

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	Wayne Ruble Middle School 36-67710-0102509		SSC Approval Date: October 30, 2019
School Address	6762 Juniper Avenue Fontana, CA 92336		Local Governing Board Approval Date: <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of Principal	Anne-Marie Cabrales	Phone # and Email	909-357-5530 Annemarie.Cabrales@fUSD.net
Name of SSC Chairperson	Maryann Bingham	Phone # and Email	(909) 357-5530 bingmm@fUSD.net
SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP	<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

## SCHOOL BACKGROUND

<p><b>VISION AND MISSION</b></p>	<p>Mission Statement: Wayne Ruble Middle School – building a community where all members will achieve their maximum potential.</p> <p>Theme: Taking Pride with Every Stride</p>
<p><b>SCHOOL AND COMMUNITY PROFILE</b></p>	<p>One of the unique qualities of our school is that it proudly adorns the name of a gentleman who has long been an active Fontana teacher, community leader, school board member. Our school first opened its doors to the students of North Fontana in August 2004.</p> <p>Wayne Ruble Middle is a single-tract school which serves an average of 1,323 6th, 7th, and 8th grade students. Our student body is composed of a rich and diverse group of ethnicities and cultures. Our largest population is our Hispanic/Latino students which make up 77% of our student body. Our remaining student body is comprised of 9% African American, 7% Caucasian and 3% of Asian descent. Other student groups include our GATE students, 14%, English Language Learners, 15%, Special Education students (Resource, Special Day, Speech, Adaptive Physical Education, and Severely Handicapped) 11%. All our students received free or reduced breakfast and lunch.</p> <p>In accordance with the middle school philosophy, we understand the important of assisting our student in developing and maintain a healthy self-concept. Our staff prides itself in our ability for form healthy relationships with and among our students. All students are conferenced with, to establish goals, social skills development and conflict mediations. Each of our student regardless of their grades or academic classification are a part of these skills development.</p> <p>We will provide each student with a quality education by ensuring that every teacher is more than qualified. We will also ensure that our teachers receive consistent training in “best practices” and research proven techniques. Human Resources makes every effort to attract and employ only highly qualified teachers. Having highly qualified teachers in the classroom providing quality instruction is the best way to increase student achievement. Ruble currently has 100% of their certificated teaching staff, “Highly Qualified”, as defined by MCLB.</p> <p>We will provide each student with an environment which can be characterized as supporting and relationship based. One of the ways we will achieve this is via open two-way communication with and among parents and students.</p>
<p><b>SPSA HIGHLIGHTS (bullet points)</b></p>	<ul style="list-style-type: none"> <li>• CAASPP growth in ELA 6th, 7<sup>th</sup>, and 8<sup>th</sup> grade</li> <li>• CAASPP growth in Math 7<sup>th</sup>, and 8<sup>th</sup> grade</li> <li>• 7<sup>th</sup> Grade ELA made the largest growth on CAASPP</li> <li>• All but two subgroups demonstrated growth on CAASPP</li> <li>• EL students demonstrated growth on the ELPAC</li> <li>• Decreased suspension rates schoolwide and for all subgroups significantly</li> </ul>

<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> <li>• Increase Math support and PD for teachers</li> <li>• Increase TOA math support using an RTI model</li> <li>• Create capacity for team/grade level leads</li> <li>• Increase district TOA support targeting our African American and EL students specifically in Math</li> <li>• Increase social and emotional support for all students</li> <li>• Increase # of devices in all classrooms.</li> <li>• Increase integration of technology during classroom instruction in ELA (Study Sync) Math (Math Tech Book) and Social Studies (TCI)</li> </ul>
<p>MOONSHOT</p>	<p>We are developing a moonshot proposal to align systems with our feeder high school pathways in studio production, aviation, and STEAM.</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 (Change in Distance from Standard or DFS)	-4.5	-6.3
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	-39.2	-52.2
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	52%	57.65%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	52%	49.37%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	26%	29%

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		
<b>1A:</b> Professional Development/PLC collaboration <ul style="list-style-type: none"> <li>• Teacher release/planning time</li> <li>• Instructional supplies</li> <li>• Printing</li> <li>• PLC Collaboration</li> </ul>	\$30,000	\$3,100	Increased by 3% number of students who Met/Exceed ELA CAASPP Increased by 3% number of students who Met/Exceed Math CAASPP Growth for all students CAASPP Distance from Standard (DFS) 8.2 ELA & 2.0 Math Increased MAP % of students meeting growth targets to 57.65% ELA PLC Feedback Forms Quick Print	Modify- Decrease amount of Title I allocation

<p><b>1B:</b> Interventions and tutoring for Math and Language Arts</p> <ul style="list-style-type: none"> <li>• Teacher/Counselor hourly</li> <li>• Instructional supplies</li> </ul> <p>Printing</p>	\$6,500		<p>Increased by 3% number of students who Met/Exceed ELA CAASPP            Increased by 3% number of students who Met/Exceed Math CAASPP            Growth for all students CAASPP Distance from Standard (DFS) 8.2 ELA &amp; 2.0 Math            Increased MAP % of students meeting growth targets to 57.65% ELA</p>	Continue
<p><b>1C:</b> Enrichment (STEAM Focus)</p> <ul style="list-style-type: none"> <li>• Teacher/Counselor hourly</li> <li>• Instructional supplies</li> <li>• Printing</li> </ul>	\$0.00		<p>Increased by 3% number of students who Met/Exceed ELA CAASPP            Increased by 3% number of students who Met/Exceed Math CAASPP            Growth for all students CAASPP Distance from Standard (DFS) 8.2 ELA &amp; 2.0 Math            Increased MAP % of students meeting growth targets to 57.65% ELA            Student Participation %            Quick Print</p>	Modify- Allocate funds for teacher hourly
<p><b>1D:</b> Supplemental instructional material</p> <ul style="list-style-type: none"> <li>• Supplemental materials</li> <li>• Technology: computers, laptops, projectors, document cameras</li> <li>• Science Equipment: STEAM, Robotics, Lab equipment</li> <li>• VAPA materials, supplies</li> <li>• Additional library books and classroom literature sets</li> </ul>	\$106,000	\$21,000	<p>Increased by 3% number of students who Met/Exceed ELA CAASPP            Increased by 3% number of students who Met/Exceed Math CAASPP            Growth for all students CAASPP Distance from Standard (DFS) 8.2 ELA &amp; 2.0 Math            Increased MAP % of students meeting growth targets to 57.65% ELA</p>	Continue
<p><b>1E:</b> Summer program</p> <ul style="list-style-type: none"> <li>• Incoming 6<sup>th</sup> grade bridge program</li> <li>• Robotics</li> <li>• STEAM Program</li> <li>• AVID</li> <li>• Advanced Math</li> <li>• Honors English</li> </ul>	\$0.00	\$10,000	<p>Increased by 3% number of students who Met/Exceed ELA CAASPP            Increased by 3% number of students who Met/Exceed Math CAASPP            Growth for all students CAASPP Distance from Standard (DFS) 8.2 ELA &amp; 2.0 Math</p>	Modify- Include math and ELA intervention opportunities

<ul style="list-style-type: none"> <li>Teacher hourly</li> </ul>			<p>Increased MAP % of students meeting growth targets to 57.65% ELA            Increase enrollment in IM 1, IM 2 and advanced math courses            Increase enrollment in advanced English courses</p>	
<p><b>1F:</b> Academic awards</p> <ul style="list-style-type: none"> <li>Incentives</li> <li>Recognitions</li> </ul>	<p>\$500</p>			<p>Discontinue</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%	17.7%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-97.3	-87.4
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-133.3	-92.0

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
<b>2A:</b> Supplemental instructional materials <ul style="list-style-type: none"> <li>• Instructional materials</li> </ul>	\$0		Equal access to materials for EL/SED/Foster Youth Increase reclassification rates for EL students	Continue
<b>2B:</b> CELDT/ELPAC test administration <ul style="list-style-type: none"> <li>• Certificated additional hourly</li> <li>• Classified additional hourly</li> </ul>	\$0	\$2,000	Equal access to materials for EL/SED/Foster Youth Increase reclassification rates for EL students	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 3: Increase Graduation and College &amp; Career Readiness</b>		
<b>School Metrics/Indicators</b>	<b>2018-19 Expected Outcomes</b>	<b>2018-19 Actual Outcomes</b>
Naviance Visits	100%	87.5%

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results Include the metric(s) for evaluating the Action/Service</b>	<b>SSC's Decision based on the Results:</b>
	<b>Title 1</b>	<b>SUPC</b>		<b>Continue Modify (list the modifications) Discontinue</b>
<b>3A: College Tours</b> <ul style="list-style-type: none"> <li>• Transportation</li> </ul>	\$3063	\$1500	Student attendance rosters Student surveys Teacher feedback Students benefit from the college visits. They have requested additional college visits. Students attended 5 field trips. Surveys were not kept this year but will be kept the following year.	Continue
<b>3B: AVID</b> <ul style="list-style-type: none"> <li>• Membership Fees</li> <li>• College tutors</li> <li>• Conferences</li> <li>• Instructional materials</li> <li>• Coordinator additional hourly</li> </ul> Printing	\$0	\$33,500	AVID Certificates AVID grade checks Teacher Conference Attendance This program will continue. The success of the program is monitored closely. 6 Sections of AVID were offered (2) at each level. 94% of students passed classes with a C or better.	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	Developing/Proficient
Instructional Leadership Team Rating	Proficient	Developing/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		
<b>4A: PLC (Grade level and Content)</b> <ul style="list-style-type: none"> <li>• Teacher pull-out planning days/Substitute coverage</li> <li>• Teacher additional hourly</li> <li>• Professional reading</li> </ul>	\$156.69	\$0	PLC feedback forms CASSPP Data Assessment data CAASSPP data shows that 3% of students met or exceeded results in ELA while math growth was flat.	Modify- Increase funding allocated
<b>4B: Professional Development</b> <ul style="list-style-type: none"> <li>• Teacher additional hourly</li> <li>• Printing</li> <li>• Conferences</li> <li>• Counselor Trainings/Workshops</li> </ul>	\$13,843.31	\$0	Teacher Conference Attendance Training/sharing knowledge gained with others Classroom implementation of new strategies This metric was not used but will be used next year.	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		0%	Not Available until Oct. 2019
Suspension rate:	SW	4.9% Decrease by 1%	2.5%
	FY (homeless)	13.3% Decrease by 1%	3.8%
	Hisp	3.9% Decrease by 1%	2.3%
	ELL	7% Decrease by 1%	0.5%
	AA	12.2% Decrease by 1%	7.6%
	Sped	9.6% Decrease by 1%	2.4%
Expulsion rate		.1% Decrease by 1%	Decrease by 1%
Attendance Rate		>96%	96.53%
Chronic Absenteeism Rate		8.2% Decrease by 1%	8.5%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A: Other Means of Corrections implementations (OMOC) Teacher Additional Hourly	\$4,000	\$0	Suspension data Referral data Lunch detention data	Continue

## 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	(10) Morning with the Principal Meetings (10) Watch D.A.W.G.S Meetings	(10) Morning with the Principal Meetings (10) Watch D.A.W.G.S Meetings
Parent Engagement and Local Climate Survey	>25%	29%

<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>		
<b>6A: Parent Groups:</b> ELAC, SSC, Morning with the Principal, Watch Dogs <ul style="list-style-type: none"> <li>• Translation Services</li> <li>• Refreshments</li> <li>• Printing</li> <li>• Materials/Supplies</li> <li>• Watch Dog Events</li> <li>• Family Nights</li> <li>• Family Engagement</li> </ul>	\$300	\$1,271	Agendas Meeting Minutes Attendance Logs Parent Survey results  8 Coffee with the Principals and sign-ins will be used this year to measure how many parents attend.	Modify- Increase funding allocated for printing
<b>6B: Parent trainings/workshops</b> <ul style="list-style-type: none"> <li>• Q Parent Connect</li> <li>• Presenter fees</li> </ul>	\$4,500	\$0	Parent sign in sheets Meeting agendas Parent Survey results 5 Parent Workshops were held and Approximately 50 parents participated.	Continue
<b>6C: Home-School Communication</b> <ul style="list-style-type: none"> <li>• Q Parent Connect</li> <li>• Parent Handbook</li> </ul>	\$0	\$0	Parent communication logs from teachers Parent Survey results Metric was not kept this year but will be kept next year.	Continue

<ul style="list-style-type: none"> <li>• Student Agendas/Handbook</li> <li>• Home/School Compact</li> </ul>				
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**2018-2019 SPSA Annual Evaluation of Effectiveness**

**LEA/School GOAL 7: Promote Healthy Environments**

School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of <b>fifth/seventh/ninth</b> grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test		Data Not Available

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		
<b>7A:</b> Individual and small-group counseling <ul style="list-style-type: none"> <li>• Positive behavior incentives</li> <li>• “Taking Pride” cards</li> </ul> Printing	\$0		Counselor Data Referral Data Suspension Data	Continue
<b>7B:</b> Trainings/PD <ul style="list-style-type: none"> <li>• Counselor trainings</li> <li>• Suicide Prevention training</li> </ul> Social Emotional training	\$0		Counselor Data Referral Data	Continue
<b>7C:</b> Restorative Justice Practices <ul style="list-style-type: none"> <li>• Supplemental Materials</li> </ul> Printing		\$0	Group participation logs from Climate & Culture TOA	Continue

### 2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p><b>Describe how the evaluation was conducted:</b></p>	<p>Data was disaggregated and shared with our teaching staff during our professional development day 8/1/2019. Teachers were provided with preliminary data and growth data for their individual students. PLCs met to identify key strengths of team members and areas of focus for instruction for the 2019-20 school year. Data for all seven LEA Goals in SPSA was shared with School Site Council and English Learner Advisory Council on 9/25/2019 and 9/26/2019. School Site Council met on 10/9/2019 to identify areas of need and which actions/services to continue/modify/discontinue. School Site Council met on 10/30/2019 to finalize and approve changes to the 2017-2020 SPSA.</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>For LEA Goal 1: 6<sup>th</sup> – 8<sup>th</sup> grade students in both ELA and Mathematics continued to demonstrate growth. MAP target was met for Reading with 57.65% of students meeting their growth target. Electives are a response to student needs academically and student interests. We are continuing to support building capacity through support from TOA’s and by training teachers to become “Spotlight Teachers”. Each team reaches out to district TOA’s for support as needed. We have made continuous growth in ELA and Mathematics over the past 5 years. SBAC proficiency has increased to 49.2% of students meeting/exceeding standard in ELA. This was a 3% increase from last year. SBAC proficiency has also increased in math by 3%, moving from 29.7% to 32.2%. MAP growth shows marked improvement. Honors and Advanced courses are expanding as student enrollment reaches capacity.</p> <p>TOA support in both ELA and Math has been highly effective. Grade level leads have reached out to the TOA’s for support during their PLC time along with requests for additional training from the Instructional Technology Team with integration of technology. The grade level and content level PLC’s continue to strengthen. These meetings have been student focused and teams use all admin directed minimum days to meet. The district Study Sync training with the integration of the new technology has also been a strength. Teachers are beginning to implement Discovery Math Tech Book and are receiving coaching and demonstration lessons through a partnership with Discovery Education.</p> <p>LEA Goal 5: Targets were met as schoolwide suspensions and all subgroups experienced a huge decrease in suspensions. Target to exceed 96% in attendance was also met. SART, LAMP, and SARB meetings were held to continue to provide interventions to families.</p> <p><b>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</b></p> <p>MAP NWEA data: Math goal was set for 52% of students to meet growth target. Result: 49.37% met growth target (Target not met).</p> <p>SBAC preliminary data ELA: 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> grades all experienced increases in students meeting/exceeding standard in ELA. Schoolwide growth was achieved 46.3% (2018) to 49.2% (2019). Distance from Standard Met: Gap needed to close by 10 pts but only closed by 8.2 pts. (Target not met)</p> <p>SBAC preliminary data Math: 7<sup>th</sup> &amp; 8<sup>th</sup> grades experienced increases from the previous year in Math. 6<sup>th</sup> grade experienced a decrease. Schoolwide growth was achieved 29.7% (2018) to 32.2% (2019) Distance from Standard Met: Gap needed to close by 15 pts but only closed by 2 pts. (Target not met)</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?**

Gaps were notable in performance for our English Learners (ELA: 5.7%, Math: 3.7%) Students with Disabilities (ELA: 4.7%, Math: 3.1%) and our Foster Youth (ELA: 20%, Math 10%)

We attribute these results to students' lack of time in school, mobility rates, and identified learning disabilities.

**What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?**

We need to focus on providing targeted support to our identified English Learners to accelerate their language acquisition. We will strengthen our math instruction in the classroom through implementation of Math Tech Book supported with coaching from Discovery Education and our district TOA.

### 2017-2020 Planned Improvements in Student Performance

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

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

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-6.3	+3.7
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-52.0	-37.0
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	57.65%	58%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	49.37%	54%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	29%	31%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Students need targeted instruction, early intervention, and enrichment in English Language Arts and Math in order to increase proficiency skills.</li> <li>Teachers need opportunities to meet in PLCs to analyze data and plan for instruction.</li> </ul>
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SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	As a means to best understand and address students' learning needs, teachers and administration will engage in timely assessment and data analysis. Students will be provided access to high quality first instruction and intervention/enrichment opportunities. A school-wide multi-tiered system has been established to ensure students receive such supports within the school day based on their identified area(s) of need. In addition, after-school enrichment opportunities will be provided to students, including identified GATE students, to promote the attainment of State academic standards.	Actions and services for students will begin on August 6, 2019 and will continue through May 28, 2020. Extended learning opportunities will be provided Jan. 2020- May 2020

<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>In order to provide students with a well-rounded education, we will focus our efforts on providing a high-quality instructional program (English Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, English Language Development) using our district adopted core curriculum. As a site, we will utilize Read 180/Math 180, APEX, Math Tech Book, TCI, and Study Sync as supplemental intervention materials to assist struggling learners with meeting the expectations of the Common Core State Standards. We will continue to provide extended opportunities for enrichment and intervention after school and during lunch. We will provide enrichment activities such as Engineering For Kids, Girls Who Code, STEAM, and Studio Production to enhance problem solving and collaboration skills.</p>	<p>Actions and services for students will begin on August 6, 2019 and will continue through May 28, 2020. Extended learning opportunities will be provided Dec. 2019- May 2020.</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>In order to provide students at risk of not meeting the challenging State academic standards with a well-rounded education, we will focus our efforts on providing a high-quality instructional program (English Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, English Language Development) using our district adopted core curriculum. As a site, we will utilize Read 180/Math 180, APEX, Math Tech Book, TCI, and Study Sync as supplemental intervention materials to assist struggling learners with meeting the expectations of the Common Core State Standards. We will continue to provide extended opportunities for enrichment and intervention after school and during lunch. We will continue to provide assistance through our guidance counselors, Climate &amp; Culture TOA, and Community Outreach Liaison to our most at-risk students to ensure they are on track for success.</p>	<p>Actions and services for students will begin on August 6, 2019 and will continue through May 28, 2020. Extended learning opportunities will be provided Dec. 2019- May 2020.</p>

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: Professional Development/PLC Collaboration</p> <ul style="list-style-type: none"> <li>Teacher release/planning time</li> <li>Instructional supplies</li> <li>Printing</li> </ul>	<p>PLC Feedback Forms Common Assessment data</p>	<p>All</p>	<p>Admin/Teachers</p>	<p>\$15,000</p>
<p>1B: Extended learning for Math and Language Arts</p> <ul style="list-style-type: none"> <li>Certificated hourly</li> <li>Instructional supplies</li> <li>Printing</li> </ul>	<p>MAP data Common Assessment data Pre/Post tests</p>	<p>All</p>	<p>Admin/Teachers</p>	<p>\$15,600</p>
<p>1C: Enrichment (STEAM Focus)</p> <ul style="list-style-type: none"> <li>Certificated hourly</li> <li>Supplemental programs (Such as: Engineering for Kids, Studio Production and Girls Who Code)</li> <li>STEAM, robotics, lab equipment</li> </ul>	<p>Student projects/presentations MAP data Pre/Post tests</p>	<p>All</p>	<p>Admin/Teachers</p>	<p>\$28,000</p>



<ul style="list-style-type: none"> <li>• VAPA materials &amp; supplies</li> <li>• Instructional supplies</li> <li>• Printing</li> </ul>				
<b>1D: Provide targeted instruction</b> <ul style="list-style-type: none"> <li>• Supplemental instructional resources</li> <li>• Technology (Student laptops)</li> <li>• Books &amp; classroom literature sets</li> </ul>	Student projects/presentations MAP data Common Assessment data Pre/Post tests	All	Admin/Teachers	\$5,353
<b>1E: Summer program</b> <ul style="list-style-type: none"> <li>• Certificated hourly</li> <li>• Supplemental instructional resources</li> <li>• Printing</li> </ul>	Sign In sheets Pre/Post tests Student Surveys	All	Admin/Teachers	\$2,000
<b>Total Estimated Cost for This Goal:</b>				\$65,953

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	17.7%	≥12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-107.3 (Improved by 8.2 from 2017-18)	-97.3
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-139.3 (Improved by 10.5 from 2017-18)	-133.3

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Students need opportunities to increase their use of academic vocabulary and practice the use of language acquisition.</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: Targeted instruction/interventions to improve academic vocabulary <ul style="list-style-type: none"> <li>Instructional supplies/resources</li> </ul>	Increase in growth on MAP Reading Increase in semester grades for ELA	English Learners	Admin/Teachers	\$1,000
<b>Total Estimated Cost for This Goal:</b>				\$1,000

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Naviance (# of Visits)	87.5%	100%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Teachers need to decrease the number of D’s and F’s to prepare students and help transition them to high school to meet A-G requirements.</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
3A: College Campus Tours <ul style="list-style-type: none"> <li>Transportation</li> </ul>	Student Surveys Written student eight-year plan to college	AVID/GATE/ English Learners/ WEB/ Teacher & Counselor Recommendations	Admin/Teachers/ Community Outreach Liaison	\$2,400
3C: College & Career Day 2X per month <ul style="list-style-type: none"> <li>Resources</li> <li>Printing</li> </ul>	AVID student presentations Participation sign-up sheets	All Students	Admin/Teachers/ Community Outreach Liaison	\$600
<b>Total Estimated Cost for This Goal:</b>				\$3,000

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

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Teachers need PLC time to standardize and calibrate grading practices and expectations to measure our efficacy.</li> <li>Teachers need professional development focusing on the continued implementation of technology integration, AVID, and content specific instruction.</li> <li>Math teachers need coaching to support implementation of Math Tech Book.</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
4A: PLC (Grade level and Content Area) <ul style="list-style-type: none"> <li>Teacher pull-out planning days/Sub coverage</li> <li>Teacher additional hourly</li> </ul>	PLC feedback forms/agendas Lesson plans Common Assessment Data	All students	Admin/Teachers/ Counselors/ Clerical Staff	\$20,000
4B: Professional Development <ul style="list-style-type: none"> <li>Teacher hourly</li> <li>Sub coverage</li> <li>Printing</li> <li>Conferences</li> </ul>	Agendas Surveys Lesson Plans Staff presentations from conferences Walk-throughs	All students	Admin/Teachers/ Counselors/ Clerical Staff	\$15,000
<b>Total Estimated Cost for This Goal:</b>				\$35,000

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		Not Available until Oct. 2019	
Suspension rate:	SW	2.5%	1.5%
	FY (homeless)	3.8%	2.8%
	Hisp	2.3%	1.3%
	ELL	0.5%	0%
	AA	7.6%	6.6%
	Sped	2.4%	1.4%
Expulsion rate		Decrease by 1%	Decrease by 1%
Attendance Rate		96.53%	Exceed 96%
Chronic Absenteeism		8.5%	7.5%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Reduce the number of suspensions for all students.</li> <li>• Maintain a yearly expulsion at 0% and an average attendance rate above 96%.</li> <li>• Reduce our chronic absenteeism each year by focusing on keeping students connected to school.</li> <li>• Provide social and emotional supports for students through our services provided by our Climate &amp; Culture TOA and our partnership with our Multi-Tiered Support System</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
5A: Other Means of Corrections Implementation (OMOC) Academic Intervention Lunch Tutoring <ul style="list-style-type: none"> <li>• Teacher Additional Hourly</li> </ul>	Discipline Data Increase in semester grades for ELA & Math	Teacher Referrals	Admin Teachers	\$4,100

<b>Total Estimated Cost for This Goal:</b>				\$4,100

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	(10) Morning with the Principal Meetings (10) Watch D.A.W.G.S Meetings	(10) Morning with the Principal Meetings (10) Watch D.A.W.G.S Meetings
Parent Engagement and Local Climate Survey	29%	>25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Increase parent participation for all parent/community events.</li> <li>• Improve our home-school communication.</li> <li>• Provide additional parent trainings/informational meetings to address social media/cyber bullying.</li> <li>• Provide additional parent trainings on the social and emotional development of middle school students.</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
6A: Parent Groups: (ELAC, SSC, Morning With the Principal, Watch DAWGS) <ul style="list-style-type: none"> <li>• Translation services</li> <li>• Materials/Supplies for meeting</li> <li>• Printing</li> </ul>	Meeting Agendas Sign In Sheets	All Students	Admin Community Outreach Liaison Community Aide	\$300

<b>6B: Parent Trainings &amp; Workshops</b> <ul style="list-style-type: none"> <li>• Translation services</li> <li>• Presenter fees</li> <li>• Printing</li> </ul>	Meeting Agendas Sign In Sheets	All Students	Admin Community Outreach Liaison Community Aide	\$4,100
<b>Total Estimated Cost for This Goal:</b>				\$4,400

**Unfunded School Site Council Priorities**

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Additional Technology	All Students	\$40,000	Admin
Library Books/Media Materials	All Students	\$10,000	Admin/Library Specialist
STEAM Materials	All Students	\$20,000	Admin/Teachers



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

<b>Federal Programs</b>		<b>Allocation</b>
<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.	\$113,453.00
<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).	\$4,228.00
<b>Total amount of federal funds allocated to this school</b>		\$113,453.00

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 Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state’s Common Core Standards.</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
Anne-Marie Cabrales	Principal	Non-applicable	Non-Applicable	1
Jason Duguay	Classroom Teacher	2 years	June 2021	1
Maryann Bingham	Classroom Teacher	2 years	June 2020	1
Noreen Sands	Classroom Teacher	2 years	June 2020	1
Kelly Cordova	Classroom Teacher	2 years	June 2021	1
Priscilla Garcia	Other Staff Member (Specify):	2 years	June 2020	1
<b>Sub Total: 6</b>				
Liriane Davis	Parent/Community Member	2 years	June 2021	1
Kimberly Miller	Parent/Community Member	2 years	June 2021	1
Heather Canales	Parent/Community Member	2 years	June 2021	1
Leah Gamez	Student Member	1 year	June 2020	1
Aryanna Peinado	Student Member	1 year	June 2020	1
Aubrey Ruiz	Student Member	1 year	June 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 \_\_\_\_\_  \_\_\_\_\_  
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: **10/30/2019**.

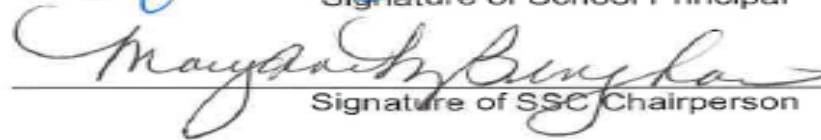
Attested:

Anne-Marie Cabrales  
Typed name of School Principal

  
Signature of School Principal

10/30/19  
Date

Maryann Bingham  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

10/30/19  
Date