

2017-2020 Single Plan for Student Achievement (SPSA)			SPSA Year: <input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19 <input checked="" type="checkbox"/> 2019-20		
School Name and School Code	Fontana Middle School 36-67710-6059406		SSC Approval Date: <u>October 21, 2019</u>		
School Address	8425 Mango Avenue Fontana, CA 92335		Local Governing Board Approval Date: <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum		
Name of Principal	Dr. Sergio C. Chavez Sr.	Phone # and Email	909-357-5370 Ext. 32117 Sergio.chavez@fusd.net		
Name of SSC Chairperson	Lida Magallon: Chairperson (Parent)	Phone # and Email	909-559-2664 helissac@aol.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 checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

## SCHOOL BACKGROUND

### VISION AND MISSION

We are fully committed toward ensuring that every single student reaches proficiency in all subjects. The path to college begins early. For this reason, we will work collaboratively across all grade levels to maintain an effective instructional program that will prepare every child for a four year university if that is what he/she chooses. Success for ALL students is guaranteed when we establish a strong culture of care, academic opportunity, and achievement. Fontana Middle School teachers will promote this culture by embracing the following core beliefs:

- All Students Can Learn at High Levels! No Excuses!
- Active Parent Engagement is Key to Student Success!
- Failure, Negativity, and Deficit Thinking are Not Acceptable!
- Teachers and Staff Lovingly Serve All Students!
- Effective Direct Instruction is the First Line of Intervention!
- Formative Assessment Data will drive the Instruction.

We have made a commitment to excellence, but we cannot accomplish this vision without your support. The strength of our partnership will help our students overcome any obstacle that may arise. Our children need our support and encouragement to come to school on time and ready to learn every single day! They need to know that both their parents and their teachers have a genuine and uncompromising interest in their learning. We must work together to enable all our children to develop perfect attendance, excellent behavior, strong study habits, and a focus on learning. These essential qualities and a deep knowledge of self will prepare them to succeed in college and beyond. Together we will hold all our students to the highest academic and social standards...No Excuses! It is our overarching goal to not only to prepare our students to escape poverty and racism, but to prepare them to end it once and for all.

### SCHOOL AND COMMUNITY PROFILE

As of September 2019, Fontana Middle School has a total enrollment of 1200 students. Last year's enrollment was 1235. This constitutes an decrease in enrollment of approximately 35 students. Our school demographic are as follows:

- Latino: 93%
- African American: 4%
- White: 2%
- Other: 1%
- Free & Reduced Lunch: 95%
- English Learner Count: 464
- Reclassified EL Count: 401
- Foster Care Count: 8
- Special Education Count: 161
- GATE Identified Count: 39
- AVID Count: 137

3% of our student population are on an Inter-District Transfer and 34% are on an Intra-District Transfer. The community surrounding Fontana Middle School is comprised of very hard-working families who desire the very best for their children. Our school counts on very strong parent engagement and community support. This includes parents, business owners, and community members. We, at FMS, are very proud of our community and of our focus on family.

<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> <li>• Renewed commitment in vastly improve in Goal 1 on Academic Achievement in ELA and Math</li> <li>• Continued commitment to expanding efforts to improve in Goal 2 on Multilingualism</li> <li>• Extend efforts to prepare our students to be College and Career Ready as noted in Goal 3</li> <li>• Continue our commitment to develop effective teachers as noted in Goal 4</li> <li>• Increasing Students Engagement by further developing a strong school culture based on a genuine Ethic of Care as noted in Goal 5</li> <li>• Further develop a strong parent-community-school partnership in order to support our students as noted in Goal 6</li> <li>• We will decrease our suspension rate as noted in Goal 7</li> </ul>
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> <li>• Increased socio-emotional support will be provided to all students in need.</li> <li>• Further improve our Parent Project which provides Adult ESL, GED, Citizenship, Nutrition, and Computer Literacy classes, which in turn support our students at home.</li> <li>• Foster youth will be provided additional counseling support as well as socio-emotional support.</li> <li>• Food Bank and Clothes Bank will be improved in order to support families in need.</li> <li>• Sizzling customer service will be provided to all parents, students, and staff.</li> </ul>
<p>MOONSHOT</p>	<p>The moonshot for Fontana Middle School is that we will do whatever it takes to not only prepare our students to one day escape poverty as individuals, but to prepare them to become agents of change and one day, collectively, end poverty, hunger, racism, and injustice in their community and beyond. In order to begin this journey, students will develop strong reading, writing, mathematical, and reason skills in order to prepare for high school, college, and beyond. Academic discourse and depth of knowledge will be employed as strategies to develop questioning and critical thinking skills.</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	- 20.6 DFS	- 45 points DFS
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	- 72.5 DFS	- 89 points DFS
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	60.1%	50.18%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	61.5%	48.55%
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: Before/After School Tutoring in ELA and Math <ul style="list-style-type: none"> <li>Teacher additional hourly (\$2,877.00)</li> <li>Instructional materials and copies</li> </ul>	<del>\$5,377.00</del> \$2,877.00		Progress Report Grades Common Formative Assessments Approximately 100 students participated in our tutoring program. The majority of participants saw an increase in their progress report grade and their CFA score in ELA and Math. <ul style="list-style-type: none"> <li>SBAC results for ELA saw an increase or 3,3 points on DFS</li> <li>SBAC results for math Maintained @ 86.1 DFS</li> <li>"F" rate dropped from 11.5% Q1 to 10.5% Q3</li> </ul>	Continue
1B: After School Homework Clinic <ul style="list-style-type: none"> <li>Teacher additional hourly (\$20,804.00)</li> <li>Counselor additional hourly</li> <li>Instructional material and copies (555.00)</li> </ul>	\$21,359.00		Homework Completion Progress Report Grades Common Formative Assessments On average, approximately 60 students + attended our Homework clinic daily – it was offered on Mondays, Tuesdays,	Modify (Add Fridays to Homework Clinic)

			<p>and Thursdays. The majority of participating students saw an increase in their grades and completed assignments</p> <ul style="list-style-type: none"> <li>• SBAC results for ELA saw an increase or 3,3 points on DFS</li> <li>• SBAC results for math Maintained @ 86.1 DFS</li> <li>• “F” rate dropped from 11.5% Q1 to 10.5% Q3</li> </ul>	
<p>1C: Supplemental Instructional Materials, Supplies; Copies; and Technology Equipment</p> <ul style="list-style-type: none"> <li>• Instructional Supplies, materials, copies, and Quick Print (\$700.00) -(\$6,400.00)</li> <li>• Duplo Maintenance Agreement -(\$950.00)</li> <li>• Technology hardware: computers, laptops, tablets (\$20,000.00) -(\$1,200.00)</li> <li>• Science Equipment: STEM, Robotics, and lab equipment(\$8,000.00)</li> <li>• VAPA equipment, materials, supplies, and instrument repairs. -(\$1,000.00)</li> <li>• Additional Library books and classroom sets of authentic literature(\$5,000.00)</li> <li>• Math Equipment: calculators, posters, manipulatives, etc(\$800.00)</li> </ul>	\$50,701.00	\$9,855.00	<p>Equipment Inventory</p> <p>100% of computers were recent models with no outdated computers. All technology materials were accounted for on the inventory log.</p>	Continue
1D. Academic Awards and Incentives		\$500.00		Modify to \$4000.00 from SUPC
<p>1E: Summer Bridge TEP Program for Incoming 6<sup>th</sup> Grade Students</p> <ul style="list-style-type: none"> <li>• Certificated additional hourly(\$30,000.00)</li> <li>• Classified additional hourly</li> <li>• Materials, supplies, and copies</li> </ul>	<p><del>\$27,500.00</del></p> <p>\$30,000.00</p>		<p>6<sup>th</sup> Grade Attendance, Behavior and Academic Grade Data</p> <p>We experienced a dip in behavior and an increase in attendance due to the overall feeling of safety experienced by students who attend the Summer Bridge program, The majority of behavior and attendance issues were attributed to students who did not attend the Summer Bridge program. Moving forward, we will strive to get 100% participation.</p> <ul style="list-style-type: none"> <li>• 2018-19 Suspension rate is 5%</li> <li>• Behavior Referrals reduced by 20%</li> <li>• 48900K referrals were minimal</li> </ul>	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	≥ 12.6%	11.9%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 57 points DFS	- 116.1 points DFS
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 64 points DFS	- 155.5 points 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		
2A: Before/After School Tutoring for EL students <ul style="list-style-type: none"> <li>• Certificated additional hourly</li> <li>• Bilingual Aide additional hourly (\$1,400.00)</li> <li>• Instructional material and copies</li> </ul>	\$1,00.00		Formative Assessment Data Grades Attendance Most EL students experienced increased attendance and increased grades. Formative assessment data demonstrated slow growth.  The impact was EL students maintaining progress with: <ul style="list-style-type: none"> <li>• 43.7 DFS in ELA – representing an 11.3 point increase on SBAC for current EL students</li> <li>• 103.4 DFS for Math representing a 5.3 point decline on SBAC overall BUT a 4.1 point increase for current EL students</li> <li>• rFEP students experienced the decline: 6 point decline in Math and maintaining in ELA with a -1.9 drop</li> </ul>	Modify (Increase amount to \$2,500.00)

<p>2D: EL Site Monitor</p> <ul style="list-style-type: none"> <li>• Certificated additional hourly for data analysis and reclassification process monitoring</li> <li>• Certificated additional hourly for provide Language Development PD for teachers</li> </ul>	<p>\$2,000.00</p>		<p>Reclassification Records ELD Grades</p> <p>14% Reclassification rate Most EL students saw an increase in their ELD grades</p>	<p>Modify (Increase amount to \$2,000.00)</p>
<p>2E: EL Support Team (ELST)</p> <ul style="list-style-type: none"> <li>• Certificated additional hourly</li> <li>• Materials and copies</li> </ul>	<p>\$1,000.00</p>		<p>Reclassification Records ELD Grade</p> <p>14% Reclassification rate Approximately 70% of EL students saw an increase in their ELD grades from 2018 to 2019</p>	<p>Continue</p>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 3: Increase Graduation and College &amp; Career Readiness</b>		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes

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 for All students <ul style="list-style-type: none"> <li>• Transportation Costs (\$4,000.00 total - \$2,000.00 from SUPC)</li> <li>• Guest Speaker fees</li> </ul>	\$2,000.00		Grades Attendance Behavior  Of the students who participated in the College Field Trips, the majority saw an increase in grades and attendance as well as a decrease in behavior <ul style="list-style-type: none"> <li>• There was an approximate 5% drop in the number of "D" and "F" grades</li> <li>• Approximately 10% fewer behavior referrals</li> </ul>	Continue and move to Goal 6
3B: AVID PROGRAM <ul style="list-style-type: none"> <li>• AVID Membership Renewal (\$1,264.50)</li> <li>• AVID Tutors (\$11,497.00) (\$16,014.00)</li> <li>• Professional Development for Teachers (\$6,136.00)</li> <li>• AVID Coordinator (\$1,849.00)</li> <li>• Instructional materials</li> <li>• College Field Trips</li> </ul>		\$36,760.00	AVID Logs <ul style="list-style-type: none"> <li>• Over 80% of AVID received grades of "B" or higher in core subjects</li> <li>• AVID teachers would conduct weekly grade checks</li> <li>• Over 90% of students remained in AVID classes</li> </ul>	Continue – to be funded from SUPC



## 2018-2019 SPSA Annual Evaluation of Effectiveness

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

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results</b> Include the metric(s) for evaluating the Action/Service	<b>SSC's Decision based on the Results:</b> Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A: PLC Development & Support <ul style="list-style-type: none"> <li>• Subs for Pull Out Days (\$10,000.00)</li> <li>• Subs for Teacher PD</li> <li>• Books and materials</li> <li>• Additional hourly</li> </ul>	\$8,228.00	\$2,000.00	PLC Agendas PLC Minutes Walkthroughs  Walkthrough feedback demonstrate that most teachers continue to develop their instruction in order to meet the needs of all students. Conducting regular and consistent walkthroughs with feedback have been an ongoing challenge for the admin team. It is a challenge that is recognized and seen as a constant priority to improve. Admin team will continually work on increase the quantity and the quality of instructional walkthroughs and feedbacks. <ul style="list-style-type: none"> <li>• An approximate 5% decrease in number of "f" grades from Q1 to Semester 2.</li> </ul>	Continue \$2,000.00 from SUPC
4B: ILT Team Development & Support <ul style="list-style-type: none"> <li>• Subs for Pull Out Days</li> <li>• Subs for ILT PD Days</li> <li>• Books and materials</li> <li>• Additional hourly (\$1,468.00)</li> </ul>	\$1,468.00		ILT Attendance ILT Agendas ILT Minutes Walkthroughs  Walkthrough feedback demonstrate that approximately 80% teachers continue to develop their instruction in order to meet the needs of all students. We are implementing new ELA, Social Studies, Science, and Math curriculum.	Continue

			<ul style="list-style-type: none"> <li>Approximately 80% of classrooms were implementing the curriculum with fidelity evidenced by walkthroughs</li> </ul>	
<b>4C: Professional Development</b> <ul style="list-style-type: none"> <li>Presenter Fees for On Campus Professional Development</li> <li>Subs for Professional Development Off Campus</li> <li>Subs for Peer Observations (On and Off Campus)</li> <li>Books and Materials</li> </ul>	\$2,000.00		<p>PD Session Attendance AESOP Records Classroom visits Lesson Plans</p> <p>Approximately 90% of teachers submitted lesson plans weekly Walkthrough feedback demonstrate that most teachers continue to develop their instruction in order to meet the needs of all students. On various occasions, teachers had to be called back from PD sessions due to a lack of adequate sub coverage.</p> <ul style="list-style-type: none"> <li>30% classrooms moved level of rigor to level 3 DOK</li> </ul>	Continue
<b>4D: Additional Professional Development Opportunities - (Off-Campus Trainings &amp; Conferences) (\$4,1600.00)</b> <ul style="list-style-type: none"> <li>Fees &amp; Travel Expenses (for CAFE see Goal 6D)</li> <li>Substitutes</li> </ul>	\$600.00	\$3,500.00	<p>Walkthrough feedback demonstrate that at least 30% teachers continue to develop their instruction in order to meet the needs of all students toward DOK level 3 and beyond. Conducting regular and consistent walkthroughs with feedback have been an ongoing challenge for the admin team. It is a challenge that is recognized and seen as a constant priority to improve. Admin team will continually work on increase the quantity and the quality of instructional walkthroughs and feedbacks.</p> <ul style="list-style-type: none"> <li>30% classrooms moved the level of rigor to level 3 DOK</li> </ul>	Continue \$3,500.00 from SUPC

## 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	2.75%	5%
	FY (homeless)	N/A	9.1%
	Hisp	3%	4.7%
	ELL	5%	7.0%

	AA	5%	11.7%
	Sped	2.75%	7.6%
Expulsion rate		0.05%	0.1%
Attendance Rate		97%	95.63%
Chronic Absenteeism Rate		8.5%	14.1%

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		
5D: Student Organizational Tools <ul style="list-style-type: none"> <li>Student Agendas/Parent Handbooks (\$6,284.00)</li> </ul>	\$6,284.00		Agenda Inventory Over 1400 student agendas were ordered, and over 1400 student agendas were distributed Approximately 90% of parents surveyed shared that they felt their student was more organized academically	Continue
5A: Attendance Incentives		\$500.00	Attendance was a 95.63%	Modify to \$1,500.00 under SUPC

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 6: Strengthen Family and Community Engagement</b>		
<b>Metrics/Indicators</b>	<b>2018-19 Expected Outcomes</b>	<b>2018-19 Actual Outcomes</b>
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	12	30
Parent Engagement and Local Climate Survey	25%	22%

<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>		
6A: Parent Project Classes/Trainings/Workshops/ <i>Plazas Comunitarias</i> /etc. <ul style="list-style-type: none"> <li>• Consultant Fees (Manuel Baltierra)</li> <li>• Consultant Fees (Parent Alliance Inc. – Computer Literacy classes) (\$1,300.00)</li> <li>• Certificated Additional Hourly (\$4,322.00) (\$4,549.00)</li> <li>• Classified Additional Hourly</li> <li>• Translation Services</li> <li>• Materials, Supplies, and Copies - (654.50)</li> <li>• Child Care - (12,400.00)</li> <li>• Refreshments - (\$400.00)</li> </ul>	\$10,171.00	\$13,454.00	Sign-in Sheets Survey Data/Parent Feedback An average of 50 + parents continued to attend the majority of classes/trainings/workshops Out of 22% parent participants on the parent survey, we saw that 91-97% approved of our school culture, climate, and outreach to parents.	Continue
6B: Parent Council Group Meetings: ELAC, AAPAC, SSC, Coffee with the Principal, Title I <ul style="list-style-type: none"> <li>• Child Care</li> <li>• Translation Services (\$1,400.00)</li> <li>• Refreshments (\$400.00)</li> <li>• Materials, Supplies, and Copies (\$500.00)</li> </ul>		\$2,300.00	Sign-in Sheets Survey Data/Parent Feedback An average of 20 + parents attended ELAC An Average of 50+ attended Coffee with the Principal meetings An average 5 parents attended SSC meetings We did not hold AAPAC meetings this year Out of 22% parent participants on the parent survey, we saw that 91-97% approved of our school culture, climate, and outreach to parents.	Continue under SUPC
6C: Parent Field Trips to Universities and Colleges <ul style="list-style-type: none"> <li>• Transportation Costs (\$2,767.00)</li> <li>• Refreshments -(\$450.00)</li> </ul>	\$3,017.00	\$450.00	Sign-In Sheets Survey Data/Parent Feedback	Continue

<ul style="list-style-type: none"> <li>Materials, Supplies, and Copies (\$250.00)</li> </ul>			<p>An average of 50 + parents attended both Parent College Field Trips to UCR and CSUSB                  Out of 22% parent participants on the parent survey, we saw that 91-97% approved of our school culture, climate, and outreach to parents.</p>	
<p>6D: Parent/Staff Participation in Local, Regional, &amp; Statewide Trainings/Conferences (i.e. CAFE)</p> <ul style="list-style-type: none"> <li>Transportation Costs, Food and Lodging Costs (if applicable) (\$2,000.00)</li> <li>Registration Fees, Substitutes (\$3,000.00)</li> </ul>	\$5,000.00		<p>No parents attended the CAFE workshops last year due to scheduling conflicts                  Out of 22% parent participants on the parent survey, we saw that 91-97% approved of our school culture, climate, and outreach to parents.</p>	Continue
<p>6F: Home-School Communication</p> <ul style="list-style-type: none"> <li>Student Agendas</li> <li>Parent-Student Handbook (\$6,187.00)</li> <li>Home-School Compact</li> <li>Q Parent Connect</li> </ul>	\$6,187.00		<p style="text-align: center;">Q Connect Data</p> <p>Approximately 80% + Q connections are successful in reaching parents</p> <p style="text-align: center;">Agenda Inventory</p> <p>Over 1400 student agendas were ordered, and 1400 student agendas were distributed.</p> <p style="text-align: center;">Feedback</p> <p>Out of 22% parent participants on the parent survey, we saw that 91-97% approved of our school culture, climate, and outreach to parents.</p>	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 7: Promote Healthy Environments</b>		
<b>School Metrics/Indicators</b>	<b>2018-19 Expected Outcomes</b>	<b>2018-19 Actual Outcomes</b>
Increase number of <b>fifth/seventh/ninth</b> grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	55%	36%

<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>		
7A: Positive Behavior Incentives <ul style="list-style-type: none"> <li>• Pride Slips and Prizes (\$200.00)</li> <li>• Behavior Awards/Certificates (\$200.00)</li> </ul>		\$400.00	Pride Slip Data Behavior Data Attendance Data Grades  Approximately 200 + pride slips were issued and participated in weekly drawings Maintenance in attendance and behavior among most students resulting in better grades An increasing number of GPA awards were issued this year compared to prior years	Modify to \$800.00 from SUPC
7C: After School Alternative to Suspension (ATS) Intervention Sessions – Restorative Practice <ul style="list-style-type: none"> <li>• Certificated Additional Hourly (\$2,681.00) (\$5,687.00)</li> <li>• Materials and Supplies – Copies, etc. - (\$620.00)</li> </ul>	\$8,368.00	\$620.00	ATS Attendance Behavior & Attendance Data Grades  Almost 150 students participated in the ATS program Overall improvement in attendance and behavior resulting in an overall feeling of safety on the campus <ul style="list-style-type: none"> <li>• Suspension/behavior referral reduction for 48900K and other minor offenses dropped by more than 50% to a minimal of 5% overall behavior data.</li> <li>• Attendance remained nominally steady at 96%</li> </ul>	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>The evaluation was conducted via conversations held with stakeholders at a series of School Site Council meetings on September 30 and October 14, 2019. The discussion involved members of SSC and ELAC committees. The SPSA was then approved at the SSC meeting on October 21, 2019.</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>We met our targets for goal 4 and goal 6.</p> <ul style="list-style-type: none"> <li>• <b>Goal 4:</b> The most effective actions in Goal 4 were the use of TOAs to provide Professional Development – the work with the Instructional Leadership team – providing additional hourly for planning and substitute teachers for pull out days for planning and overall growth.</li> <li>• <b>Goal 6:</b> The Parent Project has been very successful both quantitatively as qualitatively. Parents feel supported at FMS and feel connected to the school. The parent field trips to the university have made for many parents the idea of their children attending college more tangible and concrete. The Home-School connection is strong and consistent throughout the year.</li> </ul> <p><b>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</b></p> <p>We did not meet our targets in Goal 1, Goal 2, and Goal 5 – in spite of growth in several areas and improvement in others, we did not meet the targets set by the previous year, which should have been reached.</p> <ul style="list-style-type: none"> <li>• <b>Goal 1:</b> Although the Homework Clinic and Summer Bridge have been a large success, we did fail to reach some of the students who most in need of the support. We also did not get a large number of teachers willing or able to stay after school for targeted tutoring for our neediest students.</li> <li>• <b>Goal 2:</b> We did not have Bilingual Aides for most of the school year so our tutoring for EL students was negatively impacted due to a shortage of personnel to make it work. ELAC parents present voiced their concern for a lack of sufficient bilingual aides to assist their children with language acquisition and monitoring.</li> <li>• <b>Goal 5:</b> We needed to add more actions to address this goal, which we have looked into for this coming year.</li> </ul> <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><b>In Goals 1, 2, and 5 we saw the most notable gaps in performance for the following groups:</b></p>

	<p><b>EL Students : Goals 1, 2, and 5</b>  <b>African American Students: Goals 1 and 5</b>  <b>SWD: Goals 1 and 5</b></p> <p><b>Academic gaps are attributed to an inconsistency in the instructional rigor, differentiation of instruction, and RTI implementation in the every classroom every day and for every student. There are several examples of exemplary instruction on our campus. There are sufficient examples of developing level of instruction that need additional support and improvement. The collective efficacy needs to be further developed in order to systematically meet the academic and socioemotional needs of all our students. Cultural proficiency and relevant curriculum is also needed to be further developed so all students feel fully connected to the school and the curriculum.</b></p> <p><b>Attendance gaps are attributed to the effects of poverty – homelessness – and lack of health insurance. These external factors impact attendance at our school at a higher level. Internally, we did not have a fulltime attendance clerk on staff at the start of the year which also set us back on the recording, clearing, and intervention of attendance.</b></p> <p><b>Behavioral gaps are attributed to the socioemotional impact on children and children living under prolonged stressors due to poverty, food insecurity, fear of parents being detained/deported, and unstable home situations. These are external factors. Internally, we were not properly equipped and trained to properly address the issues and stressors that our students were facing in order to provide alternative means of correction.</b></p> <p><b>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)?</b></p> <p><b>The following conclusions can be drawn from the data and stakeholder input:</b></p> <ul style="list-style-type: none"> <li>• <b>We need to continue to improve our collective efficacy in the area of instruction and student engagement.</b></li> <li>• <b>We need to continue to reach out to community agencies and district support systems in order to increase wrap around services for students most in need.</b></li> <li>• <b>We need to continue to motivate all stakeholders to increase our sense of ownership of our school and go above and beyond the call of duty to meet the real needs of our most vulnerable populations.</b></li> </ul>
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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

<b>LEA/School GOAL 1: Increase Proficiency and Strategic Thinking</b>		
<b>Elementary and Middle School Metrics/Indicators</b>	<b>2018-19 Outcomes</b>	<b>2019-20 Expected Outcomes</b>
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	- 45 points DFS	- 35 points DFS
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	- 89 points DFS	- 74 points DFS
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	50.18%	60%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	48.55%	60%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	30%	40%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Teachers need to improve collective instructional efficacy by additional professional development and coaching for teachers with regard to new NGSS Science, Social Studies, Math Tech, and Study Sync curriculum (see Goal 4)</li> <li>Teachers need to improve on the development of strong relationships in classroom and connecting with students by providing professional development and coaching for teachers with regard to Teacher Clarity (see Goal 4)</li> <li>Teachers need to further develop a deep understanding of the socioemotional needs of students before the academic needs can be met (i.e. Maslow Pyramid of Needs).- (see Goal 4)</li> <li>Students need to receive differentiated instruction during school and after school</li> <li>Students need a well-rounded and enriching curriculum in order to increase cross-curricular growth and achievement</li> </ul>
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<p style="text-align: center;"><b>SWP Requirements:</b> [ESSA section 1114(b)(7)]</p> <p>The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>
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<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<ul style="list-style-type: none"> <li>• Continue in improve first instruction in every classroom across the campus</li> <li>• Continue to provide professional development for teachers with regard to the Common Core Standards and related curriculum</li> <li>• Develop vertical alignment agreements with feeder elementary schools in order to ensure students are entering 6th grade with minimal math and reading skills.</li> <li>• By engaging in ongoing professional development and PLCs, the teachers will improve their capacity to teach the core subjects at increasingly effective levels.</li> <li>• By increasing student's access to high quality materials, including technology, teachers will help ensure their ongoing engagement and deep learning in the core subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• PLCs will meet every week throughout the 2017-18 school year.</li> <li>• Professional development will be provide at least two times a month throughout the 2017-18 school year.</li> <li>• Subscription to blended programs will be renewed every year.</li> <li>• Vertical alignment meetings will take place with feeder elementary schools at three times per semester</li> </ul>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ul style="list-style-type: none"> <li>• By engaging in ongoing professional development and PLCs, the teachers will improve their capacity to teach the core subjects at increasingly effective levels.</li> <li>• By increasing student's access to high quality materials, including technology, teachers will help ensure their ongoing engagement and deep learning in the core subject areas.</li> <li>• All Students: Will benefit from effective first instruction and access to our Homework Clinic on Mondays, Tuesday, and Thursdays. In addition, those most in need will receive additional extended learning opportunities via tutoring and the retaking of assessments</li> </ul>	<ul style="list-style-type: none"> <li>• PLCs will meet every week throughout the 2017-18 school year.</li> <li>• Professional development will be provide at least two times a month throughout the 2017-18 school year.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• All Students: Will benefit from effective first instruction and access to our Homework Clinic on Mondays, Tuesday, and Thursdays. In addition, those most in need will receive additional extended learning opportunities via tutoring and the retaking of assessments.</li> <li>• IN ADDITION...</li> <li>• Students receiving Special Education Services: RSP students will participate in inclusion so they are exposed to the curriculum fully with support from RSP teacher in the classroom.</li> <li>• African American Students: will also be intentionally placed in Advanced Math courses, AVID courses, and other Enrichment classes in order to keep them challenged academically and engaged in school.</li> <li>• English Learners: will receive progress monitoring from EL Site Monitor and EL Task Force; they will receive after school tutoring to assist with English Language acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Throughout the school year: September – May</u></li> </ul>

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1

<p>1A: Targeted Before/After School Tutoring Intervention</p> <ul style="list-style-type: none"> <li>To provide teachers additional hourly pay for before/after school tutoring in ELA and Math for students in need of targeted intervention.</li> </ul>	<p>Grades Pre/Post Assessments</p>	<p>Those at risk of not meeting state academic content standards</p>	<p>Teachers Administration</p>	<p>\$3,000.00</p>
<p>1B: After School Homework Assistance</p> <ul style="list-style-type: none"> <li>To provide additional teacher hourly pay for general small group intervention assistance for any student in need of additional support</li> <li>Provide Counselor additional hourly pay for individual student data analysis by identifying students at risk of failing any class</li> <li>Provide Instructional material and copies for small group intervention</li> </ul>	<p>Grades Pre/Post Assessments</p>	<p>School Wide</p>	<p>Counselors Teachers Administration</p>	<p>\$21,359.00</p>
<p>1C: To provide small group differentiated instruction and intervention, including</p> <ul style="list-style-type: none"> <li>To provide college tutors to focus on the needs of African American students, Special Education, and English Learner students.</li> <li>To provide teachers with needed Instructional Supplies, materials, copies, and Quick Print</li> <li>To provide teachers with needed technology software: licenses and fees</li> <li>To provide the library with additional Library books and classroom sets of authentic literature to improve reading</li> <li>To provide teachers with needed math Equipment: calculators, posters, manipulatives, etc.</li> </ul>	<p>Library Circulation Logs Common formative Assessment Data for Reading and Math Science Unit Assessments Walkthrough Data</p>	<p>School Wide</p>	<p>Administration Teachers School Secretary Clerk Typist</p>	<p>\$50,045.00</p>
<p>1D: Summer Bridge TEP Program for Transitioning Incoming 6th Grade Students</p> <ul style="list-style-type: none"> <li>To provide for Certificated additional hourly pay for teachers to participate in Summer Bridge and transitioning incoming 6<sup>th</sup> grade students</li> <li>To provide for Classified additional hourly pay for classified staff to supervise incoming 6<sup>th</sup> grade students participating in Summer Bridge</li> <li>To provide needed Materials, supplies, and copies for Summer Bridge</li> </ul>	<p>6<sup>th</sup> Grade Attendance, Behavior, and Academic Grade Data</p>	<p>All Incoming 6<sup>th</sup> Grade Students</p>	<p>Administration Teachers Counselors Clerical Staff</p>	<p>\$30,000.00</p>
<p>1E: To provide enrichment opportunities for all students to ensure a well-rounded educational experience</p> <ul style="list-style-type: none"> <li>To provide teachers with needed Science Equipment: STEM, Robotics, and lab equipment</li> <li>To provide teachers with needed VAPA equipment, materials, supplies, and instrument repairs</li> </ul>	<p>Grades and Participation MAP RIT Scores Common Formative Assessment Decrease number of "F"</p>	<p>All students</p>	<p>Teachers</p>	<p>\$17,000.00</p>
<b>Total Estimated Cost for This Goal:</b>				<p>\$121,404.00</p>

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	11.9%	≥12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 109.2 points DFS	- 90 points DFS
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	- 155 points DFS	- 149 points DFS

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Students need to increase their progress in English proficiency by providing extended opportunities.</li> <li>• Teachers need to increase the number of EL who reclassify by monitoring their progress and providing Academic Language Development support before and after school.</li> <li>• Teachers and parents need to improve our monitoring of rFEP students to ensure that they do not regress over time by providing professional development for teachers to differentiate instruction reclassified students as well as targeted tutoring.</li> <li>• Parents need to continue and increase the quantity of input from members of ELAC committee in order to ensure that proper monitoring is taking place regarding their EL students and that their parents voices are heard and received.</li> </ul>
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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
2A: Before/After School Targeted Tutoring for English Learner students <ul style="list-style-type: none"> <li>• To provide Certificated additional hourly pay for teachers to provide targeted language development tutoring for EL students</li> <li>• To provide additional Bilingual Aide additional hourly pay for providing additional language support after school to L1 and L2 students</li> <li>• To provide needed Instructional material and copies for tutoring sessions</li> </ul>	Formative Assessment data Grades Attendance	All EL Students Level 1 & 2	Administration EL Site Monitor(s) Techers Bilingual Aides(s)	\$8,800.00
2B: Professional Development for English Learner Intervention and Differentiation <ul style="list-style-type: none"> <li>• Provide Certificated additional hourly for data analysis and professional development for teachers as they relate to EL instruction and differentiation</li> </ul>	Reclassification Records ELD Grades Academic Grades MAP Data	All EL Students	Administration EL Site Monitor(s)	\$3,000.00

<ul style="list-style-type: none"> <li>Provide substitute coverage for professional development on EL differentiation, assessment, reclassification and monitoring reclassified students</li> </ul>				
2C: Actively seeking input from ELAC committee with regard to proper expenditure of funds and proper monitoring of EL academic progress.	ELAC minutes Parent attendance Workshop attendance	All EL Students	Administration EL Site Monitor ELD TOA Bilingual Community Aide	\$800.00
<b>Total Estimated Cost for This Goal:</b>				\$11,800.00

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

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

<b>Identified Need(s):</b>	Addressed in SUPC Addendum
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
<b>Total Estimated Cost for This Goal:</b>				

**LEA/School GOAL 4: Cultivate Effective Teachers and Leaders**

<b>Metrics/Indicators</b>	<b>2018-19 Outcomes</b>	<b>2019-20 Expected Outcomes</b>
Certificated Professional Development Rating	Proficient	Advanced
Instructional Leadership Team Rating	Proficient	Advanced

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Teachers need to effectively implement the newly adopted curriculum and technology by providing effective professional development</li> <li>Teachers need to effectively implement Inclusion for SPED and EL students by providing effective professional development and time to collaboratively plan</li> <li>Teachers need to implement effective professional development on PLC organization; data analysis; common formative assessments; and lesson planning is needed.</li> <li>Administration needs to continue to educate our staff on our cultural foci: cultural proficiency; culturally relevant curriculum; critical pedagogy by providing effective professional development</li> </ul>
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<b>2019-20 Evidence-based Actions/Services</b>	<b>Metric(s) for evaluating Action/Service</b>	<b>Pupils to be served</b>	<b>Person(s) Responsible</b>	<b>2019-20 Estimated Cost</b>
				<b>Title 1</b>
4A: PLC Development & Support <ul style="list-style-type: none"> <li>Subs for Pull Out Days (\$10,000.00)</li> <li>Subs for Teacher PD</li> <li>Books and materials</li> <li>Additional hourly</li> </ul>	PLC Agendas/Minutes Walkthrough Feedback Data Improved grades Improved classroom behavior referrals	School-wide	Administration ILT Team PLCs	\$8,228.00
4B: ILT Team Development & Support <ul style="list-style-type: none"> <li>Subs for Pull Out Days</li> <li>Subs for ILT PD Days</li> <li>Books and materials</li> <li>Additional hourly (\$1,468.00)</li> </ul>	ILT Minutes PLC Minutes/Agenda Walkthroughs Improved grades Improved classroom behavior referrals	School-wide	Administration ILT Team PLCs	\$1,468.00
4C: Professional Development <ul style="list-style-type: none"> <li>Presenter Fees for On Campus Professional Development</li> <li>Subs for Professional Development Off Campus</li> <li>Subs for Peer Observations (On and Off Campus)</li> <li>Books and Materials</li> </ul>	Walkthroughs Improved CFA Assessment Data Improved MAP data	School-wide	Administration ILT Team PLCs	\$2,600.00
<b>Total Estimated Cost for This Goal:</b>				\$12,296.00

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:	School-Wide	5%	< 4%
	Foster Youth (Homeless)	9.1%	< 5%
	Hispanic/Latino	4.7%	< 4%
	English Language Learners	7%	< 5%
	African American	11.7%	< 8%
	Special Education	7.6%	< 5%
Expulsion rate		0.1%	0
Attendance Rate		95.63%	97% +
Chronic Absenteeism		14.1%	< 10%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Administration needs to reduce African American and Special Education suspension rate and provide alternative methods to address behavior and instruction</li> <li>Staff needs to actively reduce chronic absenteeism by providing a variety of interventions and support for families for at risk youth – i.e. African American students</li> <li>Teachers need to motivate ALL students with extended learning opportunities for the development college bound culture</li> </ul>
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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
<ul style="list-style-type: none"> <li>Please refer to Goal 5 in SUPC Addendum</li> </ul>				



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

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

<b>Metrics/Indicators</b>	<b>2018-19 Outcomes</b>	<b>2019-20 Expected Outcomes</b>
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	30	30
Parent Engagement and Local Climate Survey	22%	25% +

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Administration needs to increase African American parent engagement using a variety of outreach strategies</li> <li>• Teachers need to continue to improve home-school communication using a variety of outreach strategies</li> <li>• Administration needs to continue to develop parent leadership on campus and in the decision-making process</li> <li>• Administration needs to provide professional development in cultural proficiency; funds of knowledge; cultural wealth; deficit thinking; and customer service to further improve the quality and quantity of home-school relationship toward building a strong and healthy community with all stakeholders engaged in the process</li> </ul>
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<b>2019-20 Evidence-based Actions/Services</b>	<b>Metric(s) for evaluating Action/Service</b>	<b>Pupils to be served</b>	<b>Person(s) Responsible</b>	<b>2019-20 Estimated Cost</b>
				<b>Title 1</b>
6A: Parent Project Classes/Trainings/Workshops/ <i>Plazas Comunitarias</i> /etc. <ul style="list-style-type: none"> <li>• Consultant Fees</li> <li>• Consultant Fees (Parent Alliance Inc.– Computer Literacy classes)</li> <li>• Certificated Additional Hourly</li> <li>• Classified Additional Hourly</li> <li>• Translation Services</li> <li>• Materials, Supplies, and Copies</li> <li>• Child Care</li> </ul>	Sign-In Sheets Survey Data Parent Feedback/Twitter	ALL	Administration Teachers Community Liaison & Aide Child Care Providers	\$10,125.00
6C: Parent Field Trips to Universities and Colleges <ul style="list-style-type: none"> <li>• Transportation Costs</li> <li>• Materials, Supplies, and Copies</li> </ul>	Sign-In Sheets Survey Data Parent Feedback	ALL	Administration Teachers Community Liaison & Aide	\$2,017.00
6D: Parent/Staff Participation in Local, Regional, & Statewide Trainings/Conferences (i.e. CABE) <ul style="list-style-type: none"> <li>• Transportation Costs, Food and Lodging Costs (if applicable)</li> <li>• Registration Fees, Substitutes</li> </ul>	Sign-In Sheets Survey Data Parent Feedback/Twitter	ALL	Administration Teachers Community Liaison & Aide	\$500.00
6E: Professional Development for teachers/staff to build cultural proficiency and facilitate increase parent engagement and home-school connection;	Staff meeting Sign in Sheets Staff Feedback	ALL	Administration Climate/Culture TOA	\$500.00

	Parent Feedback			
6F: Home-School Communication <ul style="list-style-type: none"> <li>• Provide Student Agendas for Home-School communication</li> <li>• Home-School Compact printing</li> </ul>	Q Connect Data Agenda Inventory Feedback	ALL	Administration Teachers Staff	\$3,000.00
<b>Total Estimated Cost for This Goal:</b>				\$16,142.00

## Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Additional Technology Equipment – Computers, Printers, Projectors, Document Cameras, etc.	All Students	\$4,000.00	Administration Teachers
Travel and Conferences – (i.e. CADA, CABE, AVID, etc.)	All Students	\$14,003.00	Administration Teachers
Software and Licenses	All Students	4,000.00	Administration Teachers
After School Tutoring	All Students	\$34,893.00	Administration Teachers
PE Equipment	All Students	\$1,000.00	Administration Teachers
Science Equipment – Including STEM, Robotics, and Lab Equipment, etc.	All Students	\$4,000.00	Administration Teachers
VAPA Equipment and Supplies – Art supplies, instrument repair, etc.	All Students	\$1,000.00	Administration Teachers
Additional Library Books – Including Class Sets of Literary Works	All Students	\$3,000.00	Administration Teachers
Math Equipment – Calculators, etc.	All Students	\$2,000.00	Administration Teachers
Magazine and Journal Subscriptions	All Students	\$4,000.00	Administration Teachers
Campus Beautification Project – Shade Structures; New Marquis; Garden, etc.	All Students	\$10,000.00	Administration 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.	\$161,642.00
<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).	\$4,717.00
<b>Total amount of federal funds allocated to this school</b>		\$161,642.00

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

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

	<ul style="list-style-type: none"> <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>
Goal 4	<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>
Goal 5	<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>
Goal 6	<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>
Goal 7	<ul style="list-style-type: none"> <li>• District Safety Officers at elementary and middle school sites</li> </ul>

## School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Dr. Sergio Chavez	Principal	Not-Applicable	Not-Applicable	1
Julian Rubalcaba	Classroom Teacher	2 Years	May 2021	1
Amy Lorenzen	Classroom Teacher	2 Years	May 2020	1
Lourdes Rivera	Classroom Teacher	2 Years	May 2020	1
Brittany Torres	Classroom Teacher	2 Years	May 2020	1
Vicki Clark	Other Staff Member (Specify):	2 Years	May 2020	1
<b>Sub Total: 6</b>				
Lida Magallon	Parent/Community Member	2 Years	May 2021	1
Hortencia Conseco	Parent/Community Member	2 Years	May 2021	1
Elsy Zelaya	Parent/Community Member	2 Years	May 2021	1
Angel Biviano	Student Member	2 Years	May 2020	1
Lance Armijo	Student Member	2 Years	May 2020	1
Richard Holmes	Student Member	2 Years	May 2020	1
<b>Sub Total: 6</b>				
<b>Total: 12</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 FADLOVA NAVA CRISTE \_\_\_\_\_  
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: 10/21/2019.

Attested:

Dr. Sergio Chavez  
School Principal

Lida Magallon  
SSC Chairperson

[Signature]  
Signature of School Principal

[Signature]  
Signature of SSC Chairperson

10/21/19  
Date

10/21/19  
Date