

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

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	TOKAY ELEMENTARY 36-67710-6102933		SSC Approval Date: <u>10/24/2019</u>
School Address	7846 Tokay Avenue Fontana, CA 92336		Local Governing Board Approval Date: _____ <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of Principal	Rebecca Hinojosa	Phone # and Email	(909) 357-5770 Rebecca.Hinojosa@fUSD.net
Name of SSC Chairperson	Reginald Miller	Phone # and Email	(909)510-9468 RImillers640@gmail.com
SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP	<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

## SCHOOL BACKGROUND

<p><b>VISION AND MISSION</b></p>	<p>The fundamental purpose of the staff is to assure student learning. Our mission is to provide a quality education that encompasses high-expectations and optimal learning for the academic growth of all students. We are a STEM (Science, Technology, Engineering, Mathematics) Formation school where we emphasize creativity, collaboration, critical thinking, and communication. Our vision is to approach daily instruction with a positive attitude to build lifelong learners to be the future leaders of America.</p>
<p><b>SCHOOL AND COMMUNITY PROFILE</b></p>	<p>Tokay is a single-track, elementary school serving approximately 530 students in Pre-K through fifth grade. The Tokay staff works to build a positive school environment by doing what’s best for students. Our staff members include 20- Tk-5 classroom teachers, 1 preschool teacher, 1 resource specialist support teacher, 1 special day class teacher, an instructional support teacher, 1 library tech, 1 bilingual aide, 4 office support staff, school site aides, kitchen operators, and custodians. In addition, we have a half time counselor and a half time psychologist.</p> <p>Technology is an important part of the Tokay community. All classrooms have full internet access, with 3 to 5 computers. There are two computer labs available for students. Also, all our K-2 classes having rolling laptop carts that are used to provide differentiation in the classroom. Our student computer intervention programs include Accelerated Reader (A.R.), Lexia, Read 180, System 44 and Moby Max. There are SMART Boards, projectors, and document cameras in most of our classrooms. In addition, the multi-purpose room is equipped with a large, roll up viewing screen and technology hook-ups to use for staff, student, and/or parent presentations.</p> <p>Tokay is a Title 1 School. School Site Council meets monthly to review school academic programs and allocate funds based on progress monitoring and student intervention data.</p> <p>Professional Learning Communities (PLCs) play a large role in the collaborations of teachers at Tokay. Teachers meet two times a month. In addition, release time is allotted for grade levels to meet and accomplish planning time at least 2 days per school year. During PLC, we focus on student learning, collaboration, and data results in an effort to meet the Common Core State Standards. We adjust instructional practices and interventions as needed. Part of the focus for PLC’s this year is to continue the learning innovations program(A2i) and started as a STEM formation school through Discovery Education.</p> <p>Our goals are to improve classroom instruction, develop an effective Response to Intervention (RTI) block, and increase student proficiency. These goals will be met by collaborating in bi-weekly PLCs. In addition, the Tokay staff will have half-day PLC’s to broaden knowledge of Common Core State Standards (CCSS), participate in instructional coaching, and increase knowledge of data analysis.</p> <p>Tokay is committed to creating student leaders. A fully functioning student council meets biweekly. Students vote for officers each Spring. Students are recommended by their teachers in order to participate. Students plan activities and community events for the year.</p> <p>Parents are offered opportunities for involvement through PTA (Parent Teacher Association), School Site Council (SSC), and English Learner Advisory Committee, (ELAC) and the Adult Education class also offers English as a Second Language class for parents and community members.</p>

<p><b>SPSA HIGHLIGHTS</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>• Increase in family events for 2018-2019 by adding more events and continuing a Science/Technology/Engineering/ Art/Math (STEAM)Family Event</li> <li>• SBAC scores increased in Math. The DFS moved 8 points to (-52)</li> <li>• SBAC scores increased in Language Arts. The DFS moved 13 points to (-34)</li> <li>• Commitment to motivating students by having students engaged in school activities through student council</li> <li>• College going atmosphere continued</li> <li>• Instructional Leadership Team committed to engaging in the process</li> <li>• Instruction Leadership Team attending professional development to assist with professional learning community (PLC)</li> <li>• Suspension rate is down. The previous rate was 1% and the actual rate is only 0.9%</li> <li>• The reclassification rate was met and increased by 9.2%.</li> </ul>
<p><b>INCREASED OR IMPROVED SERVICES</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>• Increase in time to do Science/Technology/Engineering/Math (STEM) activities through becoming a STEM formation school.</li> <li>• Increase motivational activities to improve attendance and reduce chronic absenteeism. Attendance has decreased by .42% and chronic absenteeism has increased by 0.5%.</li> <li>• Continued programs in afterschool tutoring to assist struggling students to meet targets in Math and decreased the distance from standard.</li> <li>• Continued use of software programs like Accelerated Reader (A.R.) to assist all students with comprehension and reading to meet targets in Reading</li> <li>• Continued support with Time for Kids/ Story works magazines to supplement Close Reading</li> <li>• Continued support in purchasing materials for small group instruction in an effort to have differentiated instruction</li> <li>• Additional family nights planned to incorporate STEAM. These events will be provided to all families.</li> <li>• College fieldtrips planned for students to get a sense of college awareness to motivate future college attendees</li> <li>• Additional training for K/1/2 teachers in Early Literacy through the A2i (Learning Innovations Program)</li> <li>• Additional funding for PLC/ Professional Development to further the process</li> <li>• Implement a Spanish Club to get students to learn multiple languages.</li> <li>• Additional supports from Teaching and Learning through Teachers on Assignment assisting and coaching teachers</li> <li>• Additional supports from the Professional Development Department for STEM opportunities.</li> </ul>
<p><b>MOONSHOT</b></p>	<p>At Tokay we strive to prepare all students to be successful in the future with an emphasis on STEAM and instill a lifelong love of learning. In addition to the regular day, Saturday school activities and a summer enrichment program included STEAM engagement.</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 <i>(Change in Distance from Standard or DFS)</i>	-32.4	-34
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>	<b>-50.4</b>	-52
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	52%	59%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	52%	51%
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: Continue Modify (list the modifications) Discontinue												
	Title 1	SUPC														
1A. After School Tutoring in ELA and/or Math	\$11,190		<p><b>SBAC Results</b></p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">2018</th> <th style="text-align: center;">2019</th> <th style="text-align: center;">Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">28.8%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">+6.2%</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">21.2%</td> <td style="text-align: center;">27.2%</td> <td style="text-align: center;">+6%</td> </tr> </tbody> </table> <p><b>NWEA MAP Results</b></p> <p style="margin-left: 20px;">Projected RIT Growth % Met/ Exceeded Reading</p> <ul style="list-style-type: none"> <li>1<sup>st</sup> Grade= 46%</li> <li>2<sup>nd</sup> Grade= 63%</li> <li>3<sup>rd</sup> Grade= 56%</li> <li>4<sup>th</sup> Grade= 64%</li> <li>5<sup>th</sup> Grade= 64%</li> <li>Overall 59%</li> </ul> <p style="margin-left: 20px;">Projected RIT Growth % Met/ Exceeded Math</p> <ul style="list-style-type: none"> <li>1<sup>st</sup> Grade= 50%</li> </ul>		2018	2019	Difference	Reading	28.8%	35%	+6.2%	Math	21.2%	27.2%	+6%	Continue- results still show need for additional after school tutoring
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			<p>2<sup>nd</sup> Grade= 46%                  3<sup>rd</sup> Grade= 46%                  4<sup>th</sup> Grade= 62%                  5<sup>th</sup> Grade= 49%                  Overall 51%</p> <p><b>After School Math:</b></p> <table border="1"> <thead> <tr> <th># Students targeted</th> <th>Grades</th> <th>percent met projection in MAPS</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>2</td> <td>46</td> </tr> <tr> <td>12</td> <td>3</td> <td>46</td> </tr> <tr> <td>16</td> <td>4</td> <td>62</td> </tr> <tr> <td>12</td> <td>5</td> <td>49</td> </tr> </tbody> </table>	# Students targeted	Grades	percent met projection in MAPS	14	2	46	12	3	46	16	4	62	12	5	49	
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<p>1B. Small Group Differentiated Instruction</p> <ul style="list-style-type: none"> <li>• Supplemental printing</li> <li>• Software licenses/ A.R./Starfall</li> <li>• Technology-printers, computers, projectors, headphones for Lexia/ intervention</li> <li>• Time for kids/ Story Works</li> <li>• Supplemental Supplies for RTI</li> <li>• Furniture needs</li> </ul>	<p>\$18,624</p>	<p>\$10,098</p>	<p><b>Data used for Small group instruction/ A.R./ Time for kids/ Story works/ Supplemental supplies/printing:</b></p> <p><b>SBAC Results</b></p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28.8%</td> <td>35%</td> <td>+6.2%</td> </tr> <tr> <td>Math</td> <td>21.2%</td> <td>27.2%</td> <td>+6%</td> </tr> </tbody> </table> <p><b>NWEA MAP Results</b></p> <p>Projected RIT Growth % Met/ Exceeded Reading</p> <p>1<sup>st</sup> Grade= 46%                  2<sup>nd</sup> Grade= 63%                  3<sup>rd</sup> Grade= 56%                  4<sup>th</sup> Grade= 64%                  5<sup>th</sup> Grade= 64%                  Overall 59%</p> <p>Projected RIT Growth % Met/ Exceeded Math</p> <p>1<sup>st</sup> Grade= 50%                  2<sup>nd</sup> Grade= 46%                  3<sup>rd</sup> Grade= 46%                  4<sup>th</sup> Grade= 62%                  5<sup>th</sup> Grade= 49%                  Overall 51%</p>		2018	2019	Difference	Reading	28.8%	35%	+6.2%	Math	21.2%	27.2%	+6%	<p>Continue with some modifications. Need to add scholastic magazines, flexible seating, stem/steam resources</p>			
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Math	21.2%	27.2%	+6%																

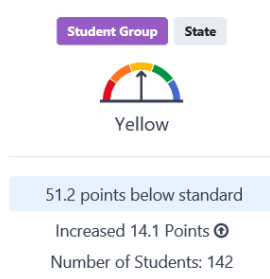
			<p><b>STARFALL</b> student data is not stored</p> <ul style="list-style-type: none"> <li>Growth is measured from Fall to Spring Maps which indicates 46% of students in Kindergarten met growth in ELA</li> </ul> <table border="1" data-bbox="1204 305 1972 565"> <thead> <tr> <th colspan="5">L2M GEs</th> </tr> <tr> <th>Season</th> <th>Your Kinder</th> <th>Your Grade 1</th> <th>Study Growth Rate Kinder</th> <th>Study Growth Rate 1st Grade</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>-0.180</td> <td>0.912</td> <td>-0.18</td> <td>0.91</td> </tr> <tr> <td>Winter</td> <td>0.419</td> <td>1.712</td> <td>0.22</td> <td>1.46</td> </tr> <tr> <td>Spring</td> <td>0.867</td> <td>2.151</td> <td>0.62</td> <td>2.01</td> </tr> </tbody> </table> <p><b>Small group/ flexible seating data:</b></p> <table border="1" data-bbox="1204 662 1747 980"> <thead> <tr> <th colspan="2">Accelerated Reader 2018-19</th> </tr> <tr> <th>Grade Level</th> <th>GE Growth Summary</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0.7</td> </tr> <tr> <td>2</td> <td>0.6</td> </tr> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>4</td> <td>0.8</td> </tr> <tr> <td>5</td> <td>0.7</td> </tr> </tbody> </table> <p><b>Flexible seating furniture/ technology- printers, computers, projectors, headphones for Lexia/ intervention</b> - walkthroughs shows increase from 20% to 30% in strategic thinking</p>	L2M GEs					Season	Your Kinder	Your Grade 1	Study Growth Rate Kinder	Study Growth Rate 1st Grade	Fall	-0.180	0.912	-0.18	0.91	Winter	0.419	1.712	0.22	1.46	Spring	0.867	2.151	0.62	2.01	Accelerated Reader 2018-19		Grade Level	GE Growth Summary	1	0.7	2	0.6	3	1	4	0.8	5	0.7	<p><b>Continue-</b> student data shows growth and need to use supplementary material.</p> <p><b>Continue-</b> there is a need for accelerated reader during small group instruction.</p> <p><b>Continue-</b> walkthrough data shows need for areas for strategic thinking.</p>
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1C. Intervention Coordinator	\$1,000		<p align="center"><b>SBAC Results</b></p> <table border="1" data-bbox="1204 1289 1972 1386"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28.8%</td> <td>35%</td> <td>+6.2%</td> </tr> <tr> <td>Math</td> <td>21.2%</td> <td>27.2%</td> <td>+6%</td> </tr> </tbody> </table> <p align="center"><b>NWEA MAP Results</b>                  Projected RIT Growth % Met/ Exceeded Reading                  1<sup>st</sup> Grade= 46%                  2<sup>nd</sup> Grade= 63%</p>		2018	2019	Difference	Reading	28.8%	35%	+6.2%	Math	21.2%	27.2%	+6%	<p><b>Continue-</b> results still show need for additional after school tutoring</p>																											
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## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism				
Metrics/Indicators	2018-19 Expected Outcomes		2018-19 Actual Outcomes	
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC			Level 1	14.9
			Level 2	29
			Level 3	36.1
			Level 4	19.9
Maintain or increase English Learner Reclassification rate	13.6%		14.3%	

SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-65.9	-66.8
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-82.3	-75.5

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. Supplementary Instructional Materials- Thinking Maps, Write from the beginning, Vocabulary Instruction	\$1,000		<p><b>SBAC Results</b></p> <p>English Learners</p> <p>Student Group State</p>  <p>Yellow</p> <p>51.2 points below standard</p> <p>Increased 14.1 Points</p> <p>Number of Students: 142</p>	<p>Modify- Did not use money for Write from the Beginning</p> <p>SBAC data shows students who are EL need differentiated instruction and scaffolding during designated ELD. Supplementary materials are needed that provide vocabulary instruction. While there was an increase, students are still 51.2 points below the standard.</p>



## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 3: Increase Graduation and College &amp; Career Readiness</b>		
<b>School Metrics/Indicators</b>	<b>2018-19 Expected Outcomes</b>	<b>2018-19 Actual Outcomes</b>
Increase the number of college and career awareness activities.	5	5

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results Include the metric(s) for evaluating the Action/Service</b>	<b>SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue</b>
	<b>Title 1</b>	<b>SUPC</b>		
3A. Printing Services- College Fair/ Career Day	\$1,000		Surveys/ sign in sheets-visitor log showed 100% of classrooms had at least 3 visitors to discuss college and careers	Discontinue- not allowable under title 1
3B. College Fieldtrips		\$2,000	Grades/Surveys- 28% of students made Honor Roll	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

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

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A. Cycle of Professional Learning Community <ul style="list-style-type: none"> <li>• Substitutes</li> <li>• Additional hourly</li> </ul> Professional learning materials	\$9,300		Rating continuum- majority at proficient level per ILT team reports 100% of teachers voted for STEM formation school	Continue with modifications- STEM Training/ Visible Learning
4B. Travel Conferences- PLC- Solution Tree/ CABE	\$15,000		Teacher surveys- Teacher discussions about professional development needs during ILT meetings  Observation- there is more focused collaboration in data analysis on what students need to learn, how do they know if students mastered it, how will they respond if they haven't learned it, and how will they respond when students know it.  Classified employee reports that valuable skills were gained for planning and implementing parent workshops	Continue  Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	4%	0.9%
	FY (homeless)	n/a	6.7%
	Hispanic	1.9%	0.4%
	ELL	1.4%	0%
	AA	0%	6.1%
	%	0%	0%
Expulsion rate		0%	0%
Attendance Rate		96.5%	96.08%
Chronic Absenteeism Rate		12.1%	11.5%

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. Recognitions for Perfect Attendance/ academic		\$1,000	Attendance reports, chronic absenteeism rate <ul style="list-style-type: none"> <li>• Decrease in attendance rate from 96.5% to 96.08% from previous years</li> <li>• Decrease in chronic absenteeism rate from 12.1% to 11.5%</li> <li>• Decrease in suspension rate from 4% to 0.9%</li> </ul>	Continue but add more money

5B. Student Council Coordinator/Assistant Coordinator		\$2,500	Attendance reports, chronic absenteeism rate <ul style="list-style-type: none"> <li>Decrease in attendance rate from 96.5% to 96.08% from previous years</li> <li>Decrease in chronic absenteeism rate from 12.1% to 11.5%</li> <li>Decrease in suspension rate from 4% to 0.9%</li> </ul>	continue
5C. Stem and Soccer program		\$7,000	Student surveys/ discipline data/ suspension/expulsion rate <ul style="list-style-type: none"> <li>Students polled and 100% of classrooms stated they found the program valuable.</li> <li>Decrease in suspension rate from 4% to 0.9%</li> <li>Decrease in chronic absenteeism rate from 12.1% to 11.5%</li> </ul>	continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

### LEA/School GOAL 6: Strengthen Family and Community Engagement

Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	10	10
Parent Engagement and Local Climate Survey	114(25%)	31%

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 Workshops-family nights/CABE 1 day/ childcare/coffee chat refreshments/translation/teacher extra duty	\$3,000		Sign ins/ surveys/ parent presentations <ul style="list-style-type: none"> <li>5 parents attended conference and presented-CABE information to participants of coffee with the Principal</li> <li>8% of parents attend coffee chats on a regular basis</li> </ul>	continue
6B. Interpretations/translations for Parent Conferences-additional hourly	\$400		Parent conference Sign -ins <ul style="list-style-type: none"> <li>96% of parents attend conferences</li> <li>15% require translators</li> </ul>	continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of <b>fifth/seventh/ninth</b> grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	Aerobic capacity 52.8% Body Composition 53.3% Abdominal strength 60.5% Trunk extension Strength 86.4% Upper Body Strength 56.5% Flexibility 72.8%	Aerobic capacity 52.8% Body Composition 53.3% Abdominal strength 59.5% Trunk extension Strength 85.4% Upper Body Strength 56.5% Flexibility 71.8%

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		
7A. Technology-walkie/talkies/ megaphones		\$1,500	Surveys- coffee chats conversation Suspension Data Suspensions decreased from 4% to 0.9%	continue
7B. Bullying Assembly		\$800	Student observation/ Referral Data Suspensions decreased from 4% to 0.9% Referrals- .01% weekly rate	continue
7C. Playground Equipment		\$400	Student observation/ input Suspensions decreased from 4% to 0.9% Referrals- .01% weekly rate	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>Data was displayed by the school Principal and discussed. Since May of 2019 SSC has been looking at programs and discussing planned improvements.</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>ELA and Math scores for SBAC have improved. ELA increased by 6.2% by having students meeting the standard at 35% and Math by 6% by having students meet the standard at 28.8%. The goal for ELA on MAPS was met by achieving 64% in Reading. There has been an emphasis on early literacy through the A2i program and use of various ELA strategies that has contributed to improved scores. We have worked on motivational strategies to get schools to have more compassion and feel part of the campus. The suspension rate decreased as a result. The EL TOA has worked hard on reclassification and demonstrated an increase in the reclassification rate. Goal 7 demonstrated that 3 of the 6 targets were met. Teachers need to continue emphasizing physical education in order to achieve all targets.</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>EL students continue to struggle to improve scores and getting closer to the standard on SBAC. Teachers need to focus on vocabulary and ELD goals. Teachers need to work in their PLC's to build language intentions that will enhance the overall learning of an EL student. Math on NWEA(MAPS) was 1 % from meeting the goal. Teachers will continue to work on lessons and develop success criteria from math learning targets.</p> <p><b>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?</b></p> <p>There are 3 significant groups that we receive data for. The 3 groups are SWD, Hispanic and EL. These 3 groups pretty much score within the same ranges when it comes to ELA or Math. However, when it comes to foster youth and African Americans there is a 5% increase in suspension rates. This can be attributed to the low overall rate of suspensions and that the 2 students most suspend were in those subgroups. Extra efforts will be implemented to support some of our high needs' students.</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)?**

**We need to continue to improve daily instruction. We need to target students to motivate them and use strategies to capture the attention and learning of the future. WE need to closely look at the resources that we use to supplement instruction. All stakeholders need to continue to work together to communicate ideas and programs that best assist our students and the curriculum. The teaching staff will work in their PLC's to analyze data and differentiate instruction. Interventions need to be developed to assist struggling students using this data. Information needs to be gathered and discussed at PLC's. Regular discussions need to be communicated with parents or guardians. Lastly, research-based strategies need to be used and differentiated in an effort to teach to all learning styles.**

### 2017-2020 Planned Improvements in Student Performance

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

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

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-34	-24
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>	-52	-37
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	59%	62%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	51%	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	30%	39%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li><b>Teachers need focused PLC time</b></li> <li><b>Teachers need support in utilizing resources to provide engaging activities</b></li> <li><b>Teachers need to implement differentiation strategies to raise student academic performance</b></li> <li><b>Students need differentiated materials/ programs</b></li> <li><b>Teachers need to incorporate the 4 c's (creativity, collaboration, critical thinking, and communication) into ongoing lessons and projects.</b></li> </ul>
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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	Students will be using in class differentiation through Close Reading, Thinking Maps, A2i Strategies, AR, Lexia, Moby max, and STEM curriculum to enhance learning.	August to May during the school day, RTI, A2i time



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	Teacher will work in PLC's to develop learning targets and success criteria.	August to May during PLC Wednesdays or afterschool
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	Students will be invited to afterschool tutoring in January to support deficit skills.	January to April afterschool 3 days a week for 1 hour

<b>2019-20 Evidence-based Actions/Services</b> <b>Must address the Identified Needs</b>	<b>Metric(s) for evaluating Action/Service</b> <b>Include metrics for monitoring progress (such as CFAs, IABs, A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</b>	<b>Pupils to be served</b>	<b>Person(s) Responsible</b>	<b>2019-20 Estimated Cost</b>
	<b>Title 1</b>			
1A. After School Tutoring in math <ul style="list-style-type: none"> <li>• Teacher additional hourly</li> <li>• Intervention Coordinator</li> <li>• Printing/ Instructional materials</li> </ul>	Pre/Post Test, Moby Max	Low Performing	Principal, Teachers, Afterschool coordinator	\$16,000
1B. Small Group Differentiation <ul style="list-style-type: none"> <li>• Materials for Differentiation/ Printing</li> <li>• STEM supplies</li> <li>• Accelerated reader</li> <li>• Starfall</li> <li>• Blended learning supplies/ flexible seating</li> <li>• Technology-computers, laptops, headphones</li> </ul>	A2i, Lexia, Fall/Winter, MAPS, CFA's	K-5	Teachers	\$19,739
<b>Total Estimated Cost for This Goal:</b>				<b>\$35,739</b>

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	Level 1	Baseline Year	Level 1
Level 2		Baseline Year	Level 2	29
Level 3		Baseline Year	Level 3	36.1
Level 4		Baseline Year	Level 4	19.9
Maintain or increase English Learner Reclassification rate	14.3		15.3	
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-66.8		-56.8	
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-75.5		-69.5	

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Teachers need to develop ways to increase vocabulary development in grades 3-5</li> <li>Teachers need to work on vocabulary instruction to help students reach English Fluency levels through language exploration.</li> </ul>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as CFAs, IABs, A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A. Increase Vocabulary Supports and Differentiate ELD <ul style="list-style-type: none"> <li>Additional materials for vocabulary instruction/ exploration for grades 3-5</li> </ul>	MAP Language Assessment Fall/Winter	3-5	Teacher	\$1,500
<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 number of college and career awareness activities.	5	6

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Students need to be exposed to College awareness/ fieldtrips</li> </ul>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as CFAs, scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
3A. College Fieldtrips	Student observation, writing samples, grades	TK-5	Principal, Teachers	\$1,000
<b>Total Estimated Cost for This Goal:</b>				\$1,000

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>	<ul style="list-style-type: none"> <li>• Teachers need STEM training to continue emphasis on the 4 c's.</li> <li>• Teachers need support and training on continued blended learning activities and differentiation.</li> <li>• Teachers need visible learning training and PLC workshops.</li> </ul>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as walk-throughs, PLC agendas, CFAs)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A. Cycle of Professional Learning Community <ul style="list-style-type: none"> <li>• Substitutes</li> <li>• Additional Hourly</li> </ul>	Walkthrough Data, MAP Data, Learning continuum	TK-5	Principal, Teachers, TOA	\$10,000
4B. Travel Conferences- CABE/ Differentiation/ Visible Learning/ CUE <ul style="list-style-type: none"> <li>• Workshop registration/ conference fees/ costs</li> <li>• Substitute costs</li> </ul>	PLC Agendas/ Walkthrough Data/ MAP Data	TK-5	Principal, Teachers	\$10,500
<b>Total Estimated Cost for This Goal:</b>				\$20,500

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	0.9%	0.5%
	FY (homeless)	6.7%	5%
	Hispanic	0%	0%
	ELL	0%	0%
	AA	6.1%	4%
	Sped	0%	0%
Expulsion rate		0%	0%
Attendance Rate		96.08%	96.5%
Chronic Absenteeism		11.5%	10.5%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Students need to be invited for special supports through MTSS.</li> <li>• Students need motivation in school. Student council can provide this.</li> <li>• Students will be invited to a special robotics club to motivate students in attendance and for school success.</li> </ul>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.

<b>Total Estimated Cost for This Goal:</b>				0

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	10	10
Parent Engagement and Local Climate Survey	31%	25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Parents need to attend district workshops that support student social emotional needs</li> <li>• Parents need to increase parent participation at workshops that provide vital information</li> <li>• School(Admin/ Teachers) needs to increase parent knowledge of key standards</li> </ul>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A. Parent Workshops <ul style="list-style-type: none"> <li>• family nights</li> <li>• 1 Day CAFE</li> <li>• childcare for coffee chats</li> </ul>	Sign-ins, surveys	TK-5	Principal, Teachers	\$1,500
6B Interpretations/ translations for parent conferences <ul style="list-style-type: none"> <li>• additional hourly</li> </ul>	Sign-ups	TK-5	Principal, Teachers	\$400
<b>Total Estimated Cost for This Goal:</b>				\$1,900

**Unfunded School Site Council Priorities**

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
After School Tutoring	K-5	\$7,000	Principal, Intervention Coordinator, Teachers
Technology- Computers, Printers, document cameras, projectors	K-5	\$20,000	Principal
Supplementary Literacy materials/ Blended learning materials/ furniture	K-5	\$10,000	Principal. TOA, Teachers
Supplementary Math Materials/ Blended Learning/ furniture	K-5	\$10,000	Principal. TOA, Teachers
STEM workshops/ Engineering for kids/ Stem materials	K-5	\$15,000	Principal, Teachers
Principal's Institute	K-5	\$5,000	Principal, Teachers
Conferences to learn strategies in differentiation/ visible learning	K-5	\$15,000	Principal, Teachers



**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.	\$60,639.00
<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).	\$1,772.00
<b>Total amount of federal funds allocated to this school</b>		\$60,639.00

The following site-level supports are included in the district's 2017- 2020 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 and intervention 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
Rebecca Hinojosa	Principal	Not-Applicable	Not-Applicable	1
Monica Critchfield	Classroom Teacher	2 years	May 2020	1
Sandra Haro	Classroom Teacher	2 years	May 2020	1
Elice Irineo	Classroom Teacher	2 years	May 2020	1
Christine Rizk	Other Staff Member (Specify): School Library Tech	2 years	May 2021	1
<b>Sub Total: 5</b>				
Marina Amador	Parent/Community Member	2 years	May 2020	1
Nancy Bibiano	Parent/Community Member	2 years	May 2020	1
Reginald Miller	Parent/Community Member	2 years	May 2021	1
Maria Delgado	Parent/Community Member	2 years	May 2020	1
Jasbir Singh	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 \_\_\_\_\_ Maria R Delgado  
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 10/24/19.

Attested:

Rebecca Hinojosa  
Typed name of School Principal

[Signature]  
Signature of School Principal

10/24/19  
Date

Reginald Miller  
Typed name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

10/24/19  
Date