

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Alder Middle School 36-67710-6059398		SSC Approval Date: 10/9/19
School Address	7555 Alder Ave. Fontana, CA 92336		Local Governing Board Approval Date:
Name of Principal	Dr. Moises M. Merlos	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of SSC Chairperson	Ema Ramirez	Phone # and Email	909-357-5330 Moises.Merlos@fusd.net
			(909) 237-2222 lmcobian830@outlook.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

VISION AND MISSION	<p>Alder's Vision: Students, staff, and parents come together as a family to support and inspire one another based on who we are, what we do, and where we are going.</p> <p>Alder's Mission: All students will learn in an engaging environment working towards becoming lifelong learners by showing responsibility, integrity, safety, and excellence.</p>
SCHOOL AND COMMUNITY PROFILE	<p>Alder Middle School has 1,186 students enrolled in grades sixth, seventh, and eighth and staffs 51 credentialed teachers. Alder's student population is approximately 88% Hispanic, 5.6% African American, and 4.2 % White. Alder has a large population of English Learners (EL), which make up 25.5% of the student population. Alder Middle School runs on a modified traditional calendar. Highly qualified, experienced staff are dedicated to providing a safe, enjoyable atmosphere that promotes learning and focused on meeting the individual learning needs of each student. Innovative strategies and proven research-based techniques employed in staff training and lesson planning to improve individual and school wide performance in meeting state proficiency standards, particularly in English Language Arts and Mathematics. Students are involved in a variety of programs during school and after school. Alder offers leadership electives such as ASB, WEB, and Renaissance as well as elective courses in STEM, Cinema Literature, AVID, Study Skills, and Leadership Building in Middle School. Alder also has a band and chorus, as well as computers and art. Alder students are given the opportunity to participate in after school sports such as volleyball, basketball, and soccer. Alder students also participate in the after-school program through the City of Fontana.</p>
SPSA HIGHLIGHTS	<ul style="list-style-type: none"> • Student achievement data (SBAC, CELDT/ELPAC, and MAP) showed increase across the board. • PBIS initiatives have helped Alder Middle School improve student achievement.
INCREASED OR IMPROVED SERVICES	<ul style="list-style-type: none"> • Our goal for the 2018-2019 school year is to provide 1:1 student laptop ratio in every ELA class. • Our PBIS initiative (RISE) will continue to promote positive behavior schoolwide in an effort to improve student achievement. • Alder Middle School will implement a coordinated effort to support Professional Learning Communities through the use of common preps and pull out days.
MOONSHOT	<p>Our moonshot is to provide Alder Middle School students with the technological skills needed to life long learners. This school year, we will focus on providing student laptops for every student (1:1) in their ELA courses. In the near future, we would like to have 1:1 devices for each student, become a Microsoft certified school, and add courses such as Coding, Exploring Computer Science, and Robotics.</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: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-40	-31 = 2019 Site DFS
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	75.6	-89 = 2019 Site DFS
NWEA MAP Reading: % of students who meet expected fall to fall growth	60%	52.2%
NWEA Math: % of students who meet expected fall to fall growth	52%	46%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	n/a	24%

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 Communities <ul style="list-style-type: none"> Substitute Coverage (\$8,000) Instructional materials/manipulatives (\$2,000) 	\$10,000		<ul style="list-style-type: none"> CAASP Proficiency increased 8.6 percentage points in ELA and 4.4 Percentage points in Math. DFS was improved by 19 points in ELA and .4 in Math MAP Fall to fall growth decreased in both ELA (-8%) and Math (-6%) DOK was unmeasurable due to lack of 18-19 data. 	Continue
1B Student laptops and other technology needed for ELA and Math curriculum. <ul style="list-style-type: none"> Hardware (\$92,000) Fees (\$44,981) 	\$136,981	\$7,300	<ul style="list-style-type: none"> CAASPP Proficiency increase 8.6 percentage points in ELA and 4.4 Percentage points in Math. DFS was improved by 19 points in ELA and .4 in Math MAP Fall to fall growth decreased in both ELA (-8%) and Math (-6%) DOK was unmeasurable due to lack of 18-19 data. 	Continue
1C Summer Enrichment/Remediation Program <ul style="list-style-type: none"> Certificated Salaries (\$2,000) 	\$2,000		<ul style="list-style-type: none"> 44 students were served. Student's served averaged 94% class grade vs 86% for non participants. 	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%	4%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-111.4	-103
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-163	-158.3

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A: Supplemental Instructional Materials <ul style="list-style-type: none"> • Instructional supplies (\$500) • Copies/printing/visuals (12,000) 	\$12,500		<ul style="list-style-type: none"> • ELL Distance from Standard improved from -121.4 to -103.4 in ELA • ELL Distance from Standard improved from -169.3 to -158.3 in Math • MAP data shows only 8% of students improved year over year. • ELLGPA increased by 1.3 GPA points from S1 to S2 	Modify-move under an action

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
Use of Naviance	60% (53% previous year)	95%

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: College Field Trips (AVID, GATE, ELL, All Students) <ul style="list-style-type: none"> • Transportation costs (\$5,000) 		\$5,000	<ul style="list-style-type: none"> • CAASP Proficiency increase 8.6 percentage points in ELA and 4.4 Percentage points in Math. • DFS was improved by 19 points in ELA and .4 in Math 	Continue
3B: Increase number of elective classes such as AVID, STEM, Writing, and Honor classes <ul style="list-style-type: none"> • College Tutors (\$24,000) • AVID yearly fee (1,000) 		\$17,700	<ul style="list-style-type: none"> • CAASP Proficiency increase 8.6 percentage points in ELA and 4.4 Percentage points in Math. • DFS was improved by 19 points in ELA and .4 in Math 	Continue
3C: College and Career Activities/Events <ul style="list-style-type: none"> • Instructional supplies (\$7,000) • College promotion (\$5,000) 		\$12,000	<ul style="list-style-type: none"> • CAASP Proficiency increase 8.6 percentage points in ELA and 4.4 Percentage points in Math. • DFS was improved by 19 points in ELA and .4 in Math 	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	Developing	Developing
Instructional Leadership Team Rating	Developing	Developing

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 Communities <ul style="list-style-type: none"> • Substitute Coverage (\$0) • Instructional materials/manipulatives (\$0) (funding listed under Goal 1) 	\$0 (Funding listed under Goal 1)		<ul style="list-style-type: none"> • CAASP Proficiency increase 8.6 percentage points in ELA and 4.4 Percentage points in Math. • DFS was improved by 19 points in ELA and .4 in Math • All Math and ELA teachers had a common prep. • 4 Pull out days for each PLC. 	Continue
4B Professional Development opportunities off campus and/or outside the school day <ul style="list-style-type: none"> • Conference fees, travel, hotel, and food (\$5,000) 		\$5,000	<ul style="list-style-type: none"> • CAASP Proficiency increase 8.6 percentage points in ELA and 4.4 Percentage points in Math. • DFS was improved by 19 points in ELA and .4 in Math 	Discontinue

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		N/A	N/A
Suspension rate:	SW	3%	7.9%
	FY (homeless)	10%	20.8%
	Hisp	2%	7.2%
	ELL	2%	11%
	AA	5%	16%
	Sped	5%	14%
Expulsion rate		0%	0%
Attendance Rate		96%	96.15%
Chronic Absenteeism Rate		8%	13.1%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A: Bilingual aide support for chronically absent students • Bilingual aide additional hours (\$6,000)	\$6,000		<ul style="list-style-type: none"> Attendance rate increased to 96.15%. ELL attendance rate increased from 92.4% to 94.1% 	Continue
5B: Student Organizational Tools • Student agendas (\$6,000)		\$6,000	<ul style="list-style-type: none"> CAASP Proficiency increase 8.6 percentage points in ELA and 4.4 Percentage points in Math. DFS was improved by 19 points in ELA and .4 in Math Attendance rate increased to 96.15%. 	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	15	16
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: Provide parent engagement opportunities through classes, workshops, Coffee with the Principal, ELAC, Back to School Night, AVID Night, etc. • Workshop resources (1,000) • Refreshments (3,000)	\$4,000.00		<ul style="list-style-type: none"> Increased number of parent events from 14 to 16. Conducted 1 parent college fieldtrip. HK survey: 85% of parents felt connected to their son's school. 	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 fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	n/a	166/39.2%

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		
7A: Fully implement incentives for PBIS to acknowledge positive student behavior • Positive behavior incentives/awards (\$500) • Materials/tech. to deliver classroom lessons (\$500)	\$1,000		<ul style="list-style-type: none"> • Attendance rate increased to 96.15%. • CAASP Proficiency increase 8.6 percentage points in ELA and 4.4 Percentage points in Math. • DFS was improved by 19 points in ELA and .4 in Math 	Discontinue
7B: Promote Alder Athletics/Dance program • Technology, Athletic equipment/gear (\$139)		\$139	<ul style="list-style-type: none"> • Attendance rate increased to 96.15%. • CAASP Proficiency increase 8.6 percentage points in ELA and 4.4 Percentage points in Math. • DFS was improved by 19 points in ELA and .4 in Math 	Discontinue

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>SSC met in June of 2019, September 2019, and October of 2019 to meet as a team and review pertinent data for each goal. SSC assessed goal attainment, provided feedback for next steps, and developed/modified/validated goals.</p>
<p>Describe the conclusions drawn from the overall results:</p>	<p><i>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</i> Alder MS improved in most student achievement metrics such as CAASPP proficiency and Distance from Standard. AMS also improved its attendance rate and in providing opportunities for parents. We believe that our success in these goals were due to the implementation of Study Sync with fidelity, the implementation of PLCs, and the pull out days that afforded our teachers collaboration time.</p> <p><i>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</i> Alder MS did not meet its suspension goals or its chronic absenteeism goal. We believe that this is due to the late implementation of our Tier II PBIS program. The program started in late November and was adjusted throughout the school year. Our team did notice that suspension rates dramatically decreased second semester once the program was fully implemented.</p> <p><i>In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?</i> Our successes and failures were consistent across subgroups. We did notice that our Foster Youth and SWD had a suspension rate over 15%...which is quite a gap as compared to their peers (11%). Overall, our SWD, FY, and African American students underperformed in CAASPP and MAP improvement. Special attention will be giving to these subgroups to ensure they have full access to the curriculum. These populations are our neediest and a solid Tier II program will also help reduce this gap.</p> <p><i>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)?</i> SSC believes that AMS is heading in the right direction. The 2019-2020 school year began with PLCs and PBIS Tier II programs which will have the largest impact on student achievement, suspension rates, and chronic absenteeism.</p>

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	-31	-21
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards	-89	-74
NWEA MAP Reading: % of students who meet expected fall to fall growth	52.2%	54.2%
NWEA Math: % of students who meet expected fall to fall growth	46.3%	48.3%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	24%	39%

Identified Need(s):	<ul style="list-style-type: none"> Teachers need additional technological hardware to support base program (Study Sync and math) Students need additional time for targeted instructional support. Schoolwide rigor needs to increase.
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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	<ul style="list-style-type: none"> Backwards mapping on SBA performance tasks and common core standards. Implement Teacher Clarity. Implement MathTech, ScienceTech, and Study Sync curriculum with fidelity. 	PLCs will occur regularly twice a month throughout the year. Ensure Math and ELA teachers have 1:1 laptops.
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	<ul style="list-style-type: none"> PD to increase effective instruction Purchase student laptops for 1:1 (computer to student ratio) Implement Honors ELA sequence Promote collaboration through PLCs. 	Quarterly pull out days with TOA supports.

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	<ul style="list-style-type: none"> • Consistent delivery of high-quality instruction with scaffold to address learning gaps. • Review subgroup data on a regular basis (CFAs, IABs, etc.) 	Quarterly pull out days with TOA supports.
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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
1A Professional Learning Communities <ul style="list-style-type: none"> • Substitute Coverage • Instructional materials/manipulatives for PLC initiatives. (interactive notebooks) 	<ul style="list-style-type: none"> • Walkthrough data • PLC Agendas • Surveys 	All	Admin Teachers Counselors	\$13,000
1B Student laptops and other technology needed for ELA and Math differentiated instruction. <ul style="list-style-type: none"> • Hardware (Laptops) • ebooks 	<ul style="list-style-type: none"> • CFA • Walkthrough data • Class failure rate 			\$63,068
Total Estimated Cost for This Goal:				76,068

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	4%	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-103.4	-93.4
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-158.3	-152.3

Identified Need(s):	<ul style="list-style-type: none"> • School needs to promote inclusion practices within the ELL program. • Students need to improve language their academic and linguistic skills.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A: Extended Learning Opportunities to help develop linguistic skills <ul style="list-style-type: none"> • Instructional supplies for interactive notebooks in Math and ELA • ebooks • Copies/printing/visuals (supplemental materials from adopted resources such as StudySync and MathTech) 	<ul style="list-style-type: none"> • Pre/Post Assessments • EL Grades 	EL Students	EL Monitor	\$6,000
Total Estimated Cost for This Goal:				\$6,000

LEA/School GOAL 3: Increase Graduation and College & Career Readiness

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Use of Naviance	95%	98%

Identified Need(s):	<ul style="list-style-type: none"> • Students need adequate time on Naviance platform. • School needs to increase the number of college fieldtrips. • School needs to increase number of students in AVID • School needs to increase number of elective classes such as STEM, Writing, and Honor classes
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Goal being addressed in SUPC Addendum				
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	Developing	Proficient
Instructional Leadership Team Rating	Developing	Proficient

Identified Need(s):	<ul style="list-style-type: none"> • Teachers need more time to collaborate during the school day. • Teachers need professional development on how to better use digital resources.
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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
4A Professional Learning Communities (Funding listed under goal 1A) • Substitute Coverage	<ul style="list-style-type: none"> • Walkthrough data • PLC Agendas 	All	Admin Teachers Counselors	0
Total Estimated Cost for This Goal:				0

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		n/a	n/a
Suspension rate:	Schoolwide	7.9%	6.9%
	Foster Youth	20.8%	19.8%
	Hispanic	7.2%	6.2%
	English Learners	11.0%	10%
	African-Americans	16.4%	16.4%
	Special Education	14.0%	13%
Expulsion rate		0%	0%
Attendance Rate		96.15%	≥96%
Chronic Absenteeism		13.1%	12.1%

Identified Need(s):	<ul style="list-style-type: none"> • School needs to promote RISE Tier I and Tier II programs (positive intervention program) • School needs to implement RISE Tier III program. • School needs to increase personnel support to chronically absent students.
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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
5A: Bilingual aide support for academically at-risk students • Bilingual aide additional hours (\$1,000)	<ul style="list-style-type: none"> • Visits logs • MAPs • D&F Report 	All	Admin	\$1,000
Total Estimated Cost for This Goal:				\$1,000

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	16	16
Parent Engagement and Local Climate Survey	32%	35%

Identified Need(s):	<ul style="list-style-type: none"> • School needs to continue to increase opportunities for parental involvement. • School needs to continue to increase outreach to parents. • School needs increase parent awareness of college and financial aid.
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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
6A: Provide parent engagement opportunities through classes, workshops, Coffee with the Principal, ELAC, Back to School Night, AVID Night, etc. <ul style="list-style-type: none"> • Workshop resources • ELAC Meetings 	<ul style="list-style-type: none"> • Agendas • Surveys • Sign in sheets 	All	Admin Community Liaison	\$4,139
Total Estimated Cost for This Goal:				\$4,139

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1B Laptop Cart for single subject Social Science and/or Science teachers.	All	\$27,000	Principal

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.	\$87,207.00
<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).	\$4,139.00
Total amount of federal funds allocated to this school		\$87,207.00

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. • One full-time math Intervention Teacher/Instructional Support Teacher (IST) to provide math 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 • Math 180 Blended Learning Curriculum and computer adaptive software, related materials • School-wide access to Moby Max computer adaptive software and instructional activities • School-wide access to Compass Learning computer adaptive software for ELA and math • 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 • 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.

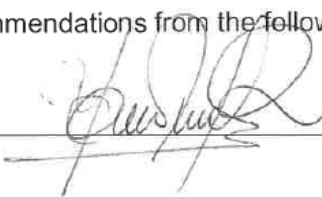
Name	Position	Length of Term	Term Expires	Minimum Numbers
Dr. Moises M. Merlos	Principal	Not-Applicable	Not-Applicable	1
Monica Marinoff	Classroom Teacher	1 Year	May 2020	1
Robb Lash	Classroom Teacher	2 Years	May 2021	1
Marlene Prieto	Classroom Teacher	2 Years	May 2021	1
Nicole Dzama	Classroom Teacher	3 Years	May 2022	1
Janette Razon	Classified Member	3 Years	May 2022	1
Sub Total: 6				
Ema Ramirez (Chairperson)	Parent	3 Years	May 2022	1
Denise Torrez	Parent	3 Years	May 2022	1
Lisette Cobian	Parent	3 Years	May 2022	1
Jennifer Arenas	Student Member	1 Year	May 2020	1
Jasmine Gonzalez Lara	Student Member	1 Year	May 2020	1
Rita Ramirez Maldonado	Student Member	1 Year	May 2020	1
Sub Total: 6				
Total: 12				

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: 10/09/19.


Attested:

Moises M. Merlos
 Typed name of School Principal


 Signature of School Principal

10/09/19
 Date

Ema Ramirez
 Typed name of SSC Chairperson


 Signature of SSC Chairperson

10/09/19
 Date