

2017-2020 Single Plan for Student Achievement (SPSA)		SPSA Year: <input type="checkbox"/> 2017-2018 <input type="checkbox"/> 2018-2019 <input checked="" type="checkbox"/> 2019-2020	
School Name and School Code	Almeria Middle School 36-67710-6108054		SSC Approval Date: September 27, 2018
School Address	7723 Almeria Avenue Fontana, CA 92336		Local Governing Board Approval Date: _____
Name of Principal	Kim Bente	Phone # and Email	909-357-5350 Bentkl@fusd.net
Name of SSC Chairperson	Dr. Terry McCaffrey	Phone # and Email	909-641-2838 Kigwmf@hotmail.com
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)	
<input checked="" type="checkbox"/> SWPSWP <input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Assistance Program (TAS)	
		SCHOOL IMPROVEMENT	
		<input type="checkbox"/> Comprehensive Support and Improvement (CSI) <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>Almeria Middle School is committed to raising student achievement by meeting the personal, social and academic needs of students. We wholeheartedly believe that by implementing common core state standards while implementing our school wide instructional foci, we will enable students to “Learn Today for Success Tomorrow.”</p> <p>We, the Almeria Middle School Learning Community believe in:</p> <ul style="list-style-type: none"> • Establishing a safe, clean, respectful and nurturing environment for all students and staff • Offering a positive atmosphere where every student has the opportunity to learn • Providing a rigorous, standards-based curriculum • Assessing academic growth through the mastery of Common Core State Standards • Creating a strong parent-teacher partnership in each child’s education • Teaching our students personal responsibility and traits of success • Preparing our students for the transition into high school and beyond • Developing effective communication within our school, between school and home and with our community • Recognizing our students for excellence and positive choices • Establishing intervention programs to meet the individual needs of every student
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Almeria Middle School focuses on meeting the individual needs of each student academically, emotionally and socially. The school emphasizes parent participation and support in the learning process. Administrators, staff and parents share the vision and commitment that every child at Almeria Middle School will learn and be prepared to experience success in high school.</p> <p>Almeria Middle School (AMS) is located in North Fontana and serves approximately 820 students in grades 6-8. The student population at Almeria is comprised primarily of Hispanic (81%), Black/Non-Hispanic (9%) and White (5%) students. In addition, Almeria’s population consists of English Language Learners (31%), Students with Disabilities (15%) and students who qualify for free and reduced lunch (85%). All of Almeria’s teachers are considered <i>Highly Qualified</i>.</p> <p>Almeria’s facilities include a mix of both permanent and temporary class structures. In addition to a gymnasium, a multi-purpose room and a library, Almeria has band/choir facilities, science and computer labs. In 2014-2015, Almeria has a fully functioning Boys’ and Girls’ Club on its campus and has a Parent Center staffed with two staff members. Almeria’s classrooms are outfitted with student computers, wireless internet access, TVs, document cameras and projectors.</p>

<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • School-wide ELA scores maintained at 35.9% proficient and/or advanced. • School-wide Math scores increased to 22.5% proficient and/or advanced. • Reduced suspension rates in all subgroups - Maintained absent rate above 96%. • Used common planning time effectively. • Reviewed common assessment data regularly and planned for reteach and review of specific skills. • Recognized and encourage students for success through various programs (Renaissance Program, Letter Program, Award Programs)
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Our Instructional Leadership Team met consistently and led PLCs regularly to improve teaching practices and student learning. • PLC teams set specific Smart Goals to measure student and team success. • Staff participated in Implicit Bias training throughout the year. • EL Learners (Levels 3 & 4) were given targeted support to help with reclassification. • PLC teams began work on Teacher Clarity; focusing on Learning Targets and Success Criteria. • Almeria's Behavior System (ABS) continues to be implemented and reviewed.
<p>MOONSHOT</p>	<ul style="list-style-type: none"> • Develop School-Wide Leadership Using the <i>Leader in Me</i> Program <ul style="list-style-type: none"> ❖ Our Why: <ul style="list-style-type: none"> ➢ To ensure that every student has a meaningful, positive relationship at school and is equipped with intrapersonal and interpersonal skills of leadership. ➢ Students will use the habits of leadership to improve their communication, learning and relationships. ➢ Teachers will use the habits to model and cultivate 21st century life-long learning. ❖ Our What: <ul style="list-style-type: none"> ➢ To implement a comprehensive school improvement model that equips students with essential leadership and life-readiness skills cultivated in mentorship, small groups, classes and school-wide programs. ➢ The <i>Leader in Me</i> program impacts school leadership, culture and academics by transforming teachers first, then students, then parents and finally the entire school staff. ❖ Our How: <ul style="list-style-type: none"> ➢ Through district moonshot funding, we will invest in the <i>Leader in Me</i> (LiM) resources, consultant coaching, conferences, on-site professional development for staff and family workshops for parents. ➢ The vision, resources and habits outlined in the program will serve as foundation experiences during an innovative advisory period. This vision will be mirrored in all classes, groups and programs on campus.

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 <i>(Change in Distance from Standard or DFS)</i>	-42.5 DFS	-32.5 DFS
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-.86.0 DFS	-71.0 DFS
NWEA MAP Reading: % of students who meet expected fall to fall growth		47.44%
NWEA Math: % of students who meet expected fall to fall growth		48.73%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	≥34%	25%

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		
A. Tutoring: 1. Provide weekly tutoring in Dolphin Learning Lab for ELA and Mathematics a. Identify and compensate teachers and/or tutors (\$4720.32) b. Purchase supplemental supplies (\$500)	\$4720.32	\$500	Pre/Post Surveys Grades Walkthroughs <u>GOAL 1A-1AB</u> We targeted students who had 3 or more F's on their first semester report card. DLL met on Tuesdays & Thursdays 20 times during the school year. Our average daily attendance was 30	<u>Modify</u> Continue with Dolphin Learning Lab two times per week but specifically target students in mathematics. Spend one of the two days in computer lab shoring up basic math skills.

			students. Of those students, 90% responded favorably to having a DLL where they could get support. However, only 10% of students who attended our DLL on a regular basis (at least 1x per week) saw an increase in their grades.	
<p>B. Supplemental Materials, Copies, Printing, Technology:</p> <ol style="list-style-type: none"> 1. Purchase supplemental materials for Core and Supplemental Instruction (Scholastic, CCSS Instructional Aides, Thinking Maps) (\$4000) 2. Quick Print (Supplemental Instruction) Composition Books (\$1000) 3. Technology, Hardware-printers, headphones, (\$1000) 	\$6,000		<p>Survey Walkthroughs Walkthroughs</p> <p><u>GOAL 1B-1</u> Teacher Clarity/Visible Learning materials were purchased and teachers began training on their use. Walkthrough data showed 88% of classrooms had Learning Targets clearly posted in classroom on a daily basis.</p> <p><u>GOAL 1B-2</u> Composition books were purchased for our all students. These books were used in our math/science classes as a means for students to have their notes all in one place. 100% of students reported using their composition books at least 1x per week.</p> <p>Teachers did have access to Quick Print to copy supplemental instructional materials</p> <p><u>GOAL 1B-3</u> Replacement technology was purchased to replace 3 student used classroom printers. 15 pairs of replacement headphones were also purchased.</p>	<p>Continue</p> <p>Continue</p> <p>Continue</p>
<p>C. Summer “S’Cool” (incoming sixth graders)</p> <ol style="list-style-type: none"> 1. Certificated/Classified additional hourly (\$7044) 2. Supplies, materials & copies 		\$9103.75	<p>Surveys and Participant Feedback Pre/Post Assessment</p>	<p><u>Modify</u></p>

<p>(\$2059.75)</p>			<p align="center"><u>GOAL C1</u></p> <p>A total of 40 incoming 6th graders participated in our one week summer robotics program. This was an increase of 13 students from the previous year. A survey of parents and students indicated the following: 100% believed the program was worthwhile. 100% would come again if given the opportunity. 100% believed it was a good way for them to be introduced to our middle school campus.</p> <p>45% of students reported no experience with building and programing robots at the beginning of the program. 100% of students had success building their robot, while 90% were able to successful program their computer to complete simple functions as measured in our Robotics Challenge.</p> <p>Pretest showed that 70% of students had previous experience with building and programing LEGO Mindstorm Robots. The post test showed 95% of students able to build a program robot to complete simple functions successfully.</p>	<p>Add 7th grade component since we now receive incoming 7th graders from Redwood Elementary School.</p>
<p>E. Technology 1. Purchase technology for use In classrooms (\$5,000)</p>	<p>\$5,000</p>		<p align="center"><u>GOAL 1E</u></p> <p>Replacement technology was purchased to replace 6 student used classroom printers. 15 pairs of replacement headphones were also purchased.</p>	<p align="center">Continue</p>

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%	2.1%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-127.6 DFS	-117.6 DFS
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-148.4 DFS	-138.4 DFS

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
A. Tutoring: a. Identify EL students for extended learning b. Additional Hourly- Classified/Certificated – (10hr) (\$1878.40)	\$3287.20		Sign-In Sheets Grades <u>GOAL 2A-1ab</u> Designated tutoring was not held for EL students.	Continue
B. ELPAC Data Analysis • Analyze academic progress and reclassification rates of EL students -- (30hr) (\$1408.80)			<u>GOAL 2B-1</u> ELPAC data was analyzed and EL students were monitored each semester. 73% of EL students maintained a C or higher grade in their academic classes. This year we had a total of 9 out of 150 EL students reclassified.	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase Use of Naviance	75%	88%

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		
A. AVID 1. AVID Coordinator Hourly (50 hours) (\$4694) 2. AVID Tutors (5 tutors) General Fund 3. AVID Professional Development (Write Path Trainings) (\$3600) 4. AVID Dues, Memberships and Coordinator Workshops (RIMS AVID) (\$1400) 5. AVID Weekly Subscription (\$576.46) 6. Transportation fees to colleges (3 per year) (\$3000)	\$3000	\$10,272.46	Survey, Participant Feedback and Grades <p style="text-align: center;"><u>GOAL 3A-1</u></p> Two teachers were hired to co-coordinate this year’s AVID program. AVID Coordinators provided AVID coaching lessons at staff meeting with 85% feeling the coaching was beneficial. <p style="text-align: center;"><u>GOAL 3A-2</u></p> A total of 3 tutors were hired to work with AVID students this year 75% of students maintained grades of C or better throughout the school year.	Continue Continue

			<p><u>GOAL 3A-3</u> 9 teachers received AVID Path training this year in Science, Social Studies, Math or Reading. With the addition of these 9 teachers, 100% of our teachers have received some type of AVID training with 57% attending either a Summer Institute and/or Path Training.</p> <p><u>GOAL 3A-4</u> AVID coordinators attended all 3 RIMS coordinator events this year. They came back and shared their learning with other staff during staff meetings and/or PLC time.</p> <p><u>GOAL 3A-5</u> AVID Weekly was purchased and used in our AVID elective classrooms. 100% of AVID students who used the AVID Weekly regularly (min of 1x per week) reported finding the articles in the AVID Weekly as both interesting and informative. 90% of students felt the articles served as a springboard for Socratic Seminars and other classroom discussions. 82% believed it helped them improve their speaking skills.</p> <p><u>GOAL 3A-6</u> A total of 3 AVID field trips were taken this year with 192 students attending. All students reported that going to visit colleges gave them a better understanding of what college is like.</p> <p>Of the 192 AVID students 83% maintained grades of C or higher in all of their academic classes.</p>	<p>Continue</p> <p>Continue</p> <p>Continue</p> <p>Continue</p>
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			Of the 192 students, 95% maintained GPA's of 2.0 or higher and indicated that their desire to go to college encouraged them to maintain good grades.	
B. GATE 1. Transportation & Admission Fees for GATE field trips (1 per semester) (\$2000) 2. Admission fees for GATE trips. (\$1000)	\$2000 \$1000		Survey Feedback SBAC/MAP Data for Participants Observation Form Participant Feedback, Grades <p style="text-align: center;"><u>GOAL 3B-1</u></p> A total of 59 GATE students participated in 2 field trips this year. All students reported that they found the trip worthwhile. GATE students also reported that they would like to see another field trip in the first semester and a GATE type club afterschool. Of the 59 students, 97% maintained GPA's of 3.0 or higher throughout the school year in their academic classes. <p style="text-align: center;"><u>GOAL 3B-2</u></p> Admission fees were paid for the trip to Aquarium of the Pacific. All GATE students maintained grades of B or higher throughout the school year in their academic classes. All 59 students wrote narrative essays on their experience. 100% of students wrote reflections on their experience and gave PowerPoint presentations.	Continue Continue
C. Field Trips Transportation fees (Colleges in Local Area – minimum of 1 per semester non-AVID) (\$2000)	\$2000		Survey, Feedback Data Logs and Participant Feedback <p style="text-align: center;"><u>GOAL 3C</u></p> No additional college field trips were taken outside of AVID this year. However, one STEM trip was taken for 50 8 th graders to the Auto Speedway. Students were then asked to write about their experience and demonstrate their learning for their classmates through classroom presentations. 100% of students presented.	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, Advanced	Developing to Proficient
Instructional Leadership Team Rating	Proficient, Advanced	Developing to 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		
A. Researched Based Professional Development Data Analysis/PLC: 1. Content Specific Quality Professional Development <ul style="list-style-type: none"> 2 Pull-Out Days Per Grade/Subject Level Sub Costs (\$4140) 2. Supplemental Books for Teachers (\$2500)	\$6640		PLC Agendas, PD Minutes <u>GOAL 4A-1 and 2</u> ELA and Math teachers were given 2 pullout days this year for team planning. Specifically, teams did backwards planning, analyzed data and developed common assessments. Supplemental books on Teacher Clarity were purchased for all teachers.	Continue

<p>B. Program-Specific Professional Development Conferences, Workshops and Other Trainings</p> <p>1. Staff receive program-specific professional development training, workshops and conferences such as:</p> <ul style="list-style-type: none"> • Content Specific trainings • College & Career Readiness • Working with EL, GATE and/or SPED • Creating a positive school climate and culture • Development of middle school students • Working together in learning teams 	<p>\$17,351.28</p>	<p>\$16,488.19</p>	<p style="text-align: center;">PD Minutes</p> <p style="text-align: center;"><u>GOAL 4B-1</u></p> <p>A total of 35 staff members attended PD conferences as follows:</p> <ul style="list-style-type: none"> 5 AVID Summer Institute 6 Discipline Conference 2 CAFE 3 Culture & Climate 10 PLC Conference 9 AVID Path trainings 2 Social Emotional Support <p>Teachers brought back information from training and presented to staff. Of the 35 teachers, all used the information they learned with their students.</p>	<p><u>Modify</u></p> <p>Target math professional development for math teachers in addition to other trainings.</p>
<p>C. PLC Collaboration/Data Analysis</p> <p>1. Provide monthly time to work on AGP, analyze data, collaborative analysis of student work (additional hourly) ELPAC, MAP, SBAC (\$20,423.20)</p>	<p>\$20,423.20</p>		<p style="text-align: center;">PLC Agendas,</p> <p style="text-align: center;"><u>GOAL 4C-1</u></p> <p>8 teachers served as team leaders this year. They met monthly with their teams for team planning and analysis of data.</p>	<p>Continue</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			2018-19 Expected Outcomes	2018-19 Actual Outcomes
Metrics/Indicators				
Dropout rate			-	-
Suspension rate:	SW		6.7%	4.8%
	FY (homeless)		-	6.7%
	Hisp		6.9%	4.0%
	ELL		12.1%	3.6%
	AA		10.8%	9.3%
	Sped		--	3.8%
Expulsion rate			0%	0%
Attendance Rate			<u>> 96%</u>	96.13%
Chronic Absenteeism Rate				10.7%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
A. Attendance Incentives 1. IDAC – Individual Dolphin Attendance Competition DAC – Dolphin Attendance Competition (\$1000) <ul style="list-style-type: none"> Announce winners and plan monthly incentives Identify award recipients for perfect attendance	\$1000		Suspension Rates, Expulsion Rates, Attendance Rates and Chronic Absenteeism Rates <u>GOAL 5A-1</u> Attendance recognition occurred each month, at the end of each semester and perfect attendance for the school year. Suspension rate was 4.8%, Expulsion Rate was 0% and Chronic Absenteeism was 13.1%	Continue with Non-Title 1 Funds
B. Counseling 1. Provide hourly time for counselor meetings with at-risk students (\$1500)		\$1500	<u>GOAL 5B-1</u> After school counseling for at-risk students was not held.	<u>Modify</u> Include Climate & Culture Coach as part of afterschool services for at-risk students.
C. Reflection Room <ul style="list-style-type: none"> Utilize PBIS and Restorative Practice activities and curriculum Cultivate social-emotional skills and team building (\$6574.40) 	\$6574.40		Sign-In Sheets, Goal Setting Forms and Participant Feedback, Grades and D/F grade rates <u>GOAL 5C</u> A total of 132 students used the reflection room at least 1 time during the school year. Restorative circles were used at least 1 or more times in 12 classrooms. 73% of students who used the reflection room maintained a 2.0 or higher GPA. Of the 132 students, 102 were not repeat offenders and 80% of these students decreased their F rate.	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	8	27
Parent Engagement and Local Climate Survey	25%	28%

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		
A. Parental Engagement 1. Hire Consultant for Parent Trainings and Workshops (\$2550)	\$2550		Surveys and Participant Feedback <u>GOAL 6A-1</u> A consultant was hired this year who presented 2 workshops for parents in both English & Spanish. In addition, a 3 module workshop was held for EL parents. A total of 25 parents attended these workshops. 100% of parents who participated reported that the information was beneficial.	Continue
B. Provide support for meetings: ELAC, SSC, Coffee and Tea with Admin 1. Child Care, Translation Services, Refreshments (when applicable) (\$500)	\$500		SSC Minutes, ELAC Minutes, Event Sign In Sheets and Participant Feedback <u>GOAL 6B-1</u> A total of 722 parents participated in various parent opportunities this year including but not limited to: SSC, ELAC and Coffee/Tea.	Continue
C. Parental Development: Support for Field Trips, Conferences etc.	\$500		Participant Feedback	

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	≥ 54.9%	25.9%

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		
A. Climate/Culture: Fully implement ABS (Almeria Behavior System) 1. Behavior Data Analysis (\$2817.60) 2. Staff training on PBIS strategies, Restorative Practices and student expectation assemblies (\$1000) 3. WEB (Where Everybody Belongs) <ul style="list-style-type: none"> • Additional Hourly for WEB Facilitators (2 x 30 hours each) (\$2817.60) 4. Renaissance Program Additional Hourly for Renaissance Coordinator (\$1174)	\$2817.60	 \$1000 \$2817.60 \$1174	Suspension Rates, Expulsion Rates, Attendance Rates and Chronic Absenteeism Rates <p style="text-align: center;"><u>GOAL 7A-1</u></p> Culture & Climate Behavior Committee met a total of 6 times this year. Committee also attended one conference. Data does reflect a decrease in suspension rates from 9.4% to 6.7%. Suspension rate was 4.8%, Expulsion Rate was 0% and Chronic Absenteeism was 13.1% <p style="text-align: center;"><u>GOAL 7A-2</u></p> 100% of teachers began training in Positive Behavior Interventions & Supports (PBIS) and Restorative Practices (RP). 97% of students attended behavior expectations assemblies 2x this year.	 Continue Continue

<p>B. Create Campus-Wide Bullying Program Rachel's Challenge, Stomp Out Bullying, etc. (\$5000)</p>	<p>\$5000</p>		<p>Suspension Rates Expulsion Rates Attendance Rates Chronic Absenteeism Rates</p> <p><u>GOAL 7A-3</u> 87% of incoming 6th graders attended WEB orientation. All of these students reported that the experience helped them prepare for middle school 97% of 6th grade students participated in 10 WEB activities throughout the year.</p> <p><u>GOAL 7A-4</u> A Renaissance Program Coordinator was hired and the Renaissance Program was in its first year of implementation for the school with 1 class section being added to the master schedule.</p> <p><u>GOAL 7B-1</u> A campus-wide bullying program was not created. Suspension rate was 4.8%, Expulsion Rate was 0% and Chronic Absenteeism was 13.1%</p>	<p><u>Modify</u> Include component for incoming 7th graders.</p> <p><u>Continue</u></p> <p><u>Modify</u> Include parent component as a part of school-wide anti-bullying program.</p>
<p>C. Facilities- Machines 1.Maintain assistive technology/Service Agreements: Duplo, Radios, Laminator Machine, Printers, etc. (\$2000)</p>	<p>\$2000</p>		<p><u>GOAL 7C-1</u> Facilities and machines were maintained throughout the year.</p>	<p><u>Discontinue</u> Move to general fund</p>

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The evaluation process was conducted in multiple ways including:</p> <ul style="list-style-type: none"> • Admin Team reviewing and analyzing data. • Parent and Student Surveys at the end of the school year. • School Site Council evaluation of data presented at the end of the 2018-2019 school year and at the beginning of the 2019-2020 school year.
<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> <ul style="list-style-type: none"> • GOAL 5: Implementation of PBIS Program and Restorative Practices, implementation of Reflection Room and hiring of Climate and Culture Coach • GOAL 6: Parent workshops that targeted specific parent needs, having a designated Parent Center on campus, facilitation of parent events my School Outreach Liaison and Community Aide. • GOAL 7: Implementation of PBIS and Restorative Practice, WEB Program <p>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</p> <ul style="list-style-type: none"> • GOAL 1: Dolphin Learning Lab was not focused enough. This year’s Dolphin Learning Lab will specifically focus on the area of mathematics. Identified students will spend one day per week working on grade level math standards and practice and a second day per week in a computer lab working on math computation skills. • GOAL 2: Did not have the personnel to hold EL Bootcamp before administering ELPAC. <p>In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?</p> <ul style="list-style-type: none"> • GOAL 1: Lack of targeted intervention for EL students and SWD. Those student groups had the most significant gaps in performance. An EL Bootcamp will be held in January of 2020 in which students will be taught specific skills to help them be successful on the ELPAC exam. Working with our EL TOA, teachers will receive specific training on integrating strategies within their curriculum lessons to address the needs of EL students. Our SERT team will meet regularly to address the needs of our Students with Disabilities. We will employ a Co-Teaching Inclusion model with our RSP students. • GOAL 2: Lack of targeted intervention for EL students. An EL Bootcamp will be held in January of 2020 in which students will be taught specific skills to help them be successful on the ELPAC exam. Working with our EL TOA, teachers will receive specific training on integrating strategies within their curriculum lessons to address the needs of EL 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)?</p> <ul style="list-style-type: none">• More attention to needs to be given to specific subgroups. Systematic plans need to be developed to address their learning gaps and then that plan needs to be delivered, monitored and adjusted throughout the year.
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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>	-42 DFS	-32 DFS
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-86 DFS	-71.0 DFS
NWEA MAP Reading: % of students who meet expected fall to fall growth	47.44%	≥52% AND an increase of ≥2% from previous year
NWEA Math: % of students who meet expected fall to fall growth	48.73%	≥52% AND an increase of ≥2% from previous year
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	25%	≥34% AND an increase of ≥5% from previous year

Identified Need(s):	<ul style="list-style-type: none"> Students need small group and differentiated instruction with increased access to online computer adaptive software to scaffold learning and remediate skill gaps. Teachers need additional time and training on analyzing data and using it effectively to drive instruction. Teachers need additional collaboration time so that they can develop a system for analyzing student data within PLC's and use that data to plan instruction. Teachers need additional trainings on how to effectively use technology in the classroom to enhance student learning. Students need additional training on using computer tools effectively to enhance their learning.
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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	1B: Supplemental materials, copies, printing & technology: Additional resources will be purchased to assist our teachers and PLC's with materials to enhance student learning.	1B: August 2019 through May 2020 -- Begin first session in September of 2019 and run through December 2019. Second

	<p>1E: Reading: Additional books will be purchased to keep the library current and relevant for today's youth.</p> <p>1F: Technology: Additional computers, televisions, mounts, wireless receivers and other hardware will be purchased for classrooms still needing to be updated with these technologies. Priority will be as follows: Math classrooms, Science classrooms, Social Studies classrooms, other. ELA classrooms are already outfitted with this equipment.</p> <p>3A: We will continue our efforts to foster AVID schoolwide by providing opportunities for all students to learn and practice AVID strategies during their regular classes and through our POD time.</p>	<p>session to begin February 2020 through May 2020.</p> <p>1E: Begin in November 2019 through May 2020 -- Librarian will survey students during first semester of 2019 with books purchased beginning January of 2020.</p> <p>3A: September 2019 to May 2020 -- AVID tutors to be in place by end of August 2019 and work through May 2020. Teachers will be sent to AVID Path Trainings in the Spring of 2020. All ELA/Math teachers will have access to the AVID Weekly throughout the 2019-2020 school year. AVID students will take a minimum of two and maximum of 4 college field trips throughout the 2019-2020 school year.</p> <p>3C: August 2019 through May 2020 – All students will develop their leadership skills through the</p>
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	<p>3C: All students will develop their leadership skills through our Leader in Me Program.</p> <p>4A: Teachers will participate in a minimum of 2 pull out days (1 each semester) to analyze CFA data and backwards plan for student needs.</p>	<p>Leader in Me Program during weekly POD time.</p> <p>4A: November 2019 through May 2020 -- ELA/Math teachers pullout day #1 will take in Nov/Dec 2019 to plan for Semester 2. Pullout day #2 will take place in Apr/May 2020 to plan for Fall 2020.</p> <p>1F: September 2019 through March 2020 – Outfit math classrooms with updated technologies.</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>	<p>1D: Summer 'S Cool Program: A robotics academy will be offered to incoming 6th graders and new 7th graders. The program will focus on math and engineering skills and is designed to help our elementary students' transition to middle school.</p> <p>4B: Teachers and other staff members will receive specific content related professional development. Specifically will work to address the areas of: Mathematics, Teacher Clarity (Learning Targets & Success Criteria), EL Students, Students with Disabilities, PBIS and Leader in Me.</p>	<p>1D: Begin in March (planning) through beginning of June 2019 Teachers for summer program will be identified Jan/Feb of 2020. Flyers to feeder elementary schools will be sent in April 2020. Applications will be taken from April 2020 through mid-May 2020 for program. Academy will be held in June of 2020.</p> <p>4B: July 2019 through June 2020 -- Conferences throughout year to keep teachers trained on current practices.</p>

		<p>4B: November 2020 through May 2020 -- Purchase Teacher Clarity, PBIS and Leader in Me materials to further train teachers during professional development trainings and book study sessions.</p>
<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>1A: Tutoring: Our goal is to provide assistance to students who are struggling, especially in the area of mathematics. We will offer our Dolphin Learning Lab two times per week with content area experts. One of the two days will be devoted to strengthening students' basic mathematical computation skills in a computer lab in which students will work at their individual paces.</p> <p>1C: Target Intervention: We will continue to use the district's multiple measures for intervention placement to ensure that our students are receiving intervention support as needed. Data will be reviewed each semester for placement. Additional computers and books will be purchased as needed throughout the year to enhance the program.</p> <p>2A: EL students will have the opportunity to participate in tutoring to increase their academic skills and help them become proficient in English.</p>	<p>1A: October of 2019 (beginning after Parent-teacher Conferences) until May of 2020</p> <p>1C: Placement reviewed quarterly: August 2019, Nov/Dec 2019, March 2020 and May 2020. Technologies and books purchased throughout the year as needed.</p> <p>2A: September 2019 to May 2020 -- Provide tutoring to EL students to increase their academic skills and proficiency in English.</p> <p>3B: September 2019 through May 2020 -- GATE students will take a field trip during the first semester and another during second semester.</p>

	3B: GATE students will be provided enrichment opportunities through enrichment opportunities and differentiated instruction.	
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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
A. Tutoring 1. Provide weekly tutoring in Dolphin Learning Lab that specifically targets student in mathematics a. Identify and compensate teachers and/or tutors. (2 @ 52 hours each) b. Purchase supplemental supplies	MAP Data Related to Participants CFAs and IABs Pre/Post Surveys Grades	All Students	Administration Counselors Climate & Culture Coach Teachers	\$5300
B. Deliver Differentiated Instruction <ul style="list-style-type: none"> • Instructional Technology (hardware) student laptops and desktops • Classroom and School Library Books • Supplemental Instructional Materials • Supplemental Printing • Planning Time within PLC's to review and analyze data • Provide support to teachers and students in effectively using technology 	MAP Data Related to Curriculum Area Participant Feedback Pre/Post Assessment	All Students	Administration Support Staff	\$10,000
C. Summer 'S Cool Program 1. Identify and compensate certificated/classified additional hourly (5 @ 25 hours each) 2. Purchase supplies and materials	Pre/Post Surveys Participants Feedback	Incoming 6 th & New 7th Graders	Administration Teachers	\$1000

Total Estimated Cost for This Goal:	\$16,300
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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	2.1%	≥ 12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-126.4 DFS	-116.4 DFS
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-160.4 DFS	-154.4 DFS

Identified Need(s):	<ul style="list-style-type: none"> EL students need small group and differentiated instruction with increased access to online computer adaptive software to scaffold learning and remediate skill gaps. ELD students need practice and test taking strategies for the ELPAC.
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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
A. Tutoring <ol style="list-style-type: none"> Identify EL students for targeted tutoring to help them reach their academic goals and become proficient in English Identify EL students for extended learning Identify and compensate certificated/classified additional hourly (2 @ 15 hours each) Purchase supplemental materials for EL students 	MAP Data CFAs/IAB's Surveys Grades	EL Students	Administration Counselors EL Coordinator Teachers	\$1880
B. ELPAC Data Analysis <ol style="list-style-type: none"> Analyze academic progress and reclassification rates of EL students including extended day opportunities for students to develop academic and linguistic skills. 	Grades Reclassification Rates	EL Students	Administration EL Coordinator Teachers	\$1380

Total Estimated Cost for This Goal:	\$3260
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LEA/School GOAL 3: Increase Graduation and College & Career Readiness

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes

Identified Need(s):	<ul style="list-style-type: none"> • Students need exposure to colleges and careers both on and off campus.
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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
A. AVID 1. AVID Co-Coordinator (30 hours each) 2. AVID Tutors 3. AVID Professional Development (i.e., Path Trainings, Focused Note-taking and Tutorology) 4. RIMS AVID Dues, Memberships and Coordinator Workshops 5. AVID Weekly Subscription 6. Transportation fees to colleges	MAP Data for Participants CFAs/IABs Grades Observation Form Participant Feedback	AVID Students All Students	Administration Counselors AVID Coordinators Teachers	\$7473
B. GATE 1. Transportation costs and admission fees for GATE field trips (1 per semester)	MAP Data for Participants CFAs/IABs Grades	GATE Students	Administration GATE Coordinators Teachers	\$3000

<p>2. Purchase materials and supplies for afterschool GATE program</p>	<p>Observation Form Participant Feedback</p>			
<p>C. Field Trips 1. Transportation costs for non-AVID students to colleges in local area</p>	<p>Pre/Post Surveys Participant Feedback Grades</p>	<p>All non-AVID students</p>	<p>Administration Counselors Teachers</p>	<p>\$2000</p>
<p>Total Estimated Cost for This Goal:</p>				<p>\$12,473</p>

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating		Proficient, Advanced
Instructional Leadership Team Rating	2.57	Proficient, Advanced

Identified Need(s):	<ul style="list-style-type: none"> Teachers need addition professional development and training in Teacher Clarity (Learning Targets & Success Criteria) and AVID Teachers need additional professional development in PBIS, restorative practices, classroom management and content specific areas to enhance their teaching and lead to greater student achievement. Teachers need to use PLC time effectively to ensure consistency of instruction.
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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
A. Trainings 1. Planning, and analyzing data to support student achievement <ol style="list-style-type: none"> Sub costs for 2 pull-out day per grade ELA & Math (40 teachers x \$130 sub pay x 2) Supplemental books for teachers Supplementary Printing 	Learning Targets PLC Agendas & Minutes Weekly Lesson Synopsis, Grades	All Students	Administration AMS TOA's ILT/DLT Team Teachers	\$11,400
B. Conferences 1. Provide support and training to teachers in the areas of: <ul style="list-style-type: none"> Teacher Clarity (Success Criteria and Learning Targets) Differentiating Curriculum included Blended Learning. PBIS and Resortiative Practices Creating a positive school climate and culture LiM Trainings 	PD Agendas Participant Feedback PD Presentations	All Students	Administration Counselors Climate & Culture Coach Teachers Support Staff	\$31,962
C. PLC Collaboration/Data Analysis	PLC Agendas & Minutes PLC Goals		Administration ILT/DLT Team	\$15,180

<p>1. Provide monthly time to work on site goals, analyze data, collaborative analysis of student work and needs (additional hourly) for CFA's, ELPAC, MAP and SBAC (10 @ 30 hours each; 2 @ 15 hours each)</p>	<p>Assessment Data Student Grades</p>		<p>Coordinators</p>	
<p style="text-align: right;">Total Estimated Cost for This Goal:</p>				<p style="text-align: center;">\$58,542</p>

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate			
Suspension rate:	SW	4.8%	3.8%
	FY (homeless)	6.7%	5.7%
	Hispanic	4.0%	3.0%
	ELL	3.6%	2.6%
	AA	9.3%	8.3%
	Sped	3.8%	2.8%
Expulsion rate		0%	0%
Attendance Rate		96.13%	≥ 96%
Chronic Absenteeism		10.7%	9.7%

Identified Need(s):	<ul style="list-style-type: none"> • Students need positive reinforcements and alternative to suspensions to reduce suspension rates in each subgroup. • Student need positive incentives and interventions to improve attendance rates by .05% • Students who are chronically absent need to be monitored to decrease the Chronic Absenteeism by 1% at each grade level .
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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
A. Counseling/Student Support 1. Provide hourly time for counselors and/or Climate & Culture coach to meet with at-risk students (3 @ 10 hours each)	Sign-In Sheets Goal Setting Forms Participant Feedback	All Students	Administration Counselors Climate & Culture Coach	\$1440

<p>B. Reflection Room</p> <ol style="list-style-type: none"> 1. Purchase PBIS and Restorative Practice activities, curriculum and materials 2. Cultivate social-emotional skills and team <ul style="list-style-type: none"> • Groups • Furniture 3. Compensate certificated additional hourly 	<p>Sign-In Sheets Goal Setting Forms D/F Rates</p>		<p>Administration Climate & Culture Coach Teachers</p>	<p>\$1000</p>
<p>C. Create Campus-Wide Bullying Program</p> <ul style="list-style-type: none"> • Anti-bullying workshops 	<p>Climate Survey Discipline Data D/F Rates</p>			<p>\$5000</p>
Total Estimated Cost for This Goal:				<p>\$7,440</p>

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	27	≥ 8
Parent Engagement and Local Climate Survey	28%	≥ 25%

Identified Need(s):	<ul style="list-style-type: none"> • Increase family access by adding more parent workshops. • Provide parents with opportunities to learn: Leader in Me parent workshops, PBIS, computer classes, citizenship and language classes, SBAC, ELPAC and college requirements.
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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
A. Provide Parent Learning Opportunities <ol style="list-style-type: none"> 1. Consultant fees for trainings 2. Childcare & Translation 3. Printing & Learning Materials 4. College Visit Related Fees (transportation/entrance fees/parking) 	Surveys Participant Feedback SSC/ELAC Minutes Event Sign-In Sheets	All Students	Administration Climate & Culture Coach Teachers Support Staff	\$5000
Total Estimated Cost for This Goal:				\$5,000

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
AVID Professional Development Workshops <ul style="list-style-type: none"> • Collaborative Study Groups • Focused Note Taking • Path Trainings • 6 C's of Common Core 	All Students	\$6,000.00	Admin AVID Coordinators
STEAM Program <ul style="list-style-type: none"> • Materials • Additional hourly for certificated/classified staff • Program costs to hire outside provider (i.e., Engineering for Kids) 	All Students	\$10,000.00	Admin ILT STEAM Coordinator Teachers
Technology <ul style="list-style-type: none"> • Repair and Upgrade Audio Visual System for Gym • Portable Audio Visual System for Stage, MPR, Library 	All Students	\$25,000.00	Admin ILT Teachers
Campus Beautification <ul style="list-style-type: none"> • Murals • Flower Bed Planting 	All Students	\$5,000.00 \$2,000.00	Admin LiM Committee ILT
Professional Development Conferences <ul style="list-style-type: none"> • Provide content specific trainings for Art, Music and PE teachers 	All Students	\$10,000.00	Admin ILT

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.	\$103,015.00
<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).	\$2,778.00
Total amount of federal funds allocated to this school		\$103,015.00

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

	<ul style="list-style-type: none"> • 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
Kim Bente	Principal	Not-Applicable	Not-Applicable	1
Dennis Dragotto	Classroom Teacher	2 years	June 2021	1
Rianna Kraynak	Classroom Teacher	2 years	June 2020	1
Christine Smith	Classroom Teacher	2 years	June 2021	1
Susie Steele	Classroom Teacher	2 years	June 2020	1
Stacey Weiner	Other Staff Member (Specify): Librarian	2 years	June 2020	1
Megan Gaspar	Parent/Community Member	2 years	June 2021	1
Dr. Terry McCaffrey	Parent/Community Member	2 years	June 2021	1
Warren Joseph Somontan	Parent/Community Member	2 years	June 2020	1
Briana Biswas	Student Member	2 years	June 2020	1
Alejandra Delgado	Student Member	2 years	June 2020	1
Daniel Rodriguez	Student Member	2 years	June 2021	1
				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 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: 10/17/2019.

Attested:

Kimberly Bente
Typed name of School Principal

Kimberly Bente
Signature of School Principal

10/17/19
Date

Dr. Terry McCaffrey
Typed name of SSC Chairperson

Dr. Terry McCaffrey
Signature of SSC Chairperson

10/22/19
Date