
6C. Parent Workshops	\$ 1,500		We used funds to pay six teachers assisting in the facilitation of Family Math Night, Family Literacy Night and Family STEAM Learning Night. There were total of 148 parents/students who attended these Parent Workshops.	Modify - \$1,465
6D. Watch Dog Dads (A support group of fathers and father figures who come onto campus to provide a positive male role model in the lives of students. They help in the classroom, on the playground, throughout campus and during special events)	\$ 2,000		These funds were not used.	Modify – Decrease to \$185

<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	5 <sup>th</sup> Gr. ≥40.9%	32%

<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>		

## 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 principal shared data and it was analyzed by the SSC at the September 10<sup>th</sup> SSC meeting. Then, once SBAC results were released to the public, he shared additional data and it was analyzed at the October 21<sup>st</sup> SSC meeting. In addition, we reviewed and discussed expected and actual outcomes for 2018-19, listed on the first 11 pages in this document, the 2018-19 Annual Evaluation of Effectiveness.</p>
<p><b>Describe the conclusions drawn from the overall results:</b></p>	<p><b>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</b></p> <p>LEA/School GOAL 1: DOK Levels 3 and 4 – Positive Impact of Consultants, Provided training on Webb’s Wheel and setting the expectation for teachers to write/use at least one level 3 or 4 lesson weekly. Focus on Math Lesson Plans that include: Objective, Checking for Prior Knowledge, Phase of Learning (concrete, semi-abstract or abstract), Checking for Understanding and Closure. PLC working together collaboratively, with peers who they like and respect.</p> <p>LEA/School GOAL 2: Increase of EL students’ SBAC ELA and Math results – Use of Bilingual Aide, EL TOA working in classrooms with teachers</p> <p>LEA/School GOAL 3: Increase the Number of College and Career Activities – Create a PowerPoint presentation that shows a correlation between the amount of education and amount of annual earnings. Then, schedule and hold the assembly.</p> <p>LEA/School GOAL 4: Cultivate Effective Teachers and Leaders – Quality PD focused CCSS, Using evidence to guide instruction, ILT Rating</p> <p>LEA/School GOAL 5: Engage Students &amp; Decrease Dropout Rates - Implementation of PBIS (incentives), Schoolwide Attendance - Consistent analysis of attendance data Weekly with Attendance Clerk and administrator, Monthly visits to students’ homes</p> <p>Schoolwide Suspension Rates – Implementation of PBIS, teaching of social skills, teachers implementing interventions, principal using alternatives to suspension</p> <p>LEA/School GOAL 6: Strengthen Family and Community Engagement – Parent Communication - Presentation about survey at Coffee with the Principal, Sign in front school, Monthly newsletter</p> <p><b>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</b></p> <p>LEA/School GOAL 1: Increase Proficiency and Strategic Thinking (SBAC and MAP ELA/Reading and Math) - Purchase of Technology and Attending Conferences</p> <p>LEA/School GOAL 2: Promote Multilingualism and Multiculturalism (Reclassification Rate) – Creation of an ELAC Committee (which fell apart)</p> <p>Multicultural Night</p> <p>LEA/School GOAL 4: Cultivate Effective Teachers and Leaders (PD Rating) – Professional Development with a consultant was held second semester. If it would have been earlier in the year, teachers would have had more time to implement the strategies and practices they learned. In addition, teachers need to have more time to collaborate in their PLCs if we are going to use data to guide instruction.</p> <p>LEA/School GOAL 7: Promote Healthy Environments – Weekly training for Fifth grade Health and Fitness Zone</p>

**In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?**

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism – There are academic gaps relative to EL students' SBAC ELA and Math results. Their scores are far below the scores of our overall performance levels as a whole school. There is a need for teachers to implement SADIE strategies with fidelity and differentiate instruction at the varying levels of the English Language Learner.

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates – Suspension Rates for Foster Youth/Homeless and SPED students - lack of social skills and knowledge of acceptable behavioral norms.

LEA/School GOAL 7: Promote Healthy Environments – Students are not motivated to perform well

**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)?**

Sierra Lakes Elementary School experienced many areas of growth during the 2018-19 School Year. SBAC and MAP data indicated that we made growth in many areas. More specifically, in ELA and Math, we experienced positive impacts from the implementation of a Focus on English Language Arts and Math Lesson Plans, the positive impact of consultants. Our EL students experience some growth with the help of our Bilingual Aide and the Teacher on Assignment for English Language Learners. Our attendance rate increased due to the weekly data analysis and home visits by the Assistant Principal, Clerk Typist in charge of attendance and our Community Aide. We experienced a huge change for the positive in our school climate and culture due to the implementation of PBIS. There was a sharp decrease in the number of referrals and the number of students suspended. Teachers implemented three interventions to teach proper behaviors, before making a referral to the office.

However, results also indicated that we did not meet overall schoolwide goals. Although we saw growth on the SBAC in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade in ELA, we did not meet the projected goal. Furthermore, we saw an increase in mastery level on the SBAC in 4<sup>th</sup> grade but declines in 3<sup>rd</sup> and 5<sup>th</sup> grade. We did not meet this goal either. In addition, although we showed growth on the NWEA MAP tests in Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades, we did not meet our goals. Because of identified learning gaps, there also needs to be a more intensive endeavor on providing differentiated instruction to EL students. Thus, we need to make a more focused effort implementing Actions/Services for the most important goal, Goal 1 - Increase Proficiency and Strategic Thinking. Teachers need to have more time to meet as a PLC to plan, create common assessments, disaggregate data and use the data to adjust lesson plans and differentiate instruction to address the strengths and weaknesses of the students. We also need to make better connections with our Foster Youth and Special Education students. If they feel as though they are in a safe place, where we have their best interests at heart, they will rise to our academic and behavioral expectations. Lastly, if we want our students to be physically fit, we need to motivate them. We should provide awards for students who meet state physical fitness goals. In addition, students need to gather their baseline data for each event. Then, create goals and the gradual steps that they need to take in order to meet the goals. Finally, they need to receive periodic feedback for self-reflection and adjustments.

### 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 (Change in Distance from Standard or DFS)	-8 points below level 3	+2 points above level 3
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-36 points below level 3	-21 points below level 3
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	54.08%	56.08%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	55.19%	57.19%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	30%	39%

<b>Identified Need(s):</b>	Teachers need to improve instructional practices for mathematics. Teachers need to acquire additional knowledge and practices using Learning Targets and Success Criteria, that help create clarity for themselves and their students. Teachers need to have more time to work in PLCs, where they can collaborate,
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SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	<ol style="list-style-type: none"> <li>All students will have access to and use Accelerated Reader and STAR, in an effort to increase Reading Proficiency Levels.</li> <li>Teachers and students will use Learning Targets and Success Criteria in an effort to increase Clarity in learning.</li> </ol>	August 2019 - April 2020  October 2019 – May 2020
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	<ol style="list-style-type: none"> <li>All Students will have an opportunity to increase higher level learning skills through STEM activities, provided by Engineering for Kids.</li> <li>Students in Third, Fourth, and Fifth Grades will use IABs to prepare for the SBAC.</li> </ol>	January 2020 – April 2020  October 2019 – April 2020

<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>	<ol style="list-style-type: none"> <li>1. Kindergarten and First Grade students shall increase their Reading Proficiency with the implementation of United 2 Read in all K-1 classrooms.</li> <li>2. Students and Teachers in K-5 will use Learning Targets and Success Criteria in an effort to increase Clarity in learning.</li> <li>3. Fourth and Fifth Grade students will increase their ability to organize notes, desks, and schedules, through the implementation of AVID.</li> </ol>	<p>August 2019 – May 2020 October 2019 – May 2020 August 2019 – May 2020</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>1A. Use of Supplemental Instructional Materials to Address Student Academic Needs</b></p>	<p>A2i and Fall/Winter MAP Scores</p>	<p>ALL</p>	<p>Librarian</p>	<p>\$ 3,000</p>
<p><b>1B. Remediate, Practice and Extend Student Math Skills</b></p> <ul style="list-style-type: none"> <li>• Ancillary Support Materials</li> <li>• Math Software</li> </ul>	<p>Fall/Winter MAP Scores</p>	<p>ALL</p>	<p>Secretary Administrator Teachers</p>	<p>\$6,000</p>
<p><b>1C. Provide Additional Instruction/Remediation from Tutor Monitor</b></p>	<p>Number of students serviced and teacher feedback/evaluation of impact on student learning.</p>	<p>Students not mastering CCSS</p>	<p>Administrator</p>	<p>\$16,800</p>
<p><b>1D. Provide Training and Instruction to Students Using Higher Level Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• STEM Academy</li> <li>• Engineering for Kids</li> </ul>	<p>Survey Summative practical evaluation</p>	<p>40 – 80 students</p>	<p>Principal</p>	<p>\$ 7,200</p>
<p><b>Total Estimated Cost for This Goal:</b></p>				<p>\$ 33,000</p>

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	1.3%	≥12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 67.7	- 57.7
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 70.7	- 54.7

<b>Identified Need(s):</b>	<b>Teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners. EL Students need additional tutoring for language acquisition, after school.</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>2A. Differentiate Instruction</b> <ul style="list-style-type: none"> <li>• Software</li> </ul> <b>Provide Additional Instructional Material Practice for Language Acquisition to EL Students</b> <ul style="list-style-type: none"> <li>•</li> </ul>	Fall/Winter MAP Scores	EL Students	EL TOA Principal Office Staff	\$1500
(See the Supplemental Concentration Addendum)				<b>Total Estimated Cost for This Goal:</b> \$1,500

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

<b>Identified Need(s):</b>	<b>Students need to be prepared to meet the requirements for college and career by becoming familiar with a variety of colleges that they may access and numerous career options.</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	Developing	Proficient
Instructional Leadership Team Rating	Proficient	Advanced

<b>Identified Need(s):</b>	<b>Teachers need to increase their capacity in Mathematics, Reading and AVID strategies.</b> <b>Teachers need increased time to analyze data and plan for instruction</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>4A. Provide Training for ILT Members/PLCs to Increase Leadership Skills and Teacher Capacity and Quality Instruction</b> <ul style="list-style-type: none"> <li>Substitute Teachers</li> </ul>	Walkthrough Data Regularly Collect the Data and Share it with Teachers Throughout the School Year Feedback Forms Fall/Winter MAP Scores	All	Teachers	\$ 5,000
<b>4B. Increase Teacher Capacity and Quality of Classroom Instruction</b> <ul style="list-style-type: none"> <li>Conferences</li> </ul>	Teacher Evaluations Fall/Winter MAP Scores	All	Teachers Attending Conferences	\$ 6,113
<b>Total Estimated Cost for This Goal:</b>				\$ 11,113

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	1.3%	0.3%
	FY (homeless)	5.3%	4.3%
	Hisp	1.0%	0%
	ELL	1.0%	0%
	AA	4.7%	3.7%
	Sped	3.1%	2.1%
Expulsion rate		0%	0%
Attendance Rate		96.62%	≥96%
Chronic Absenteeism		6.4%	5.4%

<b>Identified Need(s):</b>	<b>Students need instruction and incentives to assist them in making positive choices using appropriate problem solving and acceptable social skills.</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
(See the Supplemental Concentration Addendum)				
<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	49	14
Parent Engagement and Local Climate Survey	32%	≥25% of households participated in Parent Survey

<b>Identified Need(s):</b>	<b>Parents attend workshops that help to build the social capital needed to become familiar with how public schools function and the systems that they need to access in order to gain a working knowledge to as many supports as possible, in order for their children to reach their full potential.</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. Implementation of Security Background Check for Parents/Visitors on Campus</b> <ul style="list-style-type: none"> <li>Raptor Software that performs a background check on all guest who come onto campus.</li> </ul>	Number of adults screened using Raptor	All	Secretary Principal	\$ 525
<b>6B. Increase Parent Social Equity Pertaining to the School District</b> <ul style="list-style-type: none"> <li>Workshops</li> </ul>	Feedback and evaluation forms after workshops Sign-in Sheets	All	Secretary Principal	\$ 1,465
<b>6C. Increase Parent Involvement on Campus</b> <ul style="list-style-type: none"> <li>Watch Dog Dads A support group of fathers and father figures who come onto campus to provide a positive male role model in the lives of students. They help in the classroom, on the playground, throughout campus and during special events.</li> </ul>	Number of events Watch Dogs Dads support	All	Teacher Secretary Principal	\$ 180
<b>Total Estimated Cost for This Goal:</b>				\$ 2,170

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase number of <b>fifth</b> grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	32%	5 <sup>th</sup> Gr. ≥43.9% AND Increase ≥3% from previous year

<b>Identified Need(s):</b>	<b>Students need to be motivated with awards when they meet state physical fitness goals. Students need to gather their baseline data for each event. Then, create goals and the gradual steps that they need to take in order to meet the goals. Finally, they need to receive periodic feedback for self-reflection and adjustments.</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>7A. Implement Student Goal Setting Strategies</b> <ul style="list-style-type: none"> <li>• Instructional Supplies</li> </ul>	Results from CA State Healthy Fitness Zone Data	5 <sup>th</sup> Grade Students	Teachers	\$100.00
(See the Supplemental Concentration Addendum)				
<b>Total Estimated Cost for This Goal:</b>				

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Technology * Headphones for testing (\$1,000) * 80" TVs installed in all classrooms that don't currently have them (\$30,000) * Replace outdated STUDENT classroom computers (\$100,000) * USB Sticks (\$1,000) * Mounted Projector in MPR (\$3,000) * Laminator (\$3,000) * 3-D Printer (Maker's Empire - \$4,400) Software * Prodigy.com * Poster Maker (\$5,000)	All	\$ 150,000	Teachers Secretary Administrators
20 Lakeshore Number Line Activity Charts	K-2	\$ 1,000	Secretary Administrators
Competition Fees and Materials for GATE program	All	\$ 10,000	Secretary Administrators
Traffic Cones	All	\$ 500	Secretary Administrators
PE and Playground Equipment (\$5,000) New Play Structure on Playground (\$50,000) Soccer Goals for the Field (\$5,000) Storage Shed on Field for Playground Equipment (\$3,500) Running Track installed in field (\$50,000) Install a baseball/kickball diamond (\$15,000)	All	\$ 128,500	Secretary Administrators
Digital Marquee	All	\$40,000	SSC Secretary Administrators
Additional Funds for Extra Curricular Clubs After School (Performing Arts, Art, STEAM, Sports, Computer Programing, Music, and Crafts)	All	\$ 100,000	Teachers Secretary Admin
10 Signs (Sandwich Boards)	All	\$ 1,500	Secretary Administrators

Curtains for the MPR	All	\$ 20,000	SSC Secretary Administrators
Conferences and Professional Development (Substitute Coverage, Fees and Travel Expenses)	All	\$ 50,000	Teachers Secretary Administrators
Bussing for Field Trips	All	\$100.000	Secretary Administrators

**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.	\$47,883.00
<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).	\$1,465.00
<b>Total amount of federal funds allocated to this school</b>		\$47,883.00

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>• 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 who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
James W. Raymond	Principal	Not-Applicable	Not-Applicable	1
Kimberly Benson	Classroom Teacher	2 Years	May 2020	1
Deborah Pagliero	Classroom Teacher	2 Years	May 2020	1
Lynn Ziemer	Classroom Teacher	2 Years	May 2021	1
Itzel Trujillo	Other Staff Member (Specify): Clerk Typist	2 Years	May 2021	1
<b>Sub Total: 5</b>				
Anna Alvarez	Parent/Community Member	2 Years	May 2021	1
Natalie Romero	Parent/Community Member	2 Years	May 2020	1
Nadine Salias	Parent/Community Member	2 Years	May 2020	1
Laura Sheridan	Parent/Community Member	2 Years	May 2021	1
Leslie Anaya	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 \_\_\_\_\_  . 10-21-19  
Signature

**Recommended:**

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

**Optional:**

Other committees established by the school or district (specify) Supria Stall 10/21/19 (PTA President)  
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: 10/21/2019.

**Attested:**

James W. Raymond  
Typed name of School Principal

Deborah Pagliero  
Typed name of SSC Chairperson

  
Signature of School Principal  
  
Signature of SSC Chairperson

10/21/19  
Date  
10/21/19  
Date