

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	SOUTH TAMARIND ELEMENTARY 36-67710-6035901		SSC Approval Date: 10/28/2019
School Address	8561 Tamarind Avenue Fontana, CA 92335		Local Governing Board Approval Date:
Name of Principal	Rita Bayne	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum (909) 357-5760 Rita.Bucheli@fusd.net
Name of SSC Chairperson	Jennifer Salazar	Phone # and Email	(909) 357-5760 SalaJN@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

<p>VISION AND MISSION</p>	<p>The vision at South Tamarind Elementary is to strive to provide a learning environment that maximizes opportunities for all students. We believe by following the Fontana Unified School District (FUSD) goals we will achieve; learning for all students, have a well-maintained, safe, positive school, provide quality staff and quality service, create a school/home/community partnerships, and ensure all are resources are used support all above. Our commitment to continuous learning, both for our students and staff will lead to marked improvement in our instructional program and academic growth. This continuous improvement will allow for increased student achievement and quality education for all our students.</p> <p>At South Tamarind, we set high expectations for academics and behavior. We believe and instill in our students that they are all college-bound students and college begins with us. Through a strong foundational start, our students will be ready and able to achieve their goals and realize their dreams. We ensure we follow, “Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.”</p> <p>South Tamarind’s mission statement is the following: I am a South Tamarind Star; I Strive to Achieve Remarkable Success! The mission statement is said daily in the morning announcements and can be heard being said by the students during Friday’s spirit day lunches.</p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>South Tamarind first opened its door in December 1951. For 60+ years, we have carried on the tradition of ensuring every student is a Star. Our school community make up consists of 3.4% African American, 0.1% Asian, 0.1% Filipino, 91.7% Hispanic, 4.0% White, 0.3% Pacific Islander, and 0.4% Two or more races, 52.5% English Language Learners, 87.2% Socioeconomically Disadvantaged, 9.0% Students with Disabilities, and 0.8% Foster Youth.</p> <p>South Tamarind Elementary School community is dedicated to maximizing the personal, social, and academic successes of each child by providing a safe and challenging environment where all students work collaboratively and actively participate in the process of learning. We offer free breakfast and lunch to every student. Students who are in the after-school program are given a free dinner. Supplemental Educational Services (SES) are offer to the students who are not achieving their goals in the MAP assessment. Students are offered two 8-week sessions of tutoring a year in math and language arts.</p> <p>Every staff member celebrates the school’s success and continues to recognize strategies for improving academic achievement of all students.</p> <p>South Tamarind recognizes students’ growth in attendance on a weekly, monthly, semester, and yearly basis. We are a Character Counts school. A monthly recognition assembly is held for the students to be recognized who had character of the month. Students are rewarded with a certificate, pencil, and bracelet.</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> * 100% of students wrote goals in the MAPS assessment areas of reading, math, and language (grades 2-5) * 100% of the teachers were trained in Thinking Maps and Write from the Beginning, ensuring South Tamarind has a strong writing component * 100% of teachers are trained in Kagan Cooperative Learning * South Tamarind continues to work on attendance. 2018-2019 South Tamarind was ranked 4 out of 30 in attendance (97.09%). This is an increase of .72%. * Four staff members are trained in the Latino Literacy Project. South Tamarind will hold 2 ten-week sessions for parents * 100% of the teachers engaged in STEMFormation, Professional Learning Communities (PLC), teacher expectations, Cooperative Learning, sharing student work, and planning together * Character Counts was implemented school wide
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<p>South Tamarind will increase and improve services by:</p> <ul style="list-style-type: none"> * Implementing, Science Technology Engineering and Mathematics Formation (STEMFormation) to ensure we are producing, creative, collaborative, communicators, and critical thinking students. Implementing Cooperative Learning to ensure student engagement * Recognizing students who meet their RIT goals in the MAP assessment * Recognize students who come to school every day and on time through weekly, monthly, semester, and yearly assemblies * Structure response to intervention in tiers by following the learning continuum in MAP assessment * Teacher will participate in Professional Learning Community (PLC), Wonders and math training, and implement common assessments * Teachers will be given time to calibrate and share students work. This will ensure they are sharing best practices * Parent workshops will be implemented: English as a Second Language (ESL) classes, nutrition class, Latino Literacy Project (2 sessions)

<p>MOONSHOT</p>	<p>South Tamarind Moonshot is to ensure students are ready and prepared for the 22nd century. We want to ensure the students have the tools through mastery of curriculum, Cooperative Learning, and STEMFormation. South Tamarind wants students to begin thinking outside the box, be creative, collaborative, critical thinkers, and good communicators. South Tamarind staff is committed in implementing Kagan Cooperative Learning and STEMFormation to fidelity. With the aid of Discover Education our 1st school year, we will be working on ensuring we have a STEM culture. Instructional Leadership Team (ILT) collaboratively worked on ensuring we create a positive mission and vision for our STEMFormation. Year 1 we will:</p> <ul style="list-style-type: none"> • Participate in 5 modular trainings for Discovery Education • 5 STEM innovators receive 15 days of coaching • Administration receive 4 days of coaching • Teach 2 units of study through Discovery Education • Develop a STEM culture – STEM Wednesday’s • Develop a STEM community and college partnership • Create instructional shared spaces for STEM learning – learning labs • Plan 4 family STEM activity nights • Participate in the science fair competitions for grades 4-5 • Develop Saturday School STEM focus STEM on the GO

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-38	-36
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-47	-46
NWEA MAP Reading: % of students who meet expected fall to fall growth	55.0%	45.43%
NWEA Math: % of students who meet expected fall to fall growth	55.0%	49.43%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	18%	21%

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 – Professional Learning Community <ul style="list-style-type: none"> • Substitutes • Planning Hours 	12,287.86	2,000.00	100% of teachers participated in planning days. 100% of the teachers are engaging in Cooperative Learning. 100% of K-1 grade teachers participated in United 2 Read. Minutes from each planning day were turned in to validate teachers collaborated in Cooperative Learning, Common Formative Assessment planning, Teacher Clarity, and DATA from MAP, and CFA's. MAPS and CFA, and preliminary SBAC results show an increase in percentages of students in grades 3-5 meeting standards in math and English language arts. (ELA 2018 data was 30.9% 2019 ELA data is 33.5%, math 2018 data was 20.4% 2019 ELA data is 29.6%,) MAP data decreased in spring for grade K-2, 2018 reading data showed 50.2 % of students meeting growth target, 2019 reading data is 45.43% of students meeting growth target, 2018 math data showed 56.4 % of students meeting growth target, 2019 math data s 49.43% of students meeting growth target,)	Continue

1B – Technology <ul style="list-style-type: none"> • Projectors/bulbs • Cart • Earphones 	10,340.00	10,598.40	100% of K-1 teachers received 10 tablets for their classrooms. Students in grade K-1 showed over 1 year’s growth in United 2 Read results. Teachers have requested for students to have more access to technology. Computer labs were used for Lexia, Moby Max, Learning.com, Classtime, Edcite, and IABs. South Tamarind’s increase in SBA displays technology usage supported the students in navigating the SBA.	Discontinue
1C – Supplemental Materials <ul style="list-style-type: none"> • Kagan Books 		2,645.00	100% of teachers use Kagan Cooperative Learning. Structures of the Month were implemented. The books assist the teachers in using the Structure of the Month. 100% of the books are displayed in every classroom.	Continue
1D – School Enrichment /Acceleration <ul style="list-style-type: none"> • Lion King Play • Afterschool hours 		661.00	A Visual and Performing Arts (VAPA) production was put on. Students presented Lion King. 2 shows were present to students, parents, and community. Over 200 people came to view the play.	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%	2.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-81.5	-74.4
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-76.8	-76.2

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		
2A – Technology <ul style="list-style-type: none"> Tablets 		10,000.00	These funds were added to teacher planning days to ensure proper funding.	Discontinue
2B - ELPAC <ul style="list-style-type: none"> Substitute teachers 		2,000.00	One teacher in grades TK-5 participated in ELPAC training. 236 students needed to be tested. Teachers were used to assist with the one/one speaking portion in the ELPAC.	Continue

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	Proficient
Instructional Leadership Team Rating	Proficient	Proficient

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A – Professional Learning Community <ul style="list-style-type: none"> • Substitute Costs/Planning Days • Professional Development • Kindergarten Additional Hourly 	\$26,869.52		100% of teachers participated in planning days. 100% of the teachers are engaging in Cooperative Learning. 100% of K-1 grade teachers participated in United 2 Read. Minutes from each planning day were turned in to validate teachers collaborated in Cooperative Learning, Common Formative Assessment planning, Teacher Clarity, and DATA from MAP, and CFA's. MAPS and CFA, and preliminary SBAC results show an increase in percentages of students in grades 3-5 meeting standards in math and English language arts. (ELA 2018 data was 30.9% 2019 ELA data is 33.5%, math 2018 data was 20.4% 2019 ELA data is 29.6%,) MAP data decreased in spring for grade K-2, 2018 reading data showed 50.2 % of students meeting growth target, 2019 reading data is 45.43% of students meeting growth target, 2018 math data showed 56.4 % of students meeting growth target, 2019 Math data is 49.43% of students meeting growth target.)	Continue
4B – Travel and Conference <ul style="list-style-type: none"> • Registration and Travel • Substitute Cost 	12,220.00	10,348.60	ILT/PLC leads will be attended the PLC conference in June 2019. ILT presented our learning from the conference to the staff. South Tamarind has 12 staff members who have been trained in the PLC model. This ensures our grade level PLC's are	Continue

<ul style="list-style-type: none"> Materials/Books 			<p>functioning to fidelity. In the 2018-2019 school year, each grade level had 10 PLC meetings. Minutes were turned in where they discussed and answered the 4 PLC questions. MAP data suggests for grade K-2, 2019 reading data is 45.43% of students meeting growth target, 2019 math data s 49.43% of students meeting growth target,</p>	
<p>4C – Kagan Consultant</p> <ul style="list-style-type: none"> Supplemental Materials 	<p>13,489.62</p>		<p>January 19, 2019 92% staff participated in Cooperative Learning Day 3 and in May 28, 2019 100% staff participated in Cooperative Learning Day 4. 100% of teachers felt the student engagement was increasing in their classroom through the use of Kagan Cooperative Learning. SBAC results show an increase in percentages of students in grades 3-5 meeting standards in math and English language arts. (ELA 2018 data was 30.9% 2019 ELA data is 33.5%, math 2018 data was 20.4% 2019 ELA data is 29.6%,) MAP data decreased in spring for grade K-2, 2018 reading data showed 50.2 % of students meeting growth target, 2019 reading data is 45.43% of students meeting growth target, 2018 math data showed 56.4 % of students meeting growth target, 2019 Math data is 49.43% of students meeting growth target,)</p>	<p>Continue</p>

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%	0.0%
Suspension rate:	SW	0.0%	0.4%
	FY (homeless)	0.0%	0.0%
	Hisp	0.0%	0.5%
	ELL	0.0%	0.4%
	AA	0.0%	0.0%
	Sped	0.5	1.6%
Expulsion rate		0.0%	0.0%
Attendance Rate		97.0%	97.09%
Chronic Absenteeism Rate		8.0%	7.0%

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 – Attendance Incentive <ul style="list-style-type: none"> • Students awards • Student prizes 		1,500.00	South Tamarind ended the 2017-2018 school year at 96.73% ranking 16 out of 30 schools. We ended the 2018-2019 school year ranking #4 with a 97.09%. Continued motivation incentives will be purchased to promote weekly, semester, and yearly perfect attendance.	Continue
5B – Character Counts <ul style="list-style-type: none"> • Awards • Prizes 		2,000.00	Discipline is decreasing. Students are being recognized daily, weekly, and monthly regarding Character Counts. Students are receiving Character trait lessons and techniques on how to have	Continue

<ul style="list-style-type: none"> • Posters 			<p>positive behavior, The incentives and motivational assemblies, discipline is decreasing.</p>	
<p>5C – After School Education & Safety Program (ASES)</p> <ul style="list-style-type: none"> • Staffing • Supplies and Equipment • Consultant and Vendor Contracts • Transportation • Nutrition 				

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	10	15
Parent Engagement and Local Climate Survey	25%	27%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A Parent Workshop <ul style="list-style-type: none"> • Transportation • Translation Services • Materials and Supplies • Child Care • Refreshments 	\$1,685		Successful Latino Literacy project workshops were completed. 25 Parents shared their albums and enjoyed the reading with their child. 25 parents received a certificate that they completed the Latino Literacy Project. Other workshops offered were: <ul style="list-style-type: none"> ESL classes Mexican Consulate presentation Listos Safety CPR 	Continue

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The evaluation was conducted by surveying teachers, looking at SBA and MAP data and providing the information to SSC to discuss. Each goal, action, and expenditure were presented After each action item was presented to SSC members the chairperson asked for discussion. This would allow the committee members to ask questions and provide feedback. The committee members were encouraged to ask questions or seek clarification if needed. Parents on the committee did ask teachers for clarification on their thoughts on the actions and expenditures. Some ideas that came from the committee members were:</p> <ul style="list-style-type: none"> Offering PD to Teachers on strategies for students with ADHD. Pay teacher 1 hour after school. Bilingual dictionaries Tutoring Academic Vocabulary Tool Kit
<p>Describe the conclusions drawn from the overall results:</p>	<p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>The overall goals that were met:</p> <p>Goal 1:</p> <ul style="list-style-type: none"> • Continued improvement in MAPS by students achieving their RIT goals by 5% • Continued improvement in SBA by grades 3-5 students the distance from standard • 100% of teachers participating in PLC, implementing Cooperative Learning, STEM, sharing strategies and student work • RTI rotations and groups within RTI are focusing on Learning Continuum • 2 Students teams participated in Odyssey of the Mind competition • School wide play “Lion King” was performed. 2 showings <p>Goal 2:</p> <ul style="list-style-type: none"> • Structured ELD is in place • EL TOA coming to assist in ELD, Workshops, and ELPAC <p>Goal 3:</p> <ul style="list-style-type: none"> • Grades K-5 participating in College Day • Grades 3-5 participating in Career Day <p>Goal 4:</p> <ul style="list-style-type: none"> • 100% of teachers participating in PLC, implementing Cooperative Learning, STEM, and sharing strategies and student work • Thinking Maps and Write from the Beginning is used in EVERY classroom • Percentages of DOK increasing <p>Goal 5:</p> <ul style="list-style-type: none"> • School wide attendance is being worked on a daily basis with students being recognized weekly, semester and end of the year.

- 2nd highest school in recovering Saturday School Allocation
- Waiting list for students to attend FASP
- Character Counts being implemented school wide with monthly recognition assemblies

Goal 6:

- Parent opportunities increasing
- 3 staff members trained in Latino Literacy Project

Goal 7:

- Character Counts being implemented school wide with monthly recognition assemblies

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

The goals and action/services that were not met and need to be modified is: Goal 2. We will have the EL TOA assist with Productive Partnering training, ELD wonders training, and push in to the ELD classes and offer feedback. 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 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 were directly related to the changes in the assessments and reclassification criteria.

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?

Students with Disabilities show an increasing gap in closing the achievement gap. Special Day class teacher has attended all site professional development. She has implemented Cooperative Learning, Thinking Maps, Write from the Beginning, System 44, Read 180, Moby Max to assist the students in increased engagement, targeted intervention, and close the achievement gap. Teacher works with small group instruction to ensure the students in grades 3-5 get their core curriculum. Teacher attended math professional development to understand how to break down the questions for the students on the SBA and to ensure the students were given the right accommodations and designated tools.

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)?

- Students in grades 3-5 are showing percentages increase in ELA or Math in the SBA. Site will continue with Kagan Cooperative Learning training, incorporate STEM, using Thinking Maps, Write from the Beginning, raising DOK level of questions, and implementing United 2 Read and adding 2nd grade to United to Read
- Students in grades K-2 are making percentage increases in the math and ELA RIT goals. Site will continue with Kagan Cooperative Learning training, using Thinking Maps, Write from the Beginning, raising DOK level of questions, and implementing United 2 Read and adding 2nd grade to United to Read
- Reclassification rate increase by ensuring students get reclassified by deadline. Site will be using the EL TOA to assist in ensuring ELD runs effectively.
- South Tamarind making progress in all areas.

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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: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-36	-26
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-46	-31
NWEA MAP Reading: % of students who meet expected fall to fall growth	45.43%	54%
NWEA Math: % of students who meet expected fall to fall growth	49.43%	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	21%	39%

Identified Need(s):	<ul style="list-style-type: none"> As needed, teachers will be receiving Professional Development on planning and delivering quality focused First Instruction with integrated best instructional practices and Checking For Understanding (CFU). As needed, provide teachers additional days to meet with TOAs to support Common Formative Assessments and Kagan Cooperative Learning practices. As needed, students will be attending extended learning opportunities and more Common Core aligned materials and software in order to achieve their annual academic growth target. As needed, teachers need additional professional development and PLC time to plan for Common Core aligned instruction.
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<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>South Tamarind Elementary School is committed to offering its teachers instructional assistance and support to increase school wide student achievement. With the creation of its Instructional Leadership Team, South Tamarind has successfully engaged in Professional Learning Communities that has resulted in improved student performance. Based on student achievement data, a school-wide instructional focus was adopted. The focus is on improving student engagement and writing. A Key Instructional Practice (KIP) was selected by South Tamarind’s Instructional Leadership Team (ILT) in order to achieve this goal. The KIP is Kagan Cooperative Learning and STEMFormation. Teachers will be offered professional development, safe practice, collaboration time, observation opportunities, and data analysis protocols to effectively implement researched-based instructional strategies that impact student achievement.</p>	<p>Throughout the 2019-2020 School year the following will be offered:</p> <ul style="list-style-type: none"> • August 1 – Discovery Education Module 1 • Module 2 in October • Module 3 in January • Module 4 in February • Module 5 in March <p>PLC 2 hours monthly per grade level</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ul style="list-style-type: none"> • Professional Learning Communities • Discovery Education Professional Development • Thinking Maps / Write from the Beginning • Kagan Cooperative Learning • Lexia • Read 180/System 44 • Depth of Knowledge Questioning • Data Analysis Protocol 	<p>Throughout the 2019-2020 School year the following will be offered:</p> <ul style="list-style-type: none"> • September – Day 1 planning day for all grade levels • November– Day 2 planning day for all grade levels • January planning day for all grade levels • March planning day for all grade levels

		<ul style="list-style-type: none"> • April planning day for all grade levels
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>South Tamarind Elementary School is committed to offering its teachers instructional assistance to address the needs of all children in the school but particularly the needs of students not meeting the standards. The following will be offered to teachers: Professional Development (STEM, Cooperative Learning, High Level Questioning, Productive Partnering) Coaching Mentoring</p>	<p>Throughout the 2019-2020 school year during PLC, planning days, and professional development days.</p>

<p>2019-20 Evidence-based Actions/Services Must address the Identified Needs</p>	<p>Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</p>	<p>Pupils to be served</p>	<p>Person(s) Responsible</p>	<p>2019-20 Estimated Cost</p>
				<p>Title 1</p>
<p>1.A: Professional Learning Communities</p> <ul style="list-style-type: none"> • Additional hours for planning • Kindergarten PLC time 	<ul style="list-style-type: none"> • MAPS • Teacher Surveys • Agenda/Minutes • Classroom Walkthrough Data 	<p>SED SWD EL Foster Homeless Kindergarten</p>	<p>Principal Assistant principal ILT</p>	<p>\$7,020.00</p>
<p>Total Estimated Cost for This Goal:</p>				<p>\$7,020.00</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	2.6%	15%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-74.4%	-64.4%
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-76.2%	-70.2%

Identified Need(s):	<ul style="list-style-type: none"> As needed, teachers will be receiving Professional Development on planning and delivering quality focused First Instruction with integrated best instructional practices, Checking For Understanding (CFU) and Productive Partnering. As needed, provide teachers Professional Development on Wonders/English Language Development curriculum. As needed, students will be attending extended learning opportunities and more Common Core aligned materials and software in order to achieve their annual academic growth target. As needed, provide teachers additional days to meet with TOAs to support Common Formative Assessments and instructional practices. As, needed, EL TOA will provide teachers training on Response Frames to assist students meet their annual growth targets.
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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

2.A: Provide extended Learning Opportunity for Vocabulary Development <ul style="list-style-type: none"> • Additional Hourly teachers • Supplemental materials 	Pre/Post ELO Assessment Sign in sheets	ELL	Principal Assistant Principal	\$1,000.00
Total Estimated Cost for This Goal:				\$1,000.00

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
College and Career Readiness Activities	4	6

Identified Need(s):	<ul style="list-style-type: none"> • Students in grades 1-5 participated in Career Day • All students participated in College Day • STEM culture being formed in 2019-2020 school year • Wednesday is STEM Day, teachers teaching 2 units the school year though Discovery Education
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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	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1

	attitudes and perceptions about college and careers)			
Total Estimated Cost for This Goal:				

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

Identified Need(s):	<ul style="list-style-type: none"> As needed, additional training and materials on Kagan Cooperative Learning will be provided and purchased As needed, teachers will be receiving Professional Development on planning and delivering quality focused First Instruction with integrated best instructional practices and Checking For Understanding (CFU). As needed, provide teachers additional days to meet with TOAs to support Common Formative Assessments and Kagan Cooperative Learning practices. As needed, students will be attending extended learning opportunities and more Common Core aligned materials and software in order to achieve their annual academic growth target. As needed, teachers need additional professional development and PLC time to plan for Common Core aligned instruction.
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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 walk-throughs, PLC agendas)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4.A: Professional Development <ul style="list-style-type: none"> • Planning Days • STEM Rovers • Thinking Maps • Write from the Beginning • Kagan Higher Level Thinking • Cooperative Learning Day 5 	<ul style="list-style-type: none"> • MAPS • Teacher Surveys • Agenda/Minutes • Classroom Walkthrough Data 	SED SWD EL Foster Homeless	Principal Assistant Principal Teachers	\$40,038.00
4.B: Travel/Conference <ul style="list-style-type: none"> • Kagan Conference • Materials • Hotel 	<ul style="list-style-type: none"> • MAPS • Teacher Surveys • Agenda/Minutes • Classroom Walkthrough Data 	SED SWD EL Foster Homeless	Principal Assistant Principal Teachers	\$9,000.00
4.C: Kagan Consultant <ul style="list-style-type: none"> • Cooperative Learning Day 5 	<ul style="list-style-type: none"> • MAPS • Teacher Surveys • Agenda/Minutes • Classroom Walkthrough Data 	SED SWD EL Foster Homeless	Principal Assistant Principal Teachers	\$3,985.00
Total Estimated Cost for This Goal:				\$53,023.00

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes

Dropout rate		0.0%	0.0%
Suspension rate:		0.4%	0.0%
		0.0%	0.0%
		0.5%	0.0%
		0.4%	0.0%
		0.0%	0.0%
		1.6%	0.5%
Expulsion rate		0.0%	0.0%
Attendance Rate		97.09%	97.25%
Chronic Absenteeism		7.0%	5.0%

Identified Need(s):	<ul style="list-style-type: none"> • Continue to work on increasing attendance to 97% • Continue weekly, monthly, semester, and annual recognitions • Character Counts being implemented school wide
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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 <small>Attendance supports and incentives are not allowable out of Title I.</small>
Total Estimated Cost for This Goal:				

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	15	17
Parent Engagement and Local Climate Survey	27%	30%

Identified Need(s):	<ul style="list-style-type: none"> As needed or requested by parents, 2 sessions of the Latino Literacy Project implemented Parents visiting colleges As needed throughout the school year, building parent awareness on MAP As needed throughout the school year, for parent education on Common Core State Standards and demands of ELPAC and CAASPP.
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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>
6.A: Parent Engagement and Involvement <ul style="list-style-type: none"> Parent workshops Parent Learning Events Childcare Translation and Interpretation 	Agenda's/Sign ins Parent Surveys Let's Talk	SED SWD EL Foster Homeless	Principal Assistant Principal Community Aide	\$2,967.00

Total Estimated Cost for This Goal:				\$2,967.00

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Television Projectors	SED SWD EL Foster Homeless	\$10,000.00	Principal, Assistant principal Teachers
Kagan Consultant	SED SWD EL Foster Homeless	\$4,800.00 per day Maximum of 2 more days	Principal, Assistant principal Teachers
Ozobot Evo Classroom Kits for teachers and Saturday School use	SED SWD EL Foster Homeless	\$1,195.00 each x 6 \$7,170.00	Principal, Assistant principal Teachers
Document Cameras	SED SWD EL Foster Homeless	\$5000.00	Principal, Assistant principal Teachers

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

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$64,010.00
<input checked="" type="checkbox"/>	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,135.00
Total amount of state and federal funds allocated to this school		\$64,010.00

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

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

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

School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Rita Bayne	Principal	Not-Applicable	Not-Applicable	1
Lizet Anaya	Classroom Teacher	2 years	May 2020	1
Jennifer Salazar	Classroom Teacher	2 years	May 2021	1
Lisa Dean	Classroom Teacher	2 years	May 2021	1
Ada Ciprian	Other Staff Member (Specify): School Site Aide	2 years	May 2021	1
Sub Total: 5				
Lida Magallon	Parent/Community Member	2 years	May 2020	1
Claudia Rodriguez	Parent/Community Member	2 years	May 2021	1
Carina Soto	Parent/Community Member	2 years	May 2020	1
Jessica Razo	Parent/Community Member	2 years	May 2021	1
Daisy Hernandez	Parent/Community Member	2 years	May 2020	1
Sub Total: 5				
Total: 10				

RECOMMENDATIONS AND ASSURANCES

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

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

Required:

English Learner Advisory Committee _____  _____
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: 10/28/2019.

Attested:

Dr. Rita Bayne
Typed name of School Principal


Signature of School Principal

10/28/19
Date

Jennifer Salazar
Typed name of SSC Chairperson


Signature of SSC Chairperson

10-28-19
Date